

Faculty Senate Minutes #371

April 6, 2010

3:20 PM

Room 630 T

Present (36): William Allen, Andrea Balis, Spiros Bakiras, Elton Beckett, Erica Burleigh, Elise Champeil, Demi Cheng, Kathleen Collins, Lyell Davies, Edgardo Diaz Diaz, James DiGiovanna, Jennifer Dysart, DeeDee Falkenbach, Terry Furst, Robert Garot, Jay Gates, Katie Gentile, Lior Gideon, Demis Glasford, Norman Groner, Maki Haberfeld, Jay Hamilton, Veronica Hendrick, Olivera Jokic, Karen Kaplowitz, Nivedita Majumdar, Xerxes Malki, Gerald Markowitz, Isabel Martinez, Sara Mcdougall, Richard Ocejo, Rick Richardson, Richard Schwester, Francis Sheehan, Staci Strobl, Monica Varsanyi

Absent (12): Ben Bierman, Sergei Cheloukhine, Virginia Diaz-Mendoza, Beverly Frazier, Vincent Maiorino, Evan Mandery, Paul Narkunas, Richard Perez, Frank Pezzella, Raul Rubio, Pat Tovar, Valerie West

Invited Guests: Professor Ned Benton, Provost Jane Bowers, Dean of Graduate Studies Jannette Domingo

Agenda

1. Announcements
2. Adoption of the Agenda
3. Approval of Minutes #370 of the March 23, 2011, meeting
4. Selection of the commencement poem
5. Election of 9 additional members of next year's Faculty Senate and College Council
6. Election of University Faculty Senate delegates
7. Report on the March College Council meeting
8. Review of the agenda of the April 13 meeting of the College Council
9. Gen Ed Revision Update and Proposed Resolution
10. a. Consideration of a proposal by the John Jay administration to invest in the MPA Program by creating a differential tuition increase of 15% for Fall 2011
- b. Alternate Proposal from the Senate Executive Committee that the 15% MPA Program tuition increase, if approved, be implemented over a 3-year period, with a 5% increase each year

1. **Announcements** [Attachment A]

2. **Adoption of the agenda.** Approved

3. **Approval of Minutes #370 of the March 23, 2011, meeting.** Approved.

4. **Recommendation of the commencement poem and vote by the Faculty Senate: Ad Hoc Poem Selection Committee members Senators Ben Bierman, Elise Champeil, and James DiGiovanna**

A call for original occasional poems for commencement was sent to the faculty. All the submitted poems were to the Senate Ad Hoc Poem Selection Committee members, Senators Ben Bierman, Elise Champeil, and James DiGiovanna, none of whom knew the identity of the authors. The three asked Senator Elton Beckett to read the poem to the Senate that they had selected to be read at the June 3 commencement ceremonies. It was explained that no one knew or even now knows the identity of any of the poets of the submitted poems (except President Kaplowitz who received them and transmitted them to the selection committee). Senator DiGiovanna explained that the committee thought all the submitted poems were excellent but the one they selected was not only excellent but the one most suited, in their opinion, for the occasion for which it was written. The Senate concurred with the committee's choice and only at that time was the identity of the poet revealed: Professor Delores Jones-Brown of the Department of Law, PS, CJA.

5. **Election of 9 additional members of the 2011-12 Faculty Senate and College Council**

The Senate conducted the second stage of the election process for members of the 2011-12 Faculty Senate. By secret, written ballot, the Senate elected the following nine additional full-time faculty members, from the 14 faculty members who were candidates. These nine will serve on both next year's Faculty Senate and on next year's College Council:

Lior Gideon – Law, PS, CJA

Catherine Mulder – Economics

Demis Glasford – Psychology

Sara McDougall – History

Veronica Hendrick – English

Nicholas Petraco – Science

Anru Lee – Anthropology

Rick Richardson – Sociology

Richard Li – Science

6. Election of 2011-12 University Faculty Senate delegates

A. By secret, written ballot, the Senate elected the following three delegates to the University Faculty Senate, from among six candidates, to fill the seats of delegates representing the full-time faculty whose 3-year term of office expires in May.

Janice Dunham – Library

Richard Li – Science

Patricia Tovar – Anthropology

[N.B. Subsequent to the election, Professor Li declined to serve and the next highest vote recipient, Jane Katz, Department of Health & Physical Education, was determined by the Executive Committee to have been elected.]

B. The Senate also elected the following two alternate delegates for one-year terms:

Ned Benton – Public Management

Jane Katz – Health & Physical Education

[N.B. Because of the election results change explained above, the next highest vote recipient, Professor Melinda Powers, Department of English, was determine by the Executive Committee to have been elected to the second alternate delegate position.]

C. The Senate also elected by secret, written ballot the following representative of the adjunct faculty and of college lab techs from a selection of two candidates:

Kimora – Law, PS, CJA

7. Report on the March College Council meeting

The proposal from UCASC to raise the criteria for graduating seniors to receive Latin honors, was adopted by unanimous vote with the Senate's amendment to increase magna cum laude to 3.75. The proposed policy forbidding faculty from changing course grades after submission to the Registrar's Office, except for reasons of transcription errors, was withdrawn and will be revised and resubmitted in the near future; this action was in response to the issues raised by the Senate as well the need for time to respond to the request by the Senate for additional information about the issue. Also, all the new courses proposed by the Committee on Graduate Studies were withdrawn because insufficient information was provided in all cases.

8. Review of the agenda of the April 13 meeting of the College Council

The agenda comprises of: a proposal to establish a B.A. in Law and Society; a proposal to revise the B.A. in Criminal Justice; a proposal to revise the B.S. in Fire Science; new courses in English, Philosophy, and Art; ratification of the student graduation award recipients; and a report on the MPA-IG Online Program.

9. Gen Ed Revision Update and Proposed Resolution: Executive Committee

The Senate Executive Committee proposed that the Senate endorse the proposed Gen Ed Revision contingent on students being required to fulfill the requirements of Gen Ed clusters #2 (The Justice Core), #3 (The Creative Dimension), #4 (Learning from the Past), and #6 (Self, Culture, and Society) by being required to take a minimum of 2 courses in the humanities; a minimum of 2 courses in the social sciences; and a minimum of 1 course in the arts.

The Executive Committee members explained that in this way the Faculty Senate would articulate its position and address its concern and conviction that students should not graduate with a baccalaureate degree from John Jay College of Criminal Justice without the experience of at least one arts course, at least two humanities courses, and at least two social sciences courses. The Faculty Senate also discussed this proposal as an important statement by the Senate and, if adopted by UCASC and the College Council, about the faculty's and the College's values.

After deliberation and discussion, the Senate voted by written, secret ballot. The proposal was approved by a vote of 28 yes, 4 no, and 3 abstentions.

10. a. Discussion of the decision of the John Jay Administration to request the CUNY Board of Trustees to impose a 15% Differential Tuition increase for students in our MPA Program:

Invited Guests: Provost Jane Bowers, Dean of Graduate Studies Jeannette Domingo, Professor Ned Benton [Attachment B, C, D, E, F]

Attachment B: Proposal from the John Jay Administration: "Investing in Master of Public Administration Student Success through Differential Tuition"

Attachment C: Response from the Master of Public Administration Faculty: 4 Resolutions adopted at a meeting of the MPA faculty on March 23, 2011

Attachment D: Response from the Master of Public Administration Faculty: "Differential Tuition for the MPA Programs"

Attachment E: Survey of MPA Students: "MPA Differential Tuition Survey"

Attachment F: Memo from Professors Ned Benton and Jay Hamilton dated March 28, 2011

10.b. Consideration of an alternate proposal from both the Faculty Senate Executive Committee and the Faculty Senate Fiscal Advisory Committee that the 15% MPA Program tuition increase, if approved, be implemented over a 3-year period, rather than all at once, with a 5% increase each year beginning with the Fall 2011 semester: Faculty Senate Executive Committee

It was explained that President Travis has the authority to unilaterally propose to the CUNY Board of Trustees a tuition increase and that he has announced that he intends to do so. Under NYS Education Law, all degrees with the same title (i.e., MPA, MBA, MFA) must charge the same tuition within a university, whether that university is CUNY or SUNY. Three colleges in CUNY have the MPA program: Baruch, CCNY, and John Jay. If any of these colleges wishes to raise the tuition for its program all the colleges must agree to do so as well.

Baruch and CCNY wish to increase the tuition for their MPA Program and to do so John Jay must as well. This is called differential tuition, which is when the tuition of one program is different from the tuition of other programs. Other programs that charge differential tuition at CUNY are the CUNY Law School and, more recently, the MBA programs, the MSW programs, and the Physical Therapy programs, making their tuition level different from the tuition of other Master's degree programs.

When the CUNY Board of Trustees approves a college's decision to charge differential tuition, the Board also imposes a requirement that the additional tuition revenues generated by the tuition increase must be dedicated to and be used only for the program whose students are paying this increased tuition.

President Travis has announced that he plans to propose a 15% increase to be implemented for the Fall 2011 semester. He had previously announced his intention to propose a 25% tuition increase, which is what Baruch wanted, but faculty opposition resulted in an agreement by the presidents of Baruch, CCNY, and John Jay to propose increase of 15% instead.

President Kaplowitz reported that President Travis is meeting with the chancellor, vice chancellors, and the presidents and provosts of Baruch and CCNY five days from today, on April 11. She said that President Travis told her that if the Faculty Senate does take the position recommended by its Executive Committee and by its Fiscal Advisory Committee, he will propose it at the April 11 meeting.

Dean Janette Domingo discussed the reasons why this increase is being planned and what the revenue could be used for [Attachment B].

Professor Ned Benton, the co-director of the MPA program, stated that the MPA instructors would prefer that this increase not occur [Attachment C, D] because of the diversity of the students in this program. He stated that this is the wrong time to increase tuition for this particular group of students. He questioned if the risks are worth the end result.

Provost Jane Bowers acknowledged that the John Jay administration probably would not have made this proposal on its own. But Baruch very much wants to have this increase and Baruch is accustomed to such increases because they have made increases like this in the past, most notably to its MBA program.

Asked for the position of the MPA students, Professor Benton stated that according to an anonymous survey, 60% of the students are against the increase and 22% are in favor [Attachment E]. Several senators stated that the college as a whole would not stand to gain anything from this tuition increase, since it is dedicated to the MPA Program, which will be held harmless.

President Kaplowitz explained that the Senate is not taking a position on whether or not to implement the tuition increase: President Travis has this authority and has stated that he will make this recommendation to the Board of Trustees. However, to mitigate the possible harm to the College from the possibility of decreased enrollment as a result of a 15% tuition increase, the Executive Committee proposes that if we do have an increase that the increase be implemented over a 3-year period with a 5% increase in September 2011, 5% in September 2012, and 5% in September 2013. The proposal right now is for the entire tuition increase to take place in September 2011.

President Kaplowitz noted that the MPA faculty proposal is to use about 2/3 of the potential annual increase of \$630,000 to pay for financial aid waivers to students who demonstrate financial need. She said the Executive Committee's proposal would provide the same \$200,000 for the MPA Programs for the 2011-12 academic year and for subsequent years because a 5%

increase would be much less of a financial challenge than a 15% increase. She noted that tuition was increased for all students this semester by 5% and the MPA enrollment actually increased.

Professor Benton argued that this proposal should be clear on whether or not the revenue can be used for financial aid for students. He said that he would continue to be against this proposal as long as that was the case. Prof Kaplowitz stated that the Executive Committee's proposal is silent about how the money would be spent.

She recommended that a committee be appointed comprising MPA faculty and students and other faculty and administrators to decide how the revenue from the increase should be spent. A Senator said that he was not comfortable voting on this proposal because there is not enough time to learn all the facts about this increase. President Kaplowitz said she sympathizes, but if the Senate is going to take a position it has to take it at today's meeting because the Chancellor's meeting with the presidents of Baruch, CCNY, and John Jay is taking place before the Senate is scheduled to meet again.

By a secret, written ballot the Senate approved the proposal of the Executive Committee and of the Fiscal Advisory Committee, the proposal to phase in the 15% tuition increase by 5% a year starting with the Fall 2011 semester. The vote was 20 yes, 3 no, and 4 abstentions.

