



DIFFERENTIAL TUITION REQUEST

College/School: A&S Department/Program: Speech and Hearing Sciences

Contact: Erika Elwell Phone: 277-0823 Email: eelwell@unm.edu

Level: Undergraduate Graduate

Proposed Differential to be applied as: by student type (major): by course:

For Main Campus units, all new differential tuition will be charged by student type (major) and will follow the tuition block.

Requested Differential Tuition (shown as an amount per student credit hour):

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$150	\$119	\$-31
Non-Residents	\$150	\$119	\$-31
Other	\$150	\$119	\$-31

Effective Academic Year: 2015-2016

*If the differential tuition request is approved it will be applied in the following academic year **beginning in the fall semester.***

Rationale for Request: *Please provide a detailed explanation on the reasoning for the increase/decrease or new differential tuition. Please refer to policy **UAP 8210 2.2** for qualifying justifications for differential tuition.*

The initial request was to have only SHS courses charge the differential tuition, however main campus charges by student type. Once this was discovered, students in the SHS program contacted the Chair and a temporary adjustment was made for AY2014-15. However, a permanent adjustment is needed to account for this change.

Market Analysis: *Please provide detailed information on whether the college/school or department/program cost of instruction is markedly higher than the university average program costs or market conditions warrant additional tuition.*

N/A – See the original proposal (attached)

Student Consultation: *A preliminary request should be submitted to the Provost Office (Main Campus) or Chancellor's Office (Health Sciences Center (HSC)) no later than October 1st. Per policy it must be posted to the unit's website no later than October 1st to allow for at least 30 days of constituent comment prior to final submission to the Provost or Chancellor by November 1st.*

Please provide an explanation on how you plan to communicate the proposed differential tuition request to students, and the feedback you have already received from students on this request, if any.

Students in the SHS program originally approved the differential tuition for SHS courses only, and brought it to the attention of the Chair of Speech and Hearing Sciences (Dr. Barbara Rodriguez), that the differential was not charging as approved. Dr. Rodriguez notified the Dean's office and the issue was moved on the Provost's office for review. The differential tuition is being reversed currently by the Bursars office on all non-SHS courses. This adjustment will fix the issue and cost the students the amount that would be expected as if only SHS courses were charged the differential. The students in SHS have approved this compromise.

Accountability/Budget Information: *Please provide budgetary information about how the revenue generated will be expensed. It is highly encouraged to set aside a portion of the revenue generated by the differential for financial aid (see policy UAP 8210 2.2.2).*

Financial Aid Set Aside Amount: _____%

Proposed Annual Revenue

Differential Tuition (per student credit hour)	119.00
Projected # of Student Credit Hours (<u>all student credit hours</u> taken by student majors in the program).	1633
Total Revenue	\$194,400

Proposed Annual Expenditures

Financial Aid Set Aside (%)	\$
Faculty Expense	\$194,400
Advising Personnel	\$
Support Staff Expense	\$
Operating Expenses	\$
Total Program Costs	\$194,400



Please provide a detailed explanation on how the revenue will be used for this program:

The differential tuition will be used to fund two additional T/TT faculty and partially a third, which will support an increase in the number of graduate students entering the program. For more detail, see the attached original proposal.

Student Access and Affordability: *Please explain how student access and affordability will be addressed.*

Current faculty can only support the acceptance of 23 students into the program from a pool of approximately 120 applicants. The differential is not expected to create a disproportionate level of student debt, and will not restrict access to students of financial need, but rather will provide essential funds to maintain a high quality program.

Peer Comparison Chart: *Please complete the Excel peer comparison spreadsheet. If the peer institutions listed does not have a similar college/school or department/program add an institution that most closely resembles your unit. Please note this adjustment below.*

Please see the attached narrative that explains this in detail.

Other Information: *Please provide any additional information that supports this request for differential tuition.*

Dean/Director Approval:

Printed Name: Mark Peceny, Dean Date: 11/3/14



**Differential Tuition Request
University of New Mexico
Department of Speech and Hearing Sciences**

Summary

The Department of Speech and Hearing Sciences (SHS) at the University of New Mexico offers the BA and M.S. degrees, and its graduate program was re-accredited in 2012 by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA) through 2020. The department serves 48 graduate students, and over a ten-year period (2002-2012), the average number of M.S. degrees awarded was 20. The department includes 7 tenured/tenure-track faculty, 5 clinical non-tenure track faculty members, and 2 full-time administrative staff members. Despite being a relatively small department, we have maintained high quality academic and clinical programs with national prominence in the areas of bilingual and multicultural research and training.

The Department of Speech and Hearing Sciences, in the College of Arts and Sciences, at the University of New Mexico requests permission to increase its graduate tuition by \$150 per student credit hour, beginning in the fall of 2014, increasing to \$401 per student credit hour for all graduate speech-language pathology courses in the Master of Science (M.S.) program.

