

The Regents of the University of California

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

March 14, 2018

The Academic and Student Affairs Committee met on the above date at the Luskin Conference Center, Los Angeles campus.

Members present: Regents Elliott, Lansing, Mancia, Monge, Newsom, Ortiz Oakley, Pérez, and Tauscher; Advisory members Graves and White; Chancellors Block, Christ, Leland, Wilcox, and Yang; Staff Advisor Main

In attendance: Secretary and Chief of Staff Shaw, Provost Brown, Vice Presidents Brown, Budil, Duckett, Ellis, Holmes-Sullivan, and Humiston, Deputy General Counsel Woodall, and Recording Secretary McCarthy

The meeting convened at 1:10 p.m. with Committee Chair Pérez presiding.

**1. APPROVAL OF MINUTES OF PREVIOUS MEETING**

Upon motion duly made and seconded, the minutes of the meeting of January 24, 2018 were approved.

**2. APPROVAL OF MULTI-YEAR PLANS FOR PROFESSIONAL DEGREE SUPPLEMENTAL TUITION**

The President of the University recommended that the multi-year plans for Professional Degree Supplemental Tuition for 24 graduate professional degree programs be approved, as shown in Attachment 1.

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown stated staff at the UC Office of the President (UCOP), working closely with campus representatives, had reviewed the 24 proposals to ensure they satisfied the requirements of Regents Policy 3103: Policy on Professional Degree Supplemental Tuition. This request included one new professional degree program, the Serious Games Master of Science at UC Santa Cruz. To facilitate discussion of these proposals, two working groups of Committee members had been formed to review 12 proposals each. The working groups concluded that 14 of the 24 proposals did not require further discussion and ten programs would require further consideration at the current meeting. The proposals for two programs, UC Berkeley's Optometry and UC Santa Cruz's Applied Economics and Finance, were changed in response to feedback from the working groups. Campus representatives of the ten programs that would be discussed further were in attendance to respond to questions that arose from the working groups.

Regent Pérez moved to divide the item to approve first the 14 proposals that the working groups concluded did not need further discussion. The motion to divide the item was approved unanimously.

Upon motion duly made and seconded, the Committee approved the President's recommendation as to Professional Degree Supplemental Tuition (PDST) proposals for UC Berkeley's Educational Leadership (M.A.), Engineering (M.Eng.), Optometry, Journalism, and Teacher Education programs; UC Davis' Educational Leadership and Veterinary Medicine programs; UCLA's Art (M.F.A.), Dentistry, and Public Health programs; UC Riverside's Public Policy and Medicine; UCSF's Pharmacy program; and UC Santa Barbara's Technology Management program, as shown in Attachment 1, and voted to present it to the Board.

Committee Chair Pérez proposed that the Committee consider the remaining PDST proposals considered by the first working group and then the second.

UC Irvine Professor of Public Health and Chair of the Department of Population Health and Disease Prevention Oladele Ogunseitan discussed the Master of Public Health (MPH) program's request to increase its PDST five percent a year for the upcoming five years. The program intended to work diligently to attract its admitted Latino/a students, in response to a slight decline in representation of Latino/a students. During this admission cycle, five programs had been implemented in response to diversity data the MPH program had collected regarding its faculty and students. Mr. Ogunseitan anticipated gains in admission and recruitment of underrepresented minority students (URMs). The MPH program was working closely with UC Irvine's Program in Medical Education for Latino Communities to ensure the MPH program's attractiveness to medical students intending to work in Latino communities. UC Irvine had also implemented dual degree programs such as the J.D.-MPH, and was planning an MPH-Master's in Public Policy and MPH-Master's in Urban and Regional Planning to attract students who want to work in underserved communities. The MPH program would submit an application to UCOP's UC Historically Black College and University (HBCU) Initiative to help attract HBCU students to the MPH program. For the first time, the program would use a holistic application review that would also be used to guide distribution of financial aid. Associate Vice Chancellor for Diversity and Inclusion at UC Irvine Health Terrance Mayes was assisting the MPH program in these efforts. UC Irvine's MPH program was part of a regional initiative to bring California State University (CSU) Fullerton URM students to a summer program that would provide a track to the MPH program. The MPH program has measureable data for these efforts.

Regent Elliott asked about the cause of the MPH program's steep decline in what had been good URM representation. Mr. Ogunseitan attributed it to a decline in students' willingness to offer information about their ethnicity and the fact that the program recently joined the Association of Schools and Programs of Public Health, which puts it in competition for recruitment of top students nationally. He viewed the decline in URM students as temporary and expected the program's efforts to bring it back to its 2014-15 level of 24 percent URMs.