The meeting was adjourned at 5:00 PM.

ATTACHMENT A

ANNOUNCEMENTS

Student Council 2011-12 election results announced

Whitney Brown, President
Mehak Kapoor, Vice-President
Lisa-Marie Williams, Treasurer
Rhonda Nieves, Secretary
Jeffrey Aikens, Graduate Representative
Nial Rougier, Graduate Representative
Mark Benjamin, Senior Representative
Brian Costa, Senior Representative
Christopher Miskolczi, Senior Representative
Vipul Rana, Senior Representative
Marcelle Mauvais, Junior Representative
Winderline Petit-Frere, Junior Representative
Michelle Tsang, Junior Representative
Davinder Paul Singh, Sophomore Representative

Town Hall Meeting will be devoted to the New Building

The next Town Meeting is Thursday, April 7, at 4:30-6 PM, in the Multi-Purpose Room, 2200 North Hall. A brief presentation about the new building will be given and then the floor will be opened to questions and comments.

Honorary Degree recipients finalized for June 3rd commencement

The honorary degree recipients who will be honored at this year's commencement are Judge Judith Kaye, Tony Kushner, and Lynn Paltrow.

Phonathon is set for April 13 & 14

The Phonathon to reach out to potential entering Fall 2011 students is scheduled for 4-8 pm on Wednesday, April 13, and on Thursday, April 14, also from 4-8 pm. To volunteer, faculty and staff are to email Alycia Narine, who works for VP Richard Saulnier. She is at anarine@jjay.cuny.edu

Investing in Master of Public Administration Student Success through Differential Tuition

The Financial Context

Since 2009 CUNY has experienced \$289 million in cuts to New York State funding. Thus, even as we continue to strive to provide our students with rigorous and rewarding programs of study and the academic support necessary for success in these programs, John Jay College is facing our share of these budget cuts and experiencing their negative effects on retention and graduation rates. In this context of declining public funding for higher education, the College and University must develop and pursue a more diversified portfolio of revenue generating activities in order to maintain and enhance the quality of programs and the achievement of our students. The implementation of retention strategies, the development of new majors and new master's programs, the potentialities identified by the Year Round College and the Distance Learning Task Forces, the growth in funded research, and the increased attention to the pursuit of private support are some of the revenue generating efforts currently underway. Despite these efforts, however, it is likely that in the near future, support for master's programs will continue to be challenged by the need to restore cuts to the overall college budget and meet ongoing operating expenses. The master's programs at John Jay, like all other units, will need to consider revenue generating strategies to support their mission.

Among graduate programs at John Jay, only the Master of Public Administration has an opportunity to generate revenue through the mechanism of a differential tuition, that is, tuition outside the standard tuition rate that applies only to specific degree programs. According to CUNY policy, differential tuition can be imposed only when all "like" degree programs in the University agree to it. So for example, all the social work degrees at CUNY agreed last year to implement a differential tuition (approved by the Board of Trustees on November 22, 2010). Currently, the University's nursing programs are planning to do the same. The University has three MPA programs--at Baruch, John Jay, and City College. Thus, if all three agree, a differential tuition can be enacted (Appendix A).

Differential tuition should be pursued only if substantial revenue can be raised and used in ways that would significantly benefit the program's students. John Jay, Baruch, and City College propose a 15% differential tuition (\$146 per course) for their MPA degrees. Even with this increase in place, tuition for CUNY MPA programs will continue to be well below that of most comparable programs (Appendix B). Each campus will be responsible for effectively utilizing the funds it derives from the differential tuition. At John Jay, if enrollment remains stable, the potential revenue will be approximately \$613,665.

Why Invest in the MPA Program?

The College's support of its master's students should reflect our core values of providing excellent and affordable education to a diverse student body whose goals reflect the public service mission of the College. However, the College's master's programs have traditionally been underfunded. They would all benefit from investment in appropriate services and resources for their students. Program directors have been particularly frustrated by on-going deficiencies in funding for such critical areas as student research (including both materials and travel), cutting edge technology for the classroom, and dedicated career services. The proposed differential tuition would provide a program-specific opportunity to invest in the MPA program, a program whose students account for much of the diversity in our master's programs and who, according to the *2009 Online Graduate Student Survey*, are more likely to consider the program to be a pathway to professional advancement.

MPA faculty have worked hard to revise the curriculum to create a more coherent program of study whose learning objectives better prepare students for academic and professional success. Indeed, four-year graduation rates have improved over the past decade, rising from a mere 25.5% for students entering in 1999 to a high of 62.8% for the 2004 cohort. However, the 4-year graduation rate has fallen back to 50.7% and remains below the John Jay and CUNY averages. (Appendix C). More needs to be done to provide services that help support student success in the classroom and beyond.

To guide the College's deliberations on the issue of a differential tuition, John Jay's MPA students were asked to participate in an extensive survey. Not surprisingly, most students surveyed were not in favor of paying higher tuition. However, even those opposed to the differential tuition could identify additional services that they would value. Their clear preferences conform to the best practices identified in the limited literature on master's student retention and completion. The uses of differential tuition that received the most favorable responses from students surveyed and those who participated in meetings with the President and the Dean include scholarships (merit and need-based), digital textbooks, dedicated career services, advisement, SPSS labs, and funding of student travel to conferences. These are precisely the kinds of support that address financial concerns, integration of technology, and more robust advisement practices that are likely to increase retention. The prominence of career services in their responses not only reflects the current service limitations (only one dedicated graduate career advisor), but also the growing emphasis on career advisement as an essential service for the long term success of graduate students.

The Plan for Investment

If approved by the CUNY Board of Trustees at its June 2011 meeting, the differential tuition will become effective in the fall 2011 semester and will be paid by all students enrolled in programs leading to the MPA degree including baccalaureate/master's students once they enroll for their 120th credit and begin to pay graduate tuition. The implementation of differential tuition will be consistent with all other CUNY tuition policies and New York State Law.

In the current fiscal year, there are 4,196 enrollments in the MPA program. If MPA enrollment remains constant in the first year of implementation of the differential tuition, 4,196 enrollments charged a \$146 in differential tuition per course would generate additional (differential) revenue of \$613,665 to be spent on program enhancements (Appendix D).

The College makes a commitment to its MPA students and faculty that investment of these funds will conform to the following principles:

1. New revenue generated by differential tuition collections will be dedicated for exclusive investment in the MPA programs.
2. Differential tuition revenues will be collected and disbursed through the College's regular enrollment management and business systems. The College will publish an annual report detailing revenues and expenditures of the differential tuition.
3. Differential tuition revenues will be used (1) to enhance instructional resources (e.g., digital textbooks, statistics labs, etc.) and (2) to augment services to MPA students (e.g., dedicated career development services, advising, travel to professional conferences, etc.), and (3) to enhance the general quality of the MPA programs.
4. All MPA students entering or continuing in fall 2011 will be eligible for financial aid or tuition waiver, at least up to the amount of the differential tuition, if the effect of the differential tuition is to increase the student's unmet need. Such assistance will be provided for no fewer than 2 years, i.e., at least through summer of 2013. Going forward, the allocation of funds to financial aid will be subject to the assessment of the impact of the differential tuition on such factors as program enrollment and diversity.
5. Differential tuition revenues may be set aside to invest in merit-based scholarships for new and continuing MPA students. Such scholarships would be administered by the College Scholarship Committee.
6. Differential tuition revenues will enhance investment in the MPA program and shall not be used to supplant existing funding or any future funding provided for all graduate programs or for College-wide services.
7. The College will assess the differential tuition policy annually. The College will create a Differential Tuition Planning and Oversight Committee to evaluate the effectiveness of

differential tuition revenue expenditures and propose an annual budget to the Provost. The Committee shall be comprised of four faculty, designated by the MPA faculty, and three students, designated by the MPA Student Association, with appropriate staff appointed by the Provost.

Implementation Considerations and Risk Management

Although there have not been significant reductions in enrollment in response to previous smaller general tuition increases, the student survey indicates that there may be greater sensitivity to the larger price increase presented by the differential tuition. Of the current MPA students surveyed, 30.6% indicated that they would take fewer courses, 5.9% would drop out, and 15.6% would seek lower cost alternatives. MPA admissions have been trending upward, but the impact of a differential tuition on incoming students is unknown. The risk is that of a net reduction in MPA enrollment which would reduce tuition revenue to the College.

Although the survey response may be somewhat overstated, the College will mitigate this risk in a number of ways.

- ♦ The College will use a portion of the differential tuition revenue to provide financial aid to students with demonstrated need and thereby mitigate the impact on them. The availability of this financial aid will be widely publicized. It is not the intention of the proposal to price out current or prospective students.
- ♦ Information on the continued relative affordability of the program will be widely disseminated. Despite the 15% differential tuition, the CUNY MPA tuition will remain well below that of most comparable programs.
- ♦ In the longer run, the funded improvements in the program must also be widely publicized, visible, and effective so that it is clear to students, alumni, and prospective employers that the value of the program has been enhanced.

Consultation

The consultation that has informed the development of this proposal has engaged a broad spectrum of participants. It has included discussions among the Presidents, Provosts, and other administrators of Baruch, City College, and John Jay College as well as consultation between administrators and their respective program directors and faculties. At John Jay, the MPA program directors have consulted at weekly meetings with the Provost, Graduate Dean and other administrators. The MPA faculty has discussed the differential tuition at length and

expressed its concerns in a number of resolutions and a proposal. MPA students expressed their opinions in an on line survey and at a well-attended Town Hall for MPA students hosted by the President. MPA Student Association members met with the Dean of Graduate and Professional Studies. The Committee on Graduate Studies discussed the matter, expressing interest in the concept, but also concern with respect to possible negative impact on MPA enrollment and College revenues. The Faculty Senate will also review and comment on the proposal and other relevant materials. This extensive consultation has resulted in a proposal that is focused on meeting critical student needs and reflecting the principles of transparency and accountability.

Governance

Tuition and fees are administrative decisions determined by the University. A joint resolution will be submitted to the Board of Trustees on behalf of Baruch College, the City College of New York, and John Jay College of Criminal Justice. The resolution will indicate the amount of the tuition increase requested and its general purposes. Within that framework, each campus will be responsible for effectively utilizing the funds it derives in a manner consistent with the resolution.

Appendix A

CUNY MPA Degree Programs

MPA Degree Programs at John Jay College of Criminal Justice

1. MPA in Public Policy and Administration (#02533)
2. MPA in Inspection and Oversight (code TBA)
3. BS/MPA in Public Administration (#02531)
4. BS/ MPA in Criminal Justice Management and Public Policy and Administration (#20703)
5. BS/MPA in Criminal Justice Management and Inspection and Oversight (Code TBA)
6. BS MPA in Public Administration and Inspection and Oversight (Code TBA).

MPA Degree Programs at Baruch College

1. MPA in Health Policy and Administration (#01953)
2. MPA in Public Administration (#01966)
3. MS/MPA in Nursing and Public Administration (#30003)
4. BA/MPA Economics and Public Administration (#33692)

MPA Degree Program at City College of New York

1. MPA in Public Service Management (Code #32355)

Appendix B

Current and proposed tuition rates

Tuition	Fall 2010	Spring 2011	Differential tuition	Fall 2011 with Differential
Tuition per credit	\$310	\$325	\$49	\$374
Tuition per Course	930	975	146	1121
Full-time semester (4 courses)	3,680	3,865	580	4,445
Program (14 courses)	13,020	13,650	2048	15,698
Nonresident per credit	575	605	91	696
Non-resident per course	1,725	1,815	272	2,087
Nonresident program (14 courses)	24,150	25,410	3,812	29,222

The proposed tuition rates generate a 15% tuition increase of \$580 per semester from full-time resident tuition; \$ 146 per course for part-time resident tuition; and \$272 per course for full and part-time-non-resident tuition in programs leading to the Master of Public Administration degree.