Program Background and Rationale for Enhanced Support

The Department of Speech and Hearing Sciences at the University of New Mexico has established an excellent national reputation for its professional graduate training program. The M.S. degree program has been offered at UNM for over 50 years and has experienced a significant rise, according to U.S. News and World Report, in national ranking from 81st in 2000 to 62nd in 2013. In fact, the latest ranking places the UNM SLP graduate program among the top rated programs without a doctoral program.

The graduate program is a 2-year, 6 semester program, involving a minimum of 54 credit hours of classroom instruction and 375 clinical clock hours of practicum experience. Graduates are eligible for American Speech-Hearing and Language Association (ASHA) certification upon completion of the Clinical Fellowship Year. The Council on Academic Accreditation (CAA) in audiology and speech-language pathology accredits this program and historically each year, we accept about 23 students from the approximately 120 applications we receive for admission to our program.

The shortage of SLPs continues in New Mexico and many parts of the country. This means that there are many employment opportunities for graduates of the UNM master's program. Those graduates meet the requirements for the New Mexico state license in SLP and for the professional certification offered by the American Speech-Language-Hearing Association (ASHA). With the NM state license in SLP, graduates can work with clients across the lifespan including in early childhood settings, schools, hospitals, rehabilitation settings, and private practices. New Mexico recently created a bilingual certificate recognition to the state license for SLPs—the first regulation and licensing board in the United States to do so.

The Department of SHS provides unique graduate training opportunities through specialized courses and field experiences in settings rich in cultural and linguistic diversity. The first program, **Culturally and Linguistically Appropriate Speech-Language Services for All Language Learners in New Mexico (CLASS for ALL-NM)**, is designed to prepare graduate students in the assessment and intervention of children from linguistically diverse backgrounds who present with speech and/or language impairments. The second program, *Comunidad Crecer*, is an international clinical practicum program for bilingual students in our master's training program. Each spring, students and faculty travel to Mexico City to work with students and staff at *Comunidad Crecer*--a private school for individuals with severe disabilities. We are only one of 14 SLP programs across the country that provide this type of specialized training.

In the wake of the recent economic downturn and reductions in funding, SHS has been forced to reduce support for classroom teaching, clinical supervision, community outreach efforts, program expansion and enhancement, and faculty development. In the past, revenue from the department's speech and hearing clinic and contractual arrangements with local education agencies (LEA) could support some of these expenses but due to the economic conditions, fewer clients are able to pay for services at the UNM Speech Language and Hearing Center (UNMSLHC) and LEA contracts were not renewed, thus reducing overall revenue.

The SHS Department has a long history of being competitive and extremely successful in graduating students who are prepared to enter the workforce and who are exceptionally successful in securing professional positions upon graduation. This success can be attributed to the classroom education and clinical supervision in the UNMSLHC. The UNMSLHC is our primary location for training first-year graduate students. This professional training program requires intensive student training on an individual (1:1) student to faculty basis. The clinical education requirements and regulatory and accreditation requirements of the program create a significant need for additional revenue to address program enhancement and expansion provided from differential tuition. In addition to the actual costs of maintaining CAA program accreditation, this program requires the commitment of specially trained research and clinical faculty.

- a) Accreditation standards: Faculty must be appropriately licensed and credentialed to meet state and national standards. Equipment and facilities must be well maintained in order to provide a state-of-the-art training program to our graduate students and offer high quality clinical services to the community.
- b) Clinical placement at UNMSLHC: Students are closely supervised by clinical faculty members with appropriate levels of SLP licensure and certification while providing speech, language and hearing assessment and intervention services.
- c) External Clinical Placements: Student clinical rotations are supervised by professionals with appropriate levels of licensure and certification. Each clinical placement is covered by a current clinical placement contract, approved by attorneys in both the university and the receiving agency (e.g., for the current academic year, we have negotiated approximately 32 current clinical placements).
- d) Student Requirements: Every graduate student must complete background checks and be trained on all federal, state and local/agency requirements, including specified OSHA and HIPAA training prior to clinical placement.

Employment and Income Expectations Following Graduation

There is a national shortage of speech-language pathologists (SLPs), and, more specifically, there is a shortage of qualified SLPs in New Mexico. According to a recent U.S. Bureau of Labor Statistics (BLS) report, the national employment rate of SLPs is expected to grow faster than average through the year 2020. An additional 28,800 SLPs will be needed to fill the demand between 2010 and 2020 – a 23% increase in job openings. The research report Educator Supply and Demand in the United States, published by the American Association for Employment in Education, presents job market data on 62 education fields, including speech-language pathology. The report indicates that speech-language pathology is one of 14 fields with a ‘considerable’ shortage. These data are an indicator that the job market for school-based SLPs will be strong in future years. Long-term employment projections through 2020 indicate a 27.9% increase in employment opportunities for SLPs in New Mexico.