Regent Elliott asked for clarification of the program's diversity goals. Mr. Ogunseitan responded that the program aimed to increase its diversity modestly beyond its previous 24 percent URM level within three years.

Dean of the UC San Diego School of Pharmacy James McKerrow explained the rationale for the Pharmacy program's proposal to increase its PDST by nine percent a year for five years. A major concern of the pharmacy accrediting body in 2014 was the program's financial resources. The School of Pharmacy had been operating at a deficit since 2010. The program had reduced costs by trimming administration and increasing its number of students without increasing faculty. Increased tuition was needed to fund technology required by the accreditation board and to fund increases in benefits. The PDST would allow the program to eliminate its operating deficit by 2023. The average tuition for California's other schools of pharmacy would be \$20,000 more than UC San Diego's proposed PDST. UCSD pharmacy students supported the proposal as necessary to maintain the quality of the program.

Regent Elliott asked how the UCSD program's PDST compared with UCSF's School of Pharmacy. Dr. McKerrow stated that he had been instructed by UCOP not to use UCSF as a comparator. Associate Director Cain Diaz said this advice was given to all UC professional degree programs to avoid competitive increases within UC. Dr. McKerrow added that UCSF's program was transitioning to a three-year program so comparisons would be difficult. In addition, the UCSF program was more than 100 years old and UCSD's first pharmacy class graduated a little more than ten years prior.

Committee Chair Pérez noted that, even without the proposed increase in PDST, the UCSD Pharmacy program costs more than UCSF's. Dr. McKerrow responded that, when tuition and fees were considered, UCSD's and UCSF's pharmacy school tuition were comparable.

Regent Elliott commented that the PDST increase sought by the UCSD Pharmacy program was much larger than that sought by other professional degree programs. He noted that the Pharmacy program had experienced small increases in its student diversity and asked if such a large increase in PDST would negatively affect that trend. Dr. McKerrow said he had made efforts to establish scholarship opportunities. In the past few years, the program had doubled its number of URM students. Regent Elliott pointed out that the number doubled from a very low number. Committee Chair Pérez added the UCSD Pharmacy program's percentage of URM students was less than half that of UCSF's Pharmacy program. Dr. McKerrow said the UCSD Pharmacy program had just started an outreach program to colleges and student events. In addition, the Pharmacy program receives an annual interest payment from the Skaggs Family Foundation. Half of that payment, which had previously been used to provide startup packages for faculty recruitment, would be used for new scholarships to increase diversity. Also, the Pharmacy program started three programs to expose high school students to the Pharmacy program.

Regent Monge questioned whether students would support an annual nine percent increase in PDST. Dr. McKerrow said he had letters of support for the increase from student organizations and read from one.

Committee Chair Pérez asked what the Pharmacy program's anticipated diversity would be after five years. Dr. McKerrow expressed his hope that the program would have in excess of 15 percent URM students in five years.

UC Davis Associate Professor Ashley Hill, chair of the graduate group in Preventive Veterinary Medicine, said the Preventive Veterinary Medicine program is a professional degree program for veterinarians, and the lack of diversity in the veterinary profession limited the pipeline of diverse candidates. She pointed out an error in the proposal materials submitted, which said the program had one California resident and six international students in 2017-18, when in fact there were three resident and four international students. In the program's 50-year history, its students have been about 50 percent international and 50 percent California residents. Of the three resident students in the program in the current year, one is an URM. For the upcoming year, the program had offered admission to 12 students, of whom seven are California residents, including four URMs, and five are international students.

Regent Elliott said the Committee had received the program's diversity numbers only through 2016-17. Mr. Diaz said the working groups had received shorter versions of the submitted proposals. Regent Elliott said the 2017-18 numbers should have been included in the summary provided to the working groups. Committee Chair Pérez agreed and asked if 2017-18 data were not provided to working groups for all proposals. Mr. Diaz said he would provide that information. Regent Elliott said the most recent information provided to the working group indicated no URMs in the program. In addition, Regent Elliott said the proposal included no plan to increase diversity. It seemed to him that, as the program's proportion of international students rose, its proportion of URMs declined. Provost Brown and Vice President Brown explained that programs' data for the full 2017-18 year had not yet been reported.

Regent Elliott inquired about plans to increase the program's diversity. Dr. Hill said the program reached out to all veterinary schools in the United States, including those with large numbers of URM students. Regent Elliott asked, since this had been ineffective in increasing diversity, what different means would be used to increase diversity. Dr. Hill said the program would work more closely with URMs at UC Davis, its largest source of domestic applicants, and would reach out to HBCUs that serve the veterinary community. There was no professional organization that represents URMs in veterinary medicine. The UC Davis School of Veterinary Medicine had hired a diversity officer, who would help the program devise a better way to increase its diversity. She noted that two of the four URM students admitted for the upcoming year had decided to enroll.