Tuition Comparisons

Institution/Residency Variable	Per Credit	Program
CUNY In-state	\$374	\$4,445
CUNY Out-of-state	696	29,222
Rutgers University In-state *	617	25,914
Rutgers University Out-of-state	956	40,152
Columbia University—SIPA ¹	3,189	76,544
Long Island University	982	47,136
New York University—Wagner ^{***2}	1,114	66,840
Pace University	818	36,810
Seton Hall University	946	36,894

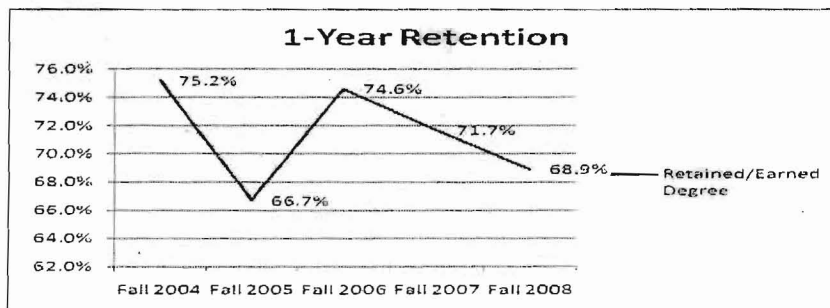
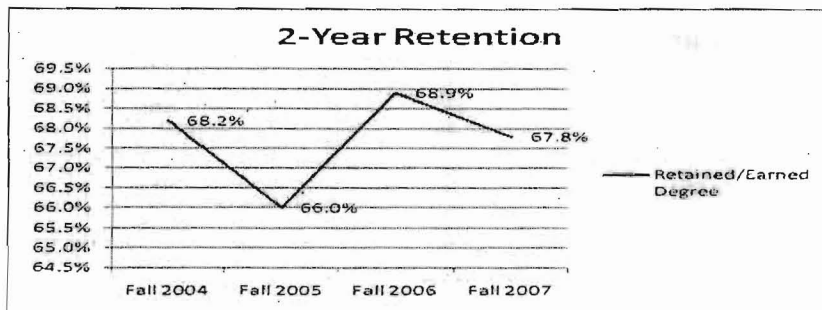
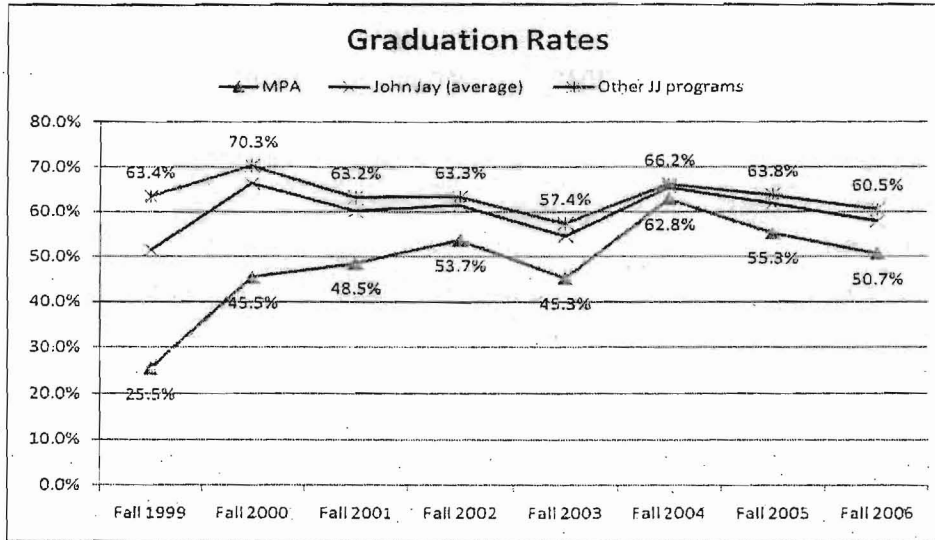
*Rutgers' semester fees range from \$351 for a student taking only 3 credits to \$420.38 for a full time student (12 credits or more). John Jay graduate fees are \$95.38 for part time students and \$145.38 for full time students.

John Jay's fees are significantly lower than its competitors, widening the gap between our total costs and theirs. Fees are not trivial, amounting in some cases to thousands of additional dollars per student each year.

¹ Students are only accepted to SIPA full-time, so the per credit-hour fee applies primarily to SIPA non-matriculants. FT tuition is discounted against the per-credit charge, however, SIPA imposes an addition \$3,773 in fees above Columbia base fees for a degree-cycle addition of \$7,546, which is not included here

² The Wagner figure includes a \$60 per-credit "registration fee" but does not include the first-credit fee of \$409 or any other NYU fees.

Appendix C



Appendix D

Expenditure & Financial Risk Scenarios

	Scenario A	Scenario B	Scenario C
Differential tuition rate	15%	15%	15%
Enrollment change (%)	0	-1%	-5%
Registrations	4,196	4,154	3,986
Tuition per course	975	975	975
Total tuition revenue	4,091,100	4,050,189	3,886,545
Tuition differential	146	146	146
Total Differential tuition revenue	613,665	607,528	582,982
Expenditures			
Evaluation, auditing and administration	12,000	12,000	12,000
Student support (scholarships and waivers)			
Offsets for FAFSA eligibles (60%)	<u>368,199</u>	<u>364,517</u>	<u>349,789</u>
Net Available for Program enhancements	233,466	231,011	221,193
Program Enhancements			
Digital Textbook project	50,000	50,000	50,000
MPA Career Advisor (65K plus fringe)	87,000	87,000	87,000
MPA Career Services Expenses	15,000	15,000	15,000
Advising College Assistant	20,000	20,000	20,000
Saturday MPA services	10,000	10,000	10,000
Off-site programs (361 enrollments -- 8%)	18,677	18,481	17,695
Other projects	<u>32,789</u>	<u>30,530</u>	<u>21,497</u>
Total program enhancements	233,466	231,011	221,193
Summary			
Evaluation, auditing, administration	12,000	12,000	12,000
Student support	368,199	364,517	349,789
Program Enhancements	<u>233,466</u>	<u>231,011</u>	<u>221,193</u>
Differential Tuition revenue	613,665	607,528	582,982
General Tuition Gain (Loss)	0	(40,911)	(204,555)

MPA Program Faculty Meeting

March 23, 2011

Resolution 1: Differential Tuition in Principle

There should be no differential tuitions for academic programs in CUNY, including MPA programs. The only exception might be those programs with substantially higher delivery costs due to specialized program features and facilities.

Vote: Yes: 14 No: 3 Abstain: 0

Resolution 2: Diversity in the MPA Program and JJCCJ Graduate Student Populations

The MPA Program faculty recognizes and values the diverse backgrounds of our students. The MPA Program has a higher proportion of minority students compared to other larger graduate programs at JJCCJ. The effect of enactment of an MPA Program differential tuition would be to subject the following proportions¹ of JJCCJ graduate students to the higher rate:

Ethnicity	Percent Subject To Differential Tuition
White, non-Hispanic	29.1%
Asian or Pacific Islander	42.4%
Hispanic	45.6%
Puerto Rican	55.6%
Black, non-Hispanic	63.5%
Grand Total	43.8%

By this resolution, the MPA Program faculty expresses concern that the differential tuition could adversely impact diversity in the MPA student population and in the JJCCJ graduate student population.

Vote: Yes: 13 No: 3 Abstain: 1

Resolution 3: Differential Tuition Plan With Governance Approved Policies

The Master of Public Administration Program faculty hereby approves the enactment of a differential tuition consistent with the policies as proposed in the John Jay College MPA Differential Tuition Plan. The plan defines Differential Tuition Policies in Section B of the Plan, and the Plan requires that the terms of the policies be approved as College Policies by the MPA Program faculty, the Committee on Graduate Studies and the College Council, and that any future change to the terms of the policies must be approved by the same bodies.

Vote: Yes: 13 No: 4 Abstain: 0

Resolution 4: Differential Tuition Plan With Discretionary Policies

The Master of Public Administration Program faculty hereby approves the enactment of a differential tuition, as proposed in the John Jay College MPA Differential Tuition Plan. The plan describes Differential Tuition Policies in Section B of the Plan, but the terms of these policies are not to be formally adopted as College Policies and may be modified in the future by the College administration without formal governance approvals.

Vote: Yes: 0 No: 17 Abstain: 0

¹ The table is based on graduate students registered in course in Spring 20011 for all graduate programs.

John Jay College of Criminal Justice Differential Tuition for the MPA Programs

March 23, 2011 – As Approved by the MPA Faculty

John Jay College of Criminal Justice offers six Master of Public Administration programs. They are:

- MPA in Public Policy and Administration (NYSED #02533);
- MPA in Inspection and Oversight (NYSED code TBA);
- BS/MPA in Public Administration (NYSED #02531);
- BS/ MPA in Criminal Justice Management and Public Policy and Administration (NYSED #20703);
- BS/MPA in Criminal Justice Management and Inspection and Oversight (NYSED Code TBA),
- BS/MPA in Public Administration and Inspection and Oversight (NYSED Code TBA).

The first two programs are offered on campus primarily on weekday evenings. One program – the MPA in Policy and Administration - is offered on Saturdays and at the United States Military Academy at West Point. Another program – the MPA in Inspection and Oversight – is offered in a hybrid online mode of delivery.

The College, in a joint proposal with Baruch College¹ and City College², seeks to fund MPA program enhancements and student services through an MPA Program differential tuition³ of 15%. The differential tuition would become effective for the Fall 2011 semester and would be paid by all students enrolled in programs leading to the MPA degree.

This document summarizes and defines the MPA Program recommendation for the College's proposal.

¹ There are four registered programs leading to the MPA Degree at Baruch College: MPA in Health Policy and Administration (#01953); MPA in Public Administration (#01966); MS/MPA in Nursing and Public Administration (#30003); BA/MPA Economics and Public Administration (#33692).

² There is one registered program leading to the award of the MPA degree at City College of New York: MPA in Public Service Management (Code #32355).

³ NY Education Law 6206.7.a.a states, in part "The trustees shall not impose a differential tuition charge based upon need or income. All students enrolled in programs leading to like degrees at the senior colleges shall be charged a uniform rate of tuition, except for differential tuition rates based on state residency."

A. Differential Tuition Rates

Table 1 shows the existing and proposed tuition rates per course.

Tuition	Fall 2010	Spring 2011	Fall 2011 with Differential Tuition
Tuition per Course	930	975	1125
Full-time (4 courses)	3,680	4,465	5,135
Program (14 courses)	13,020	13,650	15,750
Non-resident per course	1,725	1,815	2,085

The proposed tuition rates reflect a 15% tuition increase of \$580 per semester for full-time and \$50 per credit for part-time resident students and \$90 per credit for full and part-time non-resident students in programs leading to the Master of Public Administration degree.

Because the BS/MPA students are “students enrolled in programs leading to like degrees (the MPA degree) at the senior colleges” as defined in NY Education Law, the MPA faculty’s understanding of the law is that the differential tuition will apply to all courses which they undertake once they are admitted into a BS/MPA program.⁴ This would be a substantial increase for these students, but it could be offset by scholarships or tuition waivers for the increase in tuition.

If adopted, the proposed tuition rates will be applicable to all students enrolled in programs leading to the MPA degree, regardless of the discipline or program or CUNY campus offering the courses involved.

Conversely, students enrolled in programs not leading to the MPA degree, i.e., students in the Criminal Justice Program, will not be charged the differential tuition rates, even when completing courses offered by the MPA program. New policies concerning credit transfer between graduate programs at John Jay College will be instituted to assure consistent implementation of the differential tuition.

B. Differential Tuition Policies

The following policies are proposed by the MPA Faculty as essential elements of any differential tuition proposal.⁵ The MPA Faculty’s approval and endorsement of this plan is conditioned on commitment to these policies, which shall be adopted by formal action of appropriate John Jay

⁴ The College administration’s position, which is different from the statement above and which has yet to be confirmed in writing by appropriate University officials, is that the Differential Tuition does not apply to students enrolled in the undergraduate/graduate dual degree programs leading to the MPA Degree, for which students are currently assessed tuition at the undergraduate rate, except for those students who have completed 120 credits or more.

⁵ The MPA Program faculty recognizes that the differential tuition itself does not require College Governance approval. The College may, however, adopt College Policies that address discretionary matters. The MPA faculty is willing to consider amendments to the precise wording of the policies proposed here.