Job opportunities are excellent given the current job openings and, combined with impending retirements (35.2% of NM SLPs are 55 years of age and older) and projected job growth (28% through 2020), there is a critical need to increase the number of SLP graduates. While there is a general shortage of SLPs, the need becomes even more significant and critical for highly qualified SLPs who are bilingual. The state’s three graduate programs in speech-language pathology (UNM, NMSU, and ENMU) are unable to meet the needs of our state. Combined the three

programs graduate only 56 students each year and approximately 25% of the graduates leave New Mexico upon completion.

Each year, our students receive multiple job offers prior to graduation. Over the last three years, 100% of our graduate students seeking employment had secured jobs before or immediately following graduation and the average salary of our graduates was \$50,000. Nationally, the median academic year salary of SLPs in school settings was \$60,000. In summary, the value of program graduates' projected earnings over a professional career would seem to justify any short-term indebtedness resulting from the costs of this high quality program.

Trends in Enrollment/Financial Need of Applicants

Enrollment in the UNM SLP graduate program, which includes part-time and full-time students, has averaged a total of 38 over the past 5 years (Table 1). Each year, the number of applications for admission to the program has grown. This year, we received over 100 applications from highly qualified students for 20 openings. The number of openings for admission was based on the replacement of the total number of students completing the program during the 2013-14 AY (Fall 2013 graduates = 3; Spring 2014 graduates = 3; Summer 2014 graduates = 14).

Table 1. SLP graduate student enrollment

	2008	2009	2010	2011	2012
Full-Time	36	31	34	36	38
Part-time	4	4	2	3	4
Total	40	35	36	39	42

Student Financial Need:

If approved, we believe that the tuition increase would not result in disproportionate student indebtedness, and will not restrict program accessibility for qualified students with financial need; instead it will provide essential funds needed to maintain the high quality of our graduate professional education program and expand the size of the program to adequately meet the needs of the local community. In analyzing the long-term impact of student indebtedness on students' lives after graduation, it is necessary to consider the expense of the education but also the excellent employment and income prospects for students who obtain this degree. As mentioned above, job prospects are excellent for this group of graduates.

Peer Comparison:

The University of New Mexico is one of 121 colleges *The Princeton Review* recommends in the "Best of the West" section of the "2012 Best Colleges: Region by Region." This recognition for academic excellence at relatively affordable tuition rates certainly applies to our graduate program in SLP. In preparing this differential

tuition request, we surveyed our peer programs to determine whether this request would allow us to remain competitive. We found that even with the proposed differential tuition request, our program would be highly competitive with those at peer institutions offering a degree in speech-language pathology. Table 2 compares the 2013-14 costs per semester (or quarter) for tuition and fees for an SLP student carrying 9 graduate credit hours (a full-time academic and clinical load).

Table 2. Peer institutions graduate tuition/fees: Resident and Non-resident

Data for 2012-2013						
	Resident			Non-resident		
	Tuition	Fees	Tuition & Fees	Tuition	Fees	Tuition & Fees
University of Arizona	\$5,254	\$508	\$5,762	\$13,190	\$508	\$13,698
University of Colorado at Boulder	\$4,599	\$507	\$5,106	\$13,356	\$507	\$13,863
University of Kansas	\$3,115	\$662	\$3,777	\$7,288	\$662	\$7,950
University of Missouri-Columbia	\$6,452	\$265	\$6,717	\$8,662	\$830	\$9,492
University of Utah	\$2,629	\$420	\$3,049	\$9,284	\$420	\$9,704
University of Washington	\$4,294	\$485	\$4,779	\$8,264	\$652	\$8,916
University of New Mexico	\$2,221	\$495	\$2,716	\$7,500	\$495	\$7,995

Proposed Use of Projected Revenue

If approved, this differential tuition will generate an estimated \$194,400 (AY 2014-15) in new tuition receipts. The College of Arts and Sciences would allocate these funds to support faculty hiring and increase the number of graduate students admitted to the program. The projected revenue would fully fund two additional tenure-track faculty positions, and partially fund a third position. With some College commitment to a third position, the following faculty lines would be filled: a) tenure-track faculty member with expertise in autism spectrum disorders; b) tenure-track faculty member with expertise in speech sound disorders; and c) non-tenure track faculty member with expertise in audiology. These positions are needed to meet the

projected employment growth in New Mexico (27% increase). The need would be met by adding approximately 10 additional slots in our graduate program.

Graduate-level professional education requires that we recruit and retain faculty prepared to provide professional education at the most advanced levels, and who have the demonstrated clinical expertise and scholarship for the high quality programs we have developed. These faculty members will need to retain their certification and licensure each year. This requires obtaining Continuing Education Units (CEUs) on a yearly basis through local or national courses or conferences.

Table 3. Differential tuition (DT) revenue

Differential Tuition Request			
Projected revenues	2014-15	2015-16	2016-17
DT/SCH	\$150	\$150	\$150
Assessed SCH per student	27	27	27
Anticipated enrollment for entering M.S. classes	48	48	48
Total SCH per year subject to DT	1,296	1,296	1,296
Estimated DT revenue	\$194,400	\$194,400	\$194,400