College governance bodies including the MPA Program faculty, the Committee on Graduate Studies and the College Council, and which shall not be modified without by formal action of appropriate John Jay College governance bodies including the MPA Program faculty, the Committee on Graduate Studies and the College Council.

1. Mitigation of Financial Hardship and Preservation of MPA Program Access

The College will ensure through financial aid policies and programs⁶ that all students who meet the standards for MPA Program admission will be eligible for financial aid or tuition waiver, at least up to the amount of the differential tuition, under any of the following three conditions:

- a. The student has an unmet financial need as defined through the Federal student financial aid form (FAFSA) and process.
- b. The student is receiving tuition benefits or assistance based on current or prior military service and the differential tuition increment is not covered by the assistance involved.
- c. The student is enrolled in one of the College's BS/MPA programs and has not completed more than 120 credits.

The eligibility conditions specified above, as they apply at John Jay College, shall be adopted as College policy by the College Council and shall not be changed in the future except by action initiated by the MPA Faculty and formally approved by the College Council.

Condition 1.a is intended to limit the differential tuition impact for students with financial needs that are not met by the financial aid available to them based on Federal financial aid guidelines. The guidelines take into consideration family income, family living expenses and other financial aid available.

Condition 1.b is intended to limit the differential tuition cost for students receiving tuition assistance based on current or past military service. For example, MPA students who are in the Army and stationed at West Point receive \$750 in support per course and pay the rest out-of-pocket. For them, the 5% increase in Spring 2011 was experienced as a 29% net increase in out-

⁶ The MPA Program faculty requests that the administration seek a written legal opinion from CUNY as to whether differential tuition funds can be expended on financial aid. NY Education Law 6206.7.a.a states, in part "The trustees shall not impose a differential tuition charge based upon need or income." While this proposal does not literally create a sliding scale tuition, the effect of the financial aid policies may be the same as a sliding-scale tuition.

of pocket cost. The proposed differential tuition is perceived as an additional 64% net increase in out-of-pocket cost.⁷

Condition 1.c is intended to assure that if the administration's interpretation of the NY State differential tuition law as applied to BS/MPA students (See footnote 4) is incorrect, that these students will not pay the differential tuition on any courses taken. This rule would implement the administration's interpretation of the law through financial aid.

2. Funds to be expended only on the MPA Program and MPA student services and support

The increased tuition revenue will be used solely for the support of the Master of Public Administration programs, and the students in such programs: to procure instructional resources, to improve services for MPA students including career development services, to provide advising, to provide financial aid for students, and to generally enhance the quality of the Master of Public Administration programs.

Differential tuition funds shall be used to replace the Distance Learning Fee that was proposed for the National Online MPA Inspector General Program for academic years 2009-2010 and 2010-2011. Each year the Fee was considered by the CUNY administration, and a decision was made by them to allocate University funds in lieu of imposition of the fee. For example, for AY 2010-2011 the proposed fee was set to be \$125 per course, but revenues were provided instead by the University.

For AY 2011-2012 the University administration has informed the College administration that University funds will no longer be allocated for this purpose and that the College is invited to propose the fee. The proposed distance learning fee of \$125 is slightly less than the proposed differential tuition of \$146. The MPA Program and the College administration agree that imposing both fees at the same time would be unreasonable. Therefore, if the differential tuition is imposed, no distance learning fee will be proposed or collected for at least three years, and most of the funds from the differential tuition, collected from National Online MPA Inspector General students, will be expended on program support functions for the online program which would have been funded by the distance learning fee funds.

3. Funds shall not be expended to replace funding for current levels of services, staffing and support for MPA Programs.

Differential tuition funds shall not be expended for the following:

- Additional faculty lines, which are a College responsibility;

⁷ In Fall 2010, the net cost to a military student for an MPA course was \$175 (\$925 minus \$750 in tuition support) and this increased to \$225 in Spring 2011. With the differential tuition in Fall 2011, the net cost would increase to \$371 (\$1,121 minus \$750) which represents a 64% increase.

- New levels of services funded from any college/CUNY funds for all other graduate programs;⁸ and
- College-wide services currently funded from any college/CUNY funds.

The College shall continue to fund the following services and activities without reliance on differential tuition funds:

- Current and replacement faculty lines
- NASPAA dues and administrative travel
- Advising resources at the level provided to other graduate programs
- Pi Alpha Alpha Reception
- West Point MPA Graduation Reception
- MPA College Assistant (20 hours per week)
- Resources allocated to graduate programs based on Provost Office guidelines
- Faculty reassigned time for program administration per Provost Office guidelines
- Operational support services funded and delivered through academic departments.

4. MPA Faculty Originates Expenditure Plan with Student Involvement

An important principle in NASPAA accreditation standards is that the MPA Program faculty should have “substantial determining influence” in resource allocation and expenditure decisions relating to the program.

Consistent with that principle, the MPA Faculty will revise the Bylaws of the MPA Program⁹ to provide for a Differential Tuition Planning and Oversight Committee that will include a majority of MPA faculty but also include two student representatives and one representative of the John Jay College Office of Financial Aid. The Committee shall elect its own chair.

Each Spring, the Committee will propose to the MPA Faculty an expenditure plan for the following academic year for the revenues associated with the differential tuition and any related allocations.

The expenditure plan shall include an estimate of revenues, and projection of the costs of financial aid, a projection of the cost of any part-time or full-time positions to be funded from the differential tuition revenues, and allocations for other investments to improve the MPA Program.

⁸ An exception would be funds derived from any program-specific funding source comparable to the MPA differential tuition such as a special fee.

⁹ A revision of program bylaws will be necessary soon because of the split of the program into two separate programs.

The expenditure plan, once approved by the MPA Faculty, shall be submitted to the Committee on Graduate Studies for review and comment, and then shall be submitted to the Provost for final determination and incorporation into the College financial plan.

5. The Establishment of a Committee for Evaluation, Administration and Audit

An amount equal to two percent of the revenues collected or waived shall be reserved to expenses associated with the administration of the differential tuition account by the MPA program, for the ongoing evaluation of the results of the investments made, and for annual audit review of the expenditure of the funds.

These funds shall be administered at the initiative of the Differential Tuition Planning and Oversight Committee, referred to in policy #4.

C. Estimated Revenues and Associated Revenue Risks

The MPA Faculty recommends that the potential need to offset potential lost tuition revenues be reported to the Financial Planning Subcommittee so that the risk can be identified in the drafts of the College budget. This recommendation is based on the following analysis.

If it is assumed that enrollment¹⁰ in the MPA Program in FY 2011-2012 will be equivalent to enrollment in FY 2010-2011, then 4,196 enrollments in Fall 2011, Spring 2012 and Summer 2012, each accompanied by payment of a differential tuition amounting to \$146 per course, would generate revenues of \$613,665.¹¹

However, there is risk that student response to the differential tuition would result in an enrollment drop. Students might take fewer courses defer their program completion, or take courses elsewhere, or drop out. As a result, differential tuition revenues would be "cancelled out" by general tuition losses. (See Appendix C for a more complete analysis and explanation of this risk.)

It is possible that the effect of the enrollment drop could be mitigated for any student who files a FAFSA and shows unmet need. If each of those students' enrollments were accompanied by the waiver, the 2,392 differential tuition waivers would cost \$349,789, thus reducing the net differential tuition revenues from \$613,665 to \$263,876. However, this mitigation would reduce at least 57% of the enrollment loss.

A survey was conducted of the John Jay MPA students in March 2011 to ascertain their potential responses to the imposition of a differential tuition. If the students paying for the remaining 43% of enrollments behave according to their responses to the survey, 50% would

¹⁰ "Enrollment" refers to the total number of course registrations by students.

¹¹ For the purpose of this analysis, all students are treated as in-state students.

not maintain their current level of enrollment. There would thus be 336 lost enrollments, not including summer session enrollments, further reducing the differential tuition revenues by \$49,045, leaving \$214,831 available for investment in the MPA Program. If these lost enrollments are actualized, John Jay College's general tuition revenues would be reduced by \$327,600.

The differential tuition initiative would have raised \$214,831 for the MPA Program, while reducing tuition revenue for the College by \$327,600. It would be less expensive for the College to simply allocate \$214,831 to the MPA Program and leave the tuition for MPA students as it is.

An alternate strategy would be to promote enrollment, as was done successfully in Summer 2010, Fall 2010 and Spring 2011, and invest the tuition proceeds into the MPA Program, first to cover the additional courses and then to make additional improvements. The primary advantage to this strategy is that it limits the financial risk to the rest of the College.

D. Recognition of recent MPA resource reductions and MPA net revenue increases

The MPA Program proposes, as an investment to accompany the differential tuition program investment, that the College invest in the MPA Program an amount equal to 25% of the recurring net revenues and savings generated by the MPA Program during Summer 2010, Fall 2010 and Spring 2011. This amount will be added annually to the differential tuition account and allocated for expenditure consistent with the purposes of the fund. There are several rationales for such an investment.

- The administration seeks, through the Differential Tuition initiative, to increase new MPA Program funds to invest in MPA Program improvements. The MPA Program faculty sought to achieve the same result last year, when \$512,000 in new MPA Program net revenues and savings were actually generated. However, none of the funds generated were invested in the MPA Program. This contradiction raises basic questions about the administration's belief in the principle it is currently advocating.
- The funds to be allocated would constitute a relatively small fraction of the \$512,000 in net revenues generated in Summer 2010, Fall 2010 and Spring 2011. (For documentation of the net revenues, see Appendix B.)
- The funding would help to assure that students would see immediate benefits of the differential tuition project. Because the new differential tuition revenues could not be expended until after they were collected, unless other College funds are allocated, few benefits of the differential tuition would be visible to students during the first semester for which the funds are collected.

In addition, the MPA Program proposes, as another investment in recognition of the additional net revenues generated above, that the HEO position which was reassigned from the MPA Program to Graduate Studies, which is now vacant, be restored to the MPA Program and filled

to provide advising and support services. The timing of the restoration can be determined based on the future financial conditions faced by the College.

The MPA Faculty recommends that the potential need to offset potential lost tuition revenues be reported to the Financial Planning Subcommittee so that the risk can be identified in the drafts of the financial plan.

E. Course Transfer Limitation

If the differential tuition is enacted, the MPA Program faculty will propose a course transfer limitation rule that would require students seeking the MPA Degree to complete at least 10 of the 14 courses at John Jay College while enrolled in the MPA Program. Presently students are limited to four transfer courses, but courses taken while enrolled in one John Jay College degree program can be applied to another degree program as long as they are not used as credit toward graduation in the first degree program.

The effect of this rule would be to promote fairness in the application of the differential tuition to MPA students by limiting the ability of a student to evade the differential tuition by enrolling in another graduate program, taking courses that could apply to the MPA Program and the other program, and then switching to the MPA Program as graduation approaches.

The rule is also necessary to assure appropriate advising, course sequencing, and compliance with program requirements.

F. Expenditure Planning and Administration

The following is a summary of key elements of the expenditure planning and administration process for the differential tuition revenues. In all cases, the general purchasing and employment procedures apply to differential tuition funds as to other tax-levy funds allocated to JJCCJ.

The estimated revenues of the differential tuition should be recorded in a restricted account that functions like a fund, and allocations should then be made to the entities specified below according to each year's annual expenditure plan. In this way the revenues and expenditures can be tracked and audited.

1. Scholarship Funds

Funding for financial aid shall be allocated to the Office of Financial Aid for administration.

Alternatively, the Office of Financial Aid may determine that some or all of the scholarship funds should be administered as tuition waivers. If this approach is adopted, then the waivers

would result in corresponding revenue reductions which would be reflected in the projection of revenues for the fund rather than as expenditures from the fund. The end result is the same.

2. Salary Funds

Any funding assigned for the employment of a full-time position will be allocated to the Office of Finance for administration.

3. Other Funds in MPA DT Fund Account

All remaining funds will be allocated to a differential tuition expenditure account administered by the MPA Directors. These funds should be placed in a restricted account to facilitate tracking and auditing of expenditures.

4. West Point Fund Planning and Expenditure

Expenditure of West Point student funds will be planned and allocated by the MPA Deputy Director of the West Point Program, who shall set up a committee consisting of faculty, students and program staff to assist in formulating the plan.

The plan shall be proposed to the Differential Tuition Planning and Oversight Committee for inclusion the annual expenditure plan.

5. National Online Program (NOMPAIG) fund planning and expenditure

Expenditure of NOMPAIG student funds will be planned and allocated by the MPA Deputy Director of the NOMPAIG, who shall set up a committee consisting of faculty, students and program staff to assist in formulating the plan.

The plan shall be proposed to the Differential Tuition Planning and Oversight Committee for inclusion the annual expenditure plan.

6. Evaluation, Administration and Audit

The expenditure plan shall provide for an amount equal to two percent of the gross revenues collected or waived to be reserved for expenses associated with the administration of the differential tuition account by the MPA program, for the ongoing evaluation of the results of the expenditures made and for annual audit review of expenditures.

The annual audit shall examine the revenues, revenue waivers, and expenditures of the fund for all purposes.

These funds shall be administered at the initiative of the Differential Tuition Planning and Oversight Committee.

F. Preliminary Expenditure Plan

Based on MPA faculty proposals and on the results of the survey of MPA students, the following page provides an illustrative expenditure plan based on six enrollment scenarios. Funds are allocated for expenditure in five categories:

- Two percent of the gross differential tuition revenues are allocated for program evaluation, auditing and administration.
- Seventy percent of program revenues are allocated for financial aid to implement the financial aid policies proposed in the plan:
 - Based on the responses to the student survey, which are generally consistent with the College's financial aid records, 57% of funds are allotted to students who are expected to qualify for differential tuition waivers based on FAFSA-documented unmet need.
 - An additional 13% is based on the percent of FAFSA non-filers who indicated an intent to take one less course but would also reflect the effect of the waivers for BS/MPA students and military students.
- Funds are allotted for the West Point and National Online programs, based on 80% of their expected differential tuition revenues, for expenditure plans tailored to the circumstances of each program.
- Funds are allocated for the salary and expenses of an MPA Career Services Director, funding for the MPASA Club, the Digital Textbook project, along with a contingency for projects not yet identified.

The plan includes, as funding, \$125,000 of general College revenues.

	Scenario A	Scenario B	Scenario C	Scenario D	Scenario E	Scenario F
Assumptions						
Differential Tuition	15%	15%	15%	15%	15%	15%
Enrollment Change	-10%	-5%	-2%	0%	2%	5%
Registrations	3,776	3,986	4,112	4,196	4,280	4,406
Tuition per course	975	975	975	975	975	975
Total Tuition Revenues	3,681,990	3,886,545	4,009,278	4,091,100	4,172,922	4,295,655
Differential Tuition Component	146	146	146	146	146	146
Differential Tuition Revenues	552,299	582,982	601,392	613,665	625,938	644,348
Evaluation, Auditing and Administration (2%)	11,046	11,660	12,028	12,273	12,519	12,887
Student Support, Scholarships and Waivers						
Differential Tuition Offset for FAFSA Eligibles (57%)	314,810	332,300	342,793	349,789	356,785	367,279
Other Differential Tuition Offsets (13%)	71,799	75,788	78,181	79,776	81,372	83,765
Total Financial Aid	386,609	408,087	420,974	429,566	438,157	451,044
Off-Campus Program Allocations (80%)						
West Point (173 enrollments)	23,400	20,241	20,241	20,241	20,241	20,241
National Online MPA-IG (188 enrollments)	19,013	21,996	21,996	21,996	21,996	21,996
Total Off-Campus Program Allocations	42,413	42,237	42,237	42,237	42,237	42,237
Program Enhancements						
Digital Textbook Project	50,000	50,000	50,000	50,000	50,000	50,000
MPA Career Services Director	65,000	65,000	65,000	65,000	65,000	65,000
MPA Career Services Expenses	15,000	15,000	15,000	15,000	15,000	15,000
Advising College Assistant	20,000	20,000	20,000	20,000	20,000	20,000
MPASA Funding	5,000	5,000	5,000	5,000	5,000	5,000
Saturday MPA Services	10,000	10,000	10,000	10,000	10,000	10,000
Other Projects	60,000	60,000	60,000	60,000	60,000	60,000
Total Program Enhancements	225,000	225,000	225,000	225,000	225,000	225,000
Summary						
Differential Tuition Revenues	552,299	582,982	601,392	613,665	625,938	644,348
General Revenues allocated to the project	125,000	125,000	125,000	125,000	125,000	125,000
Expenditures	(665,067)	(686,984)	(700,239)	(709,076)	(717,913)	(731,168)
Net	12,231	20,998	26,153	29,589	33,026	38,181
General JJC Tuition Revenue Gain (Loss)	(409,110)	(204,555)	(81,822)	-	81,822	204,555
Additional General Revenues Allocated to Project	(125,000)	(125,000)	(125,000)	(125,000)	(125,000)	(125,000)
Total JJC General Revenue Gain (Loss)	(534,110)	(329,555)	(206,822)	(125,000)	(43,178)	79,555

Appendix A: Draft CUNY Board of Trustees Resolution
Differential Tuition for Master of Public Administration Programs

RESOLVED, That The City University of New York adopt a revised schedule of tuition charges for students in programs leading to the award of the Master of Public Administration degree at Baruch College, John Jay College of Criminal Justice, and City College of New York. The revised schedule shall take effect in the Fall 2011 semester as detailed below:

Revised Tuition Schedule for Programs Leading to the Master of Public Administration

Effective Fall 2011 Semester

New York State Residents

Full-Time (12 credits) \$4,445 per semester

Part-Time (fewer than 12 credits) \$ 375 per credit

Non-Resident \$ 695 per credit

EXPLANATION: The proposed tuition increase of \$580 per semester for full-time and \$50 per credit for part-time resident students and \$90 per credit for full and part-time non-resident students in programs leading to the award of the Master of Public Administration degree at Baruch College¹², John Jay College of Criminal Justice¹³, and City College of New York¹⁴. The revised schedule shall take effect in the Fall 2011 semester.

¹² There are four registered programs leading to the MPA Degree at Baruch College: MPA in Health Policy and Administration (#01953); MPA in Public Administration (#01966); MS/MPA in Nursing and Public Administration (#30003); BA/MPA Economics and Public Administration (#33692).

¹³ There are six registered programs leading to the MPA Degree at John Jay College of Criminal Justice: BS/MPA in Public Administration (#02531); MPA in Public Policy and Administration (#02533); BS/MPA in Criminal Justice Management and Public Policy and Administration (#20703), MPA in Inspection and Oversight (code TBA) and BS/MPA in Criminal Justice Management and Inspection and Oversight (Code TBA), and BS MPA in Public Administration and Inspection and Oversight (Code TBA).

The increased tuition revenue will be used solely for the support of the Master of Public Administration programs, and the students in such programs, at Baruch College, John Jay College of Criminal Justice, and City College of New York. Such support shall pertain to the improvement of other services including career services, advising and financial aid for students, and the general enhancement of the quality of the Master of Public Administration programs.

New York State Education Law Sec. 6206¹⁵ permits the Board of Trustees to charge a differential tuition for academic programs leading to a unique degree.

The revised tuition schedule does not apply to any undergraduate/graduate dual degree program for which students are assessed tuition at the undergraduate rate until the student has completed 120 credits or more.¹⁶

Baruch College, John Jay College of Criminal Justice, and City College of New York will ensure through financial aid policies and programs that all students who meet the standards for MPA Program admission will be eligible for financial aid or tuition waiver, at least up to the amount of the differential tuition, if the effect of the differential tuition is to increase the student's unmet financial need.

¹⁴ There is one registered program leading to the award of the MPA degree at City College of New York: MPA in Public Service Management (Code #32355).

¹⁵ NY Education Law 6206.7.a.a states, in part "The trustees shall not impose a differential tuition charge based upon need or income. All students enrolled in programs leading to like degrees at the senior colleges shall be charged a uniform rate of tuition, except for differential tuition rates based on state residency."

¹⁶ This statement reflects the College's interpretation of the application of the law to BA/MPA and BS/MPA students.

Appendix B: MPA Program Net Revenue Increases

For Summer 2010, Fall 2010 and Spring 2011, the MPA Program generated new enrollment revenues, net of additional regular and substitute faculty costs, in excess of \$500,000. This was an intentional plan intended to help the Program weather anticipated financial problems for CUNY and John Jay College.

The following table documents the increase tuition revenues and offsetting costs.

MPA Enrollments	Summer	Fall	Spring	Total
Summer 2009 -Spring 2010	209	1,646	1,744	3,599
Summer 2010 - Spring 2011	421	1,869	1,921	4,211
Change	212	223	177	612
MPA Gross Tuition @ \$930	Summer	Fall	Spring	Total
Summer 2009 -Spring 2010	194,370	1,530,780	1,621,920	3,347,070
Summer 2010 - Spring 2011	391,530	1,738,170	1,786,530	3,916,230
Change	197,160	207,390	164,610	569,160
MPA Sections	Summer	Fall	Spring	Total
Summer 2009 -Spring 2010	16	104	108	228
Summer 2010 - Spring 2011	31	105	109	245
Change	15	1	1	17
MPA Net Revenues	Summer	Fall	Spring	Total
Tuition Revenue Increase	197,160	207,390	164,610	569,160
Instructional Cost Increase	(45,000)	(6,000)	(6,000)	(57,000)
Change	152,160	201,390	158,610	512,160

The combined value of the loss of the HEO position and the net revenues is approximately \$600,000. These revenues and savings will recur in future years.

While in the context of the differential tuition proposal, the administration seeks to identify new MPA Program funds to invest in MPA Program improvements, last year, when new MPA Program revenues and savings were actually generated, none were invested in the MPA Program.

The MPA Program leadership proposes, as an investment to accompany the differential tuition program investment, that the administration recognize and invest in the MPA Program an amount equal to 25% of the recurring net revenues and savings generated by the MPA Program during Summer 2010, Fall 2010 and Spring 2011. This amount - \$125,000 - will be added

annually to the differential tuition account and allocated for expenditure consistent with the purposes of the fund.

In addition, the MPA Program leadership proposes, as another investment in recognition of the additional net revenues generated above, that the HEO position be restored to the MPA Program for advising and support services.

Appendix C: MPA Differential Tuition Revenue Analysis

If one assumes that enrollment in the MPA Program in FY 2011-2012 will be equivalent to enrollment in FY 2010-2011, then 4,196 enrollments in Fall 2011, Spring 2012 and Summer 2012, each accompanied by payment of a differential tuition amounting to \$146 per course, would generate revenues of \$613,665.¹⁷

However, the survey of MPA students suggests the possibility that there may be significant price elasticity in demand for MPA courses.

- 30.6% of responding students indicated that, in the event of the differential tuition, they would take one less course than they would otherwise have planned to take.
- 5.9% said they would drop out of the program.
- 15.6% said they would seek less expensive course and program alternatives at other universities.

The "alternatives at other universities" can include the option to take MPA Programs at NASPAA-accredited online programs at other universities. For example, if a student were to take a course in the NASPAA-accredited online MPA Program at Valdosta State University and transfer it back to John Jay, the student would save \$446 per course compared to the Fall 2011 CUNY tuition with the differential tuition. The savings would offset the additional cost of three differential tuition payments in CUNY. Thus, if a student were to deliberately choose to take and transfer back four courses at another less expensive university, as is permitted under our transfer policy, the savings from the four courses would offset the entire cost of the differential tuition. There is reason to believe that some students might respond to the differential tuition by opting to take fewer courses at John Jay and instead complete the courses elsewhere. In the survey, 15.6% of the responding students said they would do this.

If, as the survey reports, 30.6% of the MPA students would actually enroll in one less course each semester, either based on taking courses elsewhere, dropping out, or stretching out their course of study, the revenue effect would be dramatic. Assuming a total of 781 students, if 30.6% took one less course for the Fall and Spring semesters, there would be 478 fewer enrollments, resulting in a loss of \$69,788 in differential tuition revenues, but more importantly \$455,050 in standard graduate tuition revenues.

The consequences would be very challenging for the College. The MPA program would still receive \$543,877 in new differential tuition revenues to be spent on the MPA Programs, but the College would lose \$455,050 in tuition revenues which would necessitate \$455,050 in additional College-wide spending cuts that would not otherwise have been necessary. In effect,

¹⁷ For the purpose of this analysis, all students are treated as in-state students.

the differential tuition would only generate about \$89,000 in net revenues, but would also cause a shift of \$455,000 from College-wide spending to MPA Program enhancement spending.

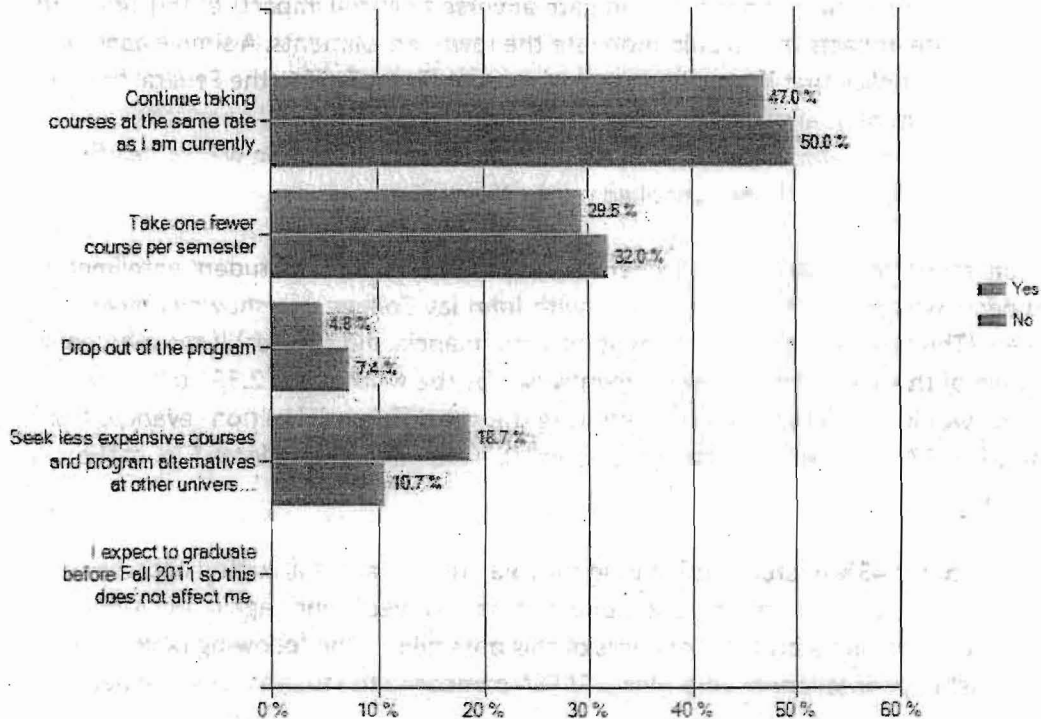
Obviously the College would want to avoid this eventuality. A counter-strategy for the College is to adopt a generous financial aid policy to mitigate adverse financial impacts of the differential tuition – the adverse impacts that would motivate the lower enrollments. A simple approach would be to adopt a policy that if a current or new student files a FAFSA (the Federal financial aid form) and if the student application demonstrates an “unmet financial need” the differential tuition charge would be instantly offset by a differential tuition waiver. In effect, the differential tuition change would be cancelled out by the waiver.

We know from the Differential Tuition Student Survey that 57% of MPA student enrollments were by students who filed FAFSA applications with John Jay College and showed unmet financial need. (This finding is basically consistent with financial aid records) If the differential tuition for each of those enrollments were reimbursed by the waiver, the 2,392 differential tuition waivers would cost \$349,789, thus reducing the net differential tuition revenues from \$613,665 to \$263,876. However, this technique would have mitigated at least 57% of the enrollment loss.

What about the other 43% of students? Would they pay the differential tuition because of their apparently greater capacity to pay the additional tuition involved? Once again, the MPA student survey can provide a basis for analysis of this possibility. The following table compares the demand elasticity for students who filed a FAFSA compared to students who did not.¹⁸

¹⁸ Ninety-five percent of the MPA students who filed FAFSA applications showed an unmet need.

The MPA differential tuition would result in an additional charge of \$146.25 for each MPA course, starting next Fall. Would this affect your course registration next year in any of the following ways:



The orange bars represent responses by students who filed a FAFSA, and the blue bars represent response by student who did not file a FAFSA. The table suggests that the propensity to take fewer classes is equivalent for both groups of students – those who filed a FAFSA and those who did not. A reason for this may be that many of the students who do not file for financial aid pay their tuition directly and are therefore more aware of, and sensitive to, changes in prices and costs.¹⁹

If we assume that the MPA student survey accurately reflects student intentions, then 50% of the 336 students who did not file FAFSA applications would each take one fewer course in Fall 2011 and Spring 2012. This would amount to 336 enrollments (50% of 336 for two semesters) not including summer, further reducing the differential tuition revenues by \$49,045, leaving \$214,831 available for investment in the MPA Program. The College's general tuition revenues would be reduced by \$327,600 – a net loss, based on the enrollment behavior of students who did not file the FAFSA, of 376,656.

¹⁹ For example, MPA students in the Army at West Point receive \$750 in support per course and pay the rest out-of-pocket. For them, the 5% increase in Spring 2011 was experienced as a 29% net increase in out-of-pocket cost. The differential tuition is experienced as an additional 65% net increase.

MPA Differential Tuition Survey



1. Which program track are you completing?					
	In which part of the MPA Program do you normally complete your courses:				
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	Response Totals
Regular Track	59.1% (110)	77.5% (31)	90.5% (19)	0.0% (0)	57.1% (160)
Inspector General Track	28.0% (52)	15.0% (6)	0.0% (0)	100.0% (33)	32.5% (91)
Not sure yet	12.9% (24)	7.5% (3)	9.5% (2)	0.0% (0)	10.4% (29)
answered question	186	40	21	33	280
				skipped question	0

2. How many courses are you taking this semester?

		In which part of the MPA Program do you normally complete your courses:				
		On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	Response Totals
1		7.5% (14)	5.0% (2)	4.8% (1)	9.1% (3)	7.1% (20)
2		51.6% (96)	55.0% (22)	47.6% (10)	48.5% (16)	51.4% (144)
3		25.3% (47)	32.5% (13)	14.3% (3)	39.4% (13)	27.1% (76)
4		11.8% (22)	5.0% (2)	28.6% (6)	3.0% (1)	11.1% (31)
5		3.2% (6)	2.5% (1)	4.8% (1)	0.0% (0)	2.9% (8)
6		0.5% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.4% (1)
answered question		186	40	21	33	280
skipped question						0

3. In which part of the MPA Program do you normally complete your courses:

	In which part of the MPA Program do you normally complete your courses:				Response Totals
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
On campus, weekday evenings	100.0% (186)	0.0% (0)	0.0% (0)	0.0% (0)	66.4% (186)
On campus - Saturday	0.0% (0)	100.0% (40)	0.0% (0)	0.0% (0)	14.3% (40)
West Point MPA Extension Program	0.0% (0)	0.0% (0)	100.0% (21)	0.0% (0)	7.5% (21)
National Online MPA Inspector General Program	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (33)	11.8% (33)
answered question	186	40	21	33	280
				skipped question	0

4. Did you submit a FAFSA (Free Application for Federal Student Aid) application for the current semester or academic year?

		In which part of the MPA Program do you normally complete your courses:				
		On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	Response Totals
Yes		62.4% (116)	57.5% (23)	35.0% (7)	48.5% (16)	58.1% (162)
No		37.6% (70)	42.5% (17)	65.0% (13)	51.5% (17)	41.9% (117)
answered question		186	40	20	33	279
skipped question						1

5. What is your current employment status:

	In which part of the MPA Program do you normally complete your courses:				Response Totals
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
Currently working full-time	63.6% (117)	80.0% (32)	90.5% (19)	72.7% (24)	69.1% (192)
Currently working part-time	17.9% (33)	12.5% (5)	0.0% (0)	9.1% (3)	14.7% (41)
Seeking work but not employed now	13.6% (25)	5.0% (2)	4.8% (1)	12.1% (4)	11.5% (32)
Not employed	4.9% (9)	2.5% (1)	4.8% (1)	6.1% (2)	4.7% (13)
answered question	184	40	21	33	278
				skipped question	2

6. What kinds of assistance do you receive for your tuition payments? Check all that apply:

	In which part of the MPA Program do you normally complete your courses:				Response Totals
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
none - I pay my tuition from my savings or current income	36.6% (68)	45.0% (18)	23.8% (5)	48.5% (16)	38.2% (107)
loan	54.8% (102)	52.5% (21)	9.5% (2)	39.4% (13)	49.3% (138)
scholarship	1.1% (2)	2.5% (1)	14.3% (3)	0.0% (0)	2.1% (6)
parental or family assistance	9.1% (17)	5.0% (2)	9.5% (2)	3.0% (1)	7.9% (22)
employer assistance	11.8% (22)	17.5% (7)	57.1% (12)	18.2% (6)	16.8% (47)
I take advantage of federal tax credits and deductions	4.3% (8)	10.0% (4)	19.0% (4)	18.2% (6)	7.9% (22)
answered question	186	40	21	33	280
				skipped question	0

7. The following is a list of possible areas to invest the \$600,000 per year of Differential Tuition revenues. A limited number of these options could actually be funded. Please indicate your opinion of the following investment options:

		In which part of the MPA Program do you normally complete your courses:				Response Totals
		On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
Need-based student scholarships	Strongly support	50.0% (88)	50.0% (19)	10.0% (2)	40.6% (13)	
	Moderately support	23.9% (42)	28.9% (11)	50.0% (10)	28.1% (9)	
	No Opinion	9.7% (17)	7.9% (3)	15.0% (3)	18.8% (6)	
	Moderately oppose	5.7% (10)	7.9% (3)	10.0% (2)	3.1% (1)	
	Strongly oppose	10.8% (19)	5.3% (2)	15.0% (3)	9.4% (3)	
		176	38	20	32	266
Merit-based student scholarships,	Strongly support	53.4% (95)	47.4% (18)	20.0% (4)	50.0% (16)	
	Moderately support	27.0% (48)	39.5% (15)	50.0% (10)	25.0% (8)	
	No Opinion	8.4% (15)	7.9% (3)	5.0% (1)	15.6% (5)	
	Moderately oppose	3.9% (7)	2.6% (1)	15.0% (3)	3.1% (1)	
	Strongly oppose	7.3% (13)	2.6% (1)	10.0% (2)	6.3% (2)	
		178	38	20	32	268
Student assistantships,	Strongly	44.3%	36.8%	10.5%	28.1%	

	support	(77)	(14)	(2)	(9)	
	Moderately support	25.3% (44)	39.5% (15)	26.3% (5)	37.5% (12)	
	No Opinion	19.5% (34)	15.8% (6)	42.1% (8)	21.9% (7)	
	Moderately oppose	3.4% (6)	5.3% (2)	5.3% (1)	6.3% (2)	
	Strongly oppose	7.5% (13)	2.6% (1)	15.8% (3)	6.3% (2)	
		174	38	19	32	263
Additional professorships	Strongly support	28.5% (49)	13.5% (5)	10.0% (2)	15.6% (5)	
	Moderately support	29.7% (51)	37.8% (14)	35.0% (7)	34.4% (11)	
	No Opinion	25.6% (44)	29.7% (11)	30.0% (6)	31.3% (10)	
	Moderately oppose	5.2% (9)	10.8% (4)	10.0% (2)	6.3% (2)	
	Strongly oppose	11.0% (19)	8.1% (3)	15.0% (3)	12.5% (4)	
		172	37	20	32	261
Team-teaching courses with faculty members and practitioners	Strongly support	26.7% (47)	22.2% (8)	5.3% (1)	28.1% (9)	
	Moderately support	31.8% (56)	25.0% (9)	21.1% (4)	25.0% (8)	
	No Opinion	26.7% (47)	27.8% (10)	26.3% (5)	31.3% (10)	
	Moderately oppose	3.4% (6)	13.9% (5)	26.3% (5)	6.3% (2)	
	Strongly oppose	11.4% (20)	11.1% (4)	21.1% (4)	9.4% (3)	
		176	36	19	32	263

Staff to provide advising	Strongly support	42.4% (75)	45.9% (17)	15.0% (3)	15.6% (5)	
	Moderately support	31.1% (55)	27.0% (10)	15.0% (3)	25.0% (8)	
	No Opinion	11.3% (20)	13.5% (5)	35.0% (7)	31.3% (10)	
	Moderately oppose	7.3% (13)	5.4% (2)	15.0% (3)	12.5% (4)	
	Strongly oppose	7.9% (14)	8.1% (3)	20.0% (4)	15.6% (5)	
		177	37	20	32	266
Staff to provide career services	Strongly support	51.7% (90)	63.2% (24)	21.1% (4)	21.9% (7)	
	Moderately support	23.0% (40)	18.4% (7)	15.8% (3)	31.3% (10)	
	No Opinion	12.6% (22)	7.9% (3)	26.3% (5)	31.3% (10)	
	Moderately oppose	4.6% (8)	7.9% (3)	15.8% (3)	6.3% (2)	
	Strongly oppose	8.0% (14)	2.6% (1)	21.1% (4)	9.4% (3)	
		174	38	19	32	263
Staff to find internships and provide related advising	Strongly support	50.0% (88)	54.1% (20)	10.0% (2)	25.0% (8)	
	Moderately support	23.3% (41)	21.6% (8)	25.0% (5)	28.1% (9)	
	No Opinion	14.2% (25)	10.8% (4)	25.0% (5)	28.1% (9)	
	Moderately oppose	3.4% (6)	8.1% (3)	20.0% (4)	9.4% (3)	
	Strongly oppose	9.1% (16)	5.4% (2)	20.0% (4)	9.4% (3)	
		176	37	20	32	265

Staff to provide instructional support services such as Tutoring	Strongly support	33.9% (60)	51.4% (19)	5.3% (1)	9.4% (3)	
	Moderately support	28.8% (51)	24.3% (9)	26.3% (5)	28.1% (9)	
	No Opinion	21.5% (38)	16.2% (6)	21.1% (4)	31.3% (10)	
	Moderately oppose	5.1% (9)	2.7% (1)	31.6% (6)	15.6% (5)	
	Strongly oppose	10.7% (19)	5.4% (2)	15.8% (3)	15.6% (5)	
		177	37	19	32	265
Funding for the MPA Student Association	Strongly support	22.2% (39)	32.4% (12)	5.0% (1)	12.5% (4)	
	Moderately support	31.3% (55)	27.0% (10)	20.0% (4)	28.1% (9)	
	No Opinion	20.5% (36)	21.6% (8)	20.0% (4)	18.8% (6)	
	Moderately oppose	10.8% (19)	10.8% (4)	20.0% (4)	18.8% (6)	
	Strongly oppose	15.3% (27)	8.1% (3)	35.0% (7)	21.9% (7)	
		176	37	20	32	265
Funds for student travel to professional conferences	Strongly support	29.3% (51)	24.3% (9)	0.0% (0)	40.6% (13)	
	Moderately support	26.4% (46)	35.1% (13)	31.6% (6)	34.4% (11)	
	No Opinion	20.1% (35)	13.5% (5)	21.1% (4)	6.3% (2)	
	Moderately oppose	9.8% (17)	10.8% (4)	10.5% (2)	9.4% (3)	
	Strongly oppose	14.4% (25)	16.2% (6)	36.8% (7)	9.4% (3)	

		174	37	19	32	262
Instructional technology projects	Strongly support	24.6% (43)	8.8% (3)	5.0% (1)	28.1% (9)	
	Moderately support	29.7% (52)	35.3% (12)	30.0% (6)	31.3% (10)	
	No Opinion	28.6% (50)	32.4% (11)	25.0% (5)	21.9% (7)	
	Moderately oppose	7.4% (13)	11.8% (4)	10.0% (2)	6.3% (2)	
	Strongly oppose	9.7% (17)	11.8% (4)	30.0% (6)	12.5% (4)	
		175	34	20	32	261
Study space for MPA Students	Strongly support	33.5% (59)	48.6% (18)	10.0% (2)	6.3% (2)	
	Moderately support	23.9% (42)	21.6% (8)	5.0% (1)	25.0% (8)	
	No Opinion	19.3% (34)	13.5% (5)	30.0% (6)	21.9% (7)	
	Moderately oppose	11.9% (21)	5.4% (2)	15.0% (3)	18.8% (6)	
	Strongly oppose	11.4% (20)	10.8% (4)	40.0% (8)	28.1% (9)	
		176	37	20	32	265
Staff for a research methods lab	Strongly support	24.7% (43)	24.3% (9)	5.3% (1)	9.4% (3)	
	Moderately support	30.5% (53)	32.4% (12)	15.8% (3)	28.1% (9)	
	No Opinion	24.1% (42)	21.6% (8)	26.3% (5)	40.6% (13)	
	Moderately oppose	10.3% (18)	8.1% (3)	15.8% (3)	0.0% (0)	
	Strongly oppose	10.3% (18)	13.5% (5)	36.8% (7)	21.9% (7)	

		174	37	19	32	262
Subsidized computer equipment	Strongly support	28.2% (49)	22.9% (8)	0.0% (0)	6.5% (2)	
	Moderately support	23.6% (41)	25.7% (9)	25.0% (5)	32.3% (10)	
	No Opinion	22.4% (39)	31.4% (11)	25.0% (5)	29.0% (9)	
	Moderately oppose	13.2% (23)	8.6% (3)	15.0% (3)	9.7% (3)	
	Strongly oppose	12.6% (22)	11.4% (4)	35.0% (7)	22.6% (7)	
		174	35	20	31	260
Laptop computer for each student which the student owns after graduation	Strongly support	45.4% (79)	37.8% (14)	15.0% (3)	21.9% (7)	
	Moderately support	13.8% (24)	16.2% (6)	15.0% (3)	15.6% (5)	
	No Opinion	13.2% (23)	16.2% (6)	10.0% (2)	25.0% (8)	
	Moderately oppose	8.0% (14)	8.1% (3)	20.0% (4)	9.4% (3)	
	Strongly oppose	19.5% (34)	21.6% (8)	40.0% (8)	28.1% (9)	
		174	37	20	32	263
Digital textbook projects to reduce textbook costs	Strongly support	57.2% (103)	63.2% (24)	30.0% (6)	46.9% (15)	
	Moderately support	21.7% (39)	28.9% (11)	40.0% (8)	18.8% (6)	
	No Opinion	8.9% (16)	2.6% (1)	5.0% (1)	15.6% (5)	
	Moderately oppose	5.0% (9)	0.0% (0)	0.0% (0)	3.1% (1)	
	Strongly	7.2% (12)	5.3% (2)	25.0% (5)	15.6% (5)	

	oppose	(13)	(2)	(5)	(5)	
		180	38	20	32	270
Faculty research and travel expenses.	Strongly support	14.1% (25)	2.7% (1)	0.0% (0)	6.3% (2)	
	Moderately support	18.6% (33)	24.3% (9)	10.0% (2)	21.9% (7)	
	No Opinion	29.4% (52)	29.7% (11)	30.0% (6)	31.3% (10)	
	Moderately oppose	12.4% (22)	5.4% (2)	10.0% (2)	15.6% (5)	
	Strongly oppose	25.4% (45)	37.8% (14)	50.0% (10)	25.0% (8)	
		177	37	20	32	266
	answered question	181	38	20	32	271
						skipped question 9

8. The MPA differential tuition would result in an additional charge of \$146.25 for each MPA course, starting next Fall. Would this affect your course registration next year in any of the following ways:

	In which part of the MPA Program do you normally complete your courses:				Response Totals
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
Continue taking courses at the same rate as I am currently	48.9% (91)	42.5% (17)	38.1% (8)	57.6% (19)	48.2% (135)
Take one fewer course per semester	31.7% (59)	42.5% (17)	19.0% (4)	18.2% (6)	30.7% (86)
Drop out of the program	6.5% (12)	2.5% (1)	9.5% (2)	3.0% (1)	5.7% (16)
Seek less expensive courses and program alternatives at other universities	12.9% (24)	12.5% (5)	33.3% (7)	21.2% (7)	15.4% (43)
I expect to graduate before Fall 2011 so this does not affect me.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
answered question	186	40	21	33	280
				skipped question	0

9. Considering the cost to you of the differential tuition and the potential benefits of the investments, please select the option that most closely represents your advice to the College leadership about differential tuition:

	In which part of the MPA Program do you normally complete your courses:				Response Totals
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
Enthusiastically Support	4.3% (8)	2.5% (1)	0.0% (0)	12.1% (4)	4.7% (13)
Support	23.4% (43)	25.0% (10)	33.3% (7)	33.3% (11)	25.5% (71)
Oppose	62.0% (114)	65.0% (26)	61.9% (13)	51.5% (17)	61.2% (170)
No Opinion	10.3% (19)	7.5% (3)	4.8% (1)	3.0% (1)	8.6% (24)
answered question	184	40	21	33	278
skipped question					2

10. Please provide us with any additional comments and advice.

	In which part of the MPA Program do you normally complete your courses:				Response Count
	On campus, weekday evenings	On campus - Saturday	West Point MPA Extension Program	National Online MPA Inspector General Program	
	78 replies	20 replies	17 replies	19 replies	134
answered question	78	20	17	19	134
skipped question					146



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The Department of Public Management

Memorandum March 28, 2011
To: Financial Planning Subcommittee
From: Professors Benton and Hamilton, Members of the FPS
Subject: Differential Tuition Fiscal Impact

At a faculty meeting on Wednesday March 23rd, the MPA Program faculty voted to recommend that the FPS consider the revenue risks of the MPA Differential Tuition Plan and consider setting aside a contingency for these risks in the Financial Plan. In this memo, we assess the financial risks and suggest financial contingencies that should be included in our financial plan, considered in the prioritization process, and if approved then offset with additional spending cuts elsewhere in the College budget.

The risk is that the imposition of the Differential Tuition (DT) may suppress enrollment and associated tuition revenues in the MPA Program. If this happens (and the student survey suggests it might) then the Differential Tuition revenues to the MPA Program might be significantly offset by tuition revenue losses to the College as a whole. The Differential Tuition revenues would have to be dedicated to improvements in the MPA Program and support for the MPA students, but the tuition losses would have to be borne by college-wide budget cuts.

Recommendations

We recommend that, based on financial risk, the FPS recommend to the President that the Differential Tuition proposal be deferred as it might apply to FY 2011-2012. There may be differences of opinion as to the overall merits of the proposal, but it is clear to us that the College-wide revenue risks of undertaking it this year, in the context of the other graduate program enrollment and revenue risks we present below, are too great for the College to prudently undertake the DT proposal.

To support the decision process, we also recommend that the FPS include in the Preliminary Financial Plan revenue loss contingencies related to the DT, MPA enrollments and revenues,

and graduate enrollments and revenues. Each contingency should be prioritized with other spending and revenue-loss options. If it is determined that any of the contingencies are either unavoidable or of sufficient priority to merit deliberate funding, these contingencies will have to be offset with additional spending cuts in other areas of College spending.

- **Admission Conversion to Enrollment:** We recommend a contingency of \$100,000 for risks that the conversion rate of MPA accepted applicants to enrolled students will be partially decline based on the DT.
- **Current-Students Taking Fewer Courses:** We recommend a contingency of \$130,000 for current students who will choose to take fewer courses or take courses at other less-costly accredited MPA programs.

If the President determines that the DT proposal should not go forward, then the above risks would no longer need contingencies.

The following risks are not caused by the DT, but should be considered by the FPS because they are significant. They also represent exacerbating factors that compound the risks of the DT factors.

- **CRJ Graduate Enrollment Losses:** Enrollments dropped 18% this Spring compared to enrollments in Spring 2010. We expect this trend to continue because it is caused by a 54% drop in admissions for Fall 2010 and a 59% drop in Spring 2011 which has yet to be fully expressed in enrollments. We estimate, for FY 2011-2012, an annualized revenue drop from CRJ enrollments of at least \$400,000 and recommend a contingency of that amount.
- **MPA Graduation Net Increase:** At least 75 more MPA students will graduate this year compared to last year. The extra graduations will offset steady-state admissions and result in enrollment and revenue losses. We estimate this revenue loss at \$200,000 and recommend at contingency of that amount.

The following are more complete explanations of the factors that motivated the MPA Program faculty's concerns.

1. The Effect of Individual Student Decisions

The following table summarizes the DT tuition increases for MPA students in the context of other tuition increases.

Tuition	Fall 2010	Spring 2011	Fall 2011 with Differential Tuition
Tuition per Course	930	975	1125
Full-time (4 courses)	3,680	4,465	5,135
Program (14 courses)	13,020	13,650	15,750
Non-resident per course	1,725	1,815	2,085

One full-time MPA student can pay almost \$10,000 in tuition for the Fall, Spring and Summer semesters, and a part-time student would typically pay almost \$5,000 for two classes in Fall and Spring and one class in the summer. A full-time out-of-state student could pay more than \$18,000 in tuition for ten classes. Therefore, the decisions of a relatively small number of our almost 800 MPA students can have significant consequences for our revenues. As examples, consider the following decisions that can each cost the College \$100,000:

- Twenty fewer in-state part-time students apply, are admitted and enroll in classes;
- Five out-of-state potential full-time applicants decide to go elsewhere;
- Ten fewer in-state full-time students apply, are admitted and enroll in classes;
- Fifty current students decide to take one less class each semester.

Thus, even though we know that 50% of MPA students responded in the DT survey that they would continue to take the number of classes they currently take, it takes a relatively small number of students who think and act otherwise to impose significant FY 2011-2012 revenue losses on the College.

2. Real Alternatives for Our Students

Baruch College officials confidently predict that there will be no enrollment impact, because they think that their students have no alternatives. They think that, for NY State residents, the determining fact is that the CUNY MPA programs will still be the least expensive option.

We need to ask ourselves whether JJCCJ MPA students are more price-sensitive than Baruch students, as characterized by the Baruch officials. Our student survey suggests that many of our students are:

- 30% said that they would take one less class.
- 16% said that they would consider less expensive courses at other programs and universities.

Another consideration is that Baruch officials think that their students will reject online classes. That may be true for Baruch, but at JJCCJ many of our MPA students are very willing to include online classes in their schedule. For example, in our Summer Session Preferences Survey, for MPA courses one-third of MPA students typically responded that they preferred the class to be

fully-online. For these students, the fact that fully-accredited MPA courses are available from other universities, at close to half the proposed DT cost, is a significant opportunity. For example, four \$625 courses taken at an alternative accredited program could be transferred to JJCCJ and thereby offset the DT for the remaining ten courses that the student would take at JJCCJ.

The Army is actively promoting online instruction for soldiers. Thus, at West Point we know that we compete with accredited online programs with tuitions that fall below the Army limit of \$750 for financial aid for graduate classes.¹

Our students also have the option, and sometimes the necessity, to reduce the number of sections they take to fit their budgets. In the Student Survey, 30% of the students said that they would take one less class each semester. If a relatively small number of these students do what they say, the revenue loss to the College could be significant.

We recommend a contingency of \$130,000 for current students who will choose to take fewer courses or take courses at other less-costly accredited MPA programs. This estimate is based on the DT Student Survey, and it excludes all students who a) filed a FAFSA; b) stated that they intended to take the same number of courses regardless of the DT; c) expect to graduate (since they are not assumed to be enrolling anyway and the behavior of new applicants is considered above) and d) did not respond to the survey – based on the very generous assumption that their failure to respond indicated that they did not consider the DT to be a serious concern. We assumed that each of the remaining students will take one less class per semester.

3. The MPA Admissions Conversion Rate

MPA conversions from admission to enrollment increased from 62% for Fall 2009 to 77% for Fall 2010.² This means that 77% of the students who were admitted in Fall 2010 subsequently registered for classes. This is a very positive performance metric – one that Graduate Admissions and the MPA Program has worked hard to achieve.

The risk for Fall 2011, however, involves the DT and the timing of the notification of accepted MPA applicants about the DT. If the Board of Trustees approves the DT in June, we will be informing the accepted MPA applicants about the DT at the precise time that they will be making their enrollment decisions.

¹ In Fall 2010, the net out-of-pocket cost to a military student for a JJCCJ MPA course was \$175 (\$925 minus \$750 in tuition support) and this increased to \$225 in Spring 2011. With the differential tuition in Fall 2011, the net cost would increase to \$371 (\$1,121 minus \$750) which represents a 64% increase in out-of-pocket cost for Fall 2011. These students have many choices of NASPAA-accredited MPA courses and programs at costs within the \$750 Army tuition limit.

² The actual increase may be slightly higher because the F2009 metric comes from a September 1, 2009 report and the F2010 document comes from an August 12, 2010 preliminary report.

If the combination price-sensitivity to the DT itself and the late notice about the enactment of the DT causes a drop of our conversion rate back to its historical rate (from 77% to 62%) that would mean a 15% drop in enrollments by newly-admitted students.

The financial impact is consequential. If our acceptances are level, a 15% drop on conversions represents 38 new students. If we conservatively assume only a 10% drop, and conservatively assume that all are in-state part-time students, the tuition revenue loss would represent about \$100,000. If we were to assume a drop to the F2009 rate and assume that some are full-time students and some are out-of-state students, the revenue loss could approach \$200,000.

4. MPA Graduation Trends

Assuming all other factors constant, the number of enrollments in a program is significantly affected by the number of admissions and the number of graduations. After an increase in admissions, the new admissions can have an enhanced effect because the number of graduations does not increase until several years later.

In the MPA Program, enrollment in the Capstone Seminar is a good proxy for changes in the upcoming number of graduations.³ In Fall 2009, Spring 2010 and Summer 2010 there were a total of 192 enrollments in the Capstone Seminar. In Fall 2010, Spring 2011 and Summer 2011 (estimated for Summer 2010 based on the Student Demand survey) we expect at least 267 enrollments. Assuming all other factors constant, this suggests a likely increase of about 75 graduations.

Normally, when a program is in steady-state enrollment, admissions balance out with graduations and separations – students who stop-out or drop-out. However, when a program is in a growth mode, and when a lagged spike in graduations finally happens, it translates into a relative loss in course enrollments. This is the natural result of the system gradually returning to steady-state at the newer level of admissions.

For next year, if all other factors are held constant, 75 additional graduations would translate into 300 fewer enrollments, if each student is considered to take 2 courses per semester which is typical in the MPA Program. This translates into almost a \$300,000 loss in enrollment revenue.

³ For example, in Spring 2010 there were 103 students in the capstone course and 102 graduations, and in Fall 2009 there were 53 students in the capstone course and 50 graduations. The capstone students and the graduating students are not necessarily the same students but it is logical that capstone enrollments would be a leading indicator of graduations.

If our admissions were to increase by a comparable number of students, the loss in enrollments due to the additional graduations would be offset by the increase in enrollments by the newly admitted students. However, no one is making this assumption.

Of course, the increase in graduations are not caused by DT or affected by it. But the revenue loss caused by the additional graduations exacerbates the revenue losses that may be caused by the DT, and limits our ability to mitigate or mask the effects of the DT on enrollments.

5. Other JJCCJ Graduate Programs

Acceptances for Fall 2010 for the Criminal Justice program dropped 55% compared to Fall 2009. Acceptances for Spring 2011 compared to the prior spring dropped 59%. However, graduate course enrollments overall did not drop for several reasons:

- The drop in CRJ admissions will take several semesters to pass through to enrollments.
- MPA admissions increased by more than 15%
- MPA conversions from admission to enrollment increased from 62% for Fall 2009 to 77% for Fall 2010.

Even if CRJ admissions stabilize at the new lower level, or even increase slightly, their enrollments will continue to decline as the new lower admission levels pass through to enrollments. This year, Spring enrollments are 18% less than enrollments last Spring, and the loss of the 248 enrollments involved resulted in a revenue loss of \$241,000. Eventually the 55-60% reduction in admissions must translate into a 55-60% reduction in enrollments, and the 18% reduction in Spring enrollments show that we are only part-way there.

Next year we expect an additional loss in enrollments, already officially anticipated in the reduced number of CRJ graduate course sections scheduled for Fall. Assuming that the 18% loss continues Fall-to-Fall, CRJ graduate enrollment revenues for Fall 2011 will be at least \$200,000 less than Fall 2010, and a comparable loss again for next Spring is a conservative estimate. Therefore, we recommend that a contingency of \$400,000 for enrollment revenue loss for CRJ graduate courses.

If graduate enrollments are to remain stable, MPA enrollments would have to grow. It is unlikely that MPA enrollments would grow at this rate. Furthermore, if the DT is suppressing enrollments, we should not expect the MPA Program revenues to offset the CRJ Program losses as took place this year.

6. The Limits of Mitigation

In the design of the DT proposal, scholarships and DT waivers have been included, designed to mitigate enrollment and revenue effects. The MPA Program faculty recommended the following scholarship/waiver eligibility policies for current and new students, and recommended that they apply until a deliberate decision is made (through governance bodies) to modify them:

- a. The student has an unmet financial need as defined through the Federal student financial aid form (FAFSA) and process.
- b. The student is receiving tuition benefits or assistance based on current or prior military service and the differential tuition increment is not covered by the assistance involved.
- c. The student is enrolled in one of the College's BS/MPA programs and has not completed more than 120 credits.

These policies are essential to avoid an even more serious enrollment and revenue loss. All of the contingencies recommended in this memo assume that these scholarship and waivers are in place. However, there are limits and gaps to these strategies, which the FPS should be aware of.

Uncertainties About Eligibility and Continuity For Current Students: The administration has not yet taken a clear position to the MPA faculty and the MPA students about eligibility and continuity of any scholarship and waiver programs. How many semesters do they apply? Who is eligible to receive them and how is this decided? Can the rules be changed without warning and formal deliberation?

Uncertainties About Eligibility and Continuity For Applicants and New Students: The administration has not yet taken a clear position that can be communicated to potential applicants or accepted applicants about eligibility and continuity of any scholarship and waiver programs. Do the programs only apply to current students? If they apply to new students, how many semesters do they apply? Who is eligible to receive them and how is this decided? Can the rules be changed without warning and formal deliberation?

Current Students Not Affected By The Scholarship/Waiver Programs: In the DT Student Survey, students who had not filed a FAFSA were as likely as students who had filed the FAFSA to indicate that they would take fewer courses or take courses elsewhere. If our programs are based on FAFSA-unmet-need, these programs will not address the problems of the 20% of the respondents who expressed price-resistance but who had not filed a FAFSA.

Out-Year-Impacts: If the administration assumes that the scholarship/waiver programs are temporary, what do we know about the enrollment effects when the programs expire? For example, if we tell applicants for Fall 2011 that they qualify for scholarships and waivers, but tell the applicants for Fall 2012 that they do not, haven't we just delayed the enrollment consequences? A best case, as proposed by the MPA Faculty, is that we enact the eligibility rules for the scholarships and waivers as College policy to reassure current and new students of their continuity, and only enact changes incrementally after assessment and open deliberation.

7. Opportunity Costs

One might posit that the revenue losses from the MPA Program and from graduate enrollments could be offset by increases in enrollments and associated revenues in other levels and disciplines. There should be no doubt that this is true to some extent. However, we don't know the extent and we have not had as much success, in recent efforts to increase undergraduate enrollment, as we have desired or needed. Furthermore, since undergraduate students pay lower tuition rates than graduate students, more undergraduate admissions and enrollments will be needed to offset graduate enrollment losses.

A much more important financial planning concern, however, is the lost opportunity to spend undergraduate enrollment revenues on College-wide concerns and priorities. For example, if we assume that \$250,000 in new revenues can be generated from increases in undergraduate enrollment, would it not be better to spend it to mitigate College-wide budget gaps or invest in undergraduate student program improvements?

Is our highest and best priority to spend new revenues to offset enrollment revenue losses associated with the DT?