Committee Chair Pérez asked for the program's diversity goal, against which it would be measured at the end of the PDST proposal period. Dr. Hill said her goal would be to achieve 20 percent URM students, but it would be reasonable to be accountable for achieving ten percent URM students since ten percent URM reflected the veterinary profession as a whole. Regent Elliott expressed concern about an aspiration to ten percent when it was acknowledged that the proportion of URMs in veterinary medicine is too low.

Chancellor Leland admitted the systemic lack of diversity in veterinary medicine, but urged UC Davis to take leadership in creating a national professional organization to provide support for URM veterinarians that could entice more young people to choose the field, and to pursue additional means proven to enhance diversity in other fields.

UC Santa Cruz Associate Professor Alan Spearot, current director of the master's degree program in Applied Economics and Finance, stated that the main reason for the proposed PDST increase was to make up for the tapering seed funding provided to the program when it was reorganized about five years prior from a two-year program into a one-year program. In addition, as a result of feedback from students, a program expansion was planned, so that students could take classes in finance, as well as in applied economics and data science geared toward employment in Silicon Valley. The program was working to expand its curriculum, while being careful not to negatively affect other UCSC degree-granting programs. The program was not hiring faculty at the needed rate, but was seeking funding to hire lecturers.

Mr. Spearot acknowledged that the program's diversity had declined over a number of years. Its resident applications had remained constant, while nonresident applications had increased dramatically, particularly international applications. To increase diversity Mr. Spearot would personally engage in outreach to various CSUs, adding to the past outreach of sending promotional flyers and e-mails trying to connect with faculty members. In-person visits would be new and were scheduled in April at CSU, Sacramento, San Jose State University, and CSU, Fresno. It was hoped that this outreach would reestablish the number of resident applications, particularly from diverse institutions.

Committee Chair Pérez asked about the program's diversity goal. Mr. Spearot said the program aspired to increase its percentage of resident students from its current one-third, which had declined sharply from two-thirds four years prior, to 40 percent, half of which would be URMs.

Regent Elliott expressed appreciation for Mr. Spearot's addressing the program's plan to increase diversity and his acknowledgement of the effect on diversity of increasing international enrollment. He asked Mr. Spearot to explain the revision in the proposed PDST increases. Mr. Spearot explained that the original proposal was for a 12.5 percent increase in the proposal's first year, to make up for the loss of seed funding, which would be gone after the current year, followed by 2.7 percent increases in each of the next four years. In response to expressed concerns of those reviewing the proposal, the proposal was revised to 5.2 percent in the first year, five percent the second year, and four percent for the subsequent three years.

Regent Mancia asked for more information about feedback from students beyond surveys. Mr. Spearot said he had convened a focus group of 16 students and explained the original proposal. The students were largely in favor of the proposal, expressing concern only about when the yearly PDST increases would stop. Mr. Spearot explained that the original proposal of 2.7 percent annual increases in years two through five would fund expected increases in salaries. Students expressed support for expanding the program. Students have

had limited ability to take classes in other departments, because of seating capacity restraints.

Committee Chair Pérez commented that consulting current students who would not be affected by the proposed increase in PDST would yield different results than asking students who would have to pay the increase.

Chancellor Leland urged programs seeking a pipeline of URM students to recruit from the more diverse UC campuses. UC Merced was currently 11 percent Caucasian, with students as talented as any other UC students and faculty as well-qualified as any other UC faculty.

Student Observer Hayden Jackson, a fourth-year UC Riverside student and Chair of the UC Council on Student Fees, commented on the difficulty of setting PDST, balancing the need to maintain the quality of UC programs, while ensuring accessibility. He expressed appreciation for the careful evaluation of the proposals to increase PDST, and noted the possibility of cuts in program costs when necessary. It was important to students that the University establish a written, standardized format for obtaining professional students' input on proposed PDST increases, particularly considering the high cost of living students face in California.

Mr. Jackson expressed support for UC's Transcript Evaluation Service that would help California high school students see UC as a realistic option.

Committee Chair Pérez asked Regent Elliott, who led one of the working groups, for his view of approving the proposals as presented for UC Irvine's Public Health program, UC Santa Cruz's Applied Economics and Finance, given the additional information provided, and for a limited time period for the other programs discussed. Regent Elliott suggested approving UC San Diego's Pharmacy program for three years, and UC Davis' Preventive Veterinary Medicine program for one year to allow that program to return with updated diversity information and a report on efforts taken during the upcoming year to increase diversity.

Upon motion duly made and seconded, the Committee approved as presented the PDST proposals of UC Irvine's Public Health program and UC Santa Cruz's Applied Economics and Finance program, and approved UC San Diego's Pharmacy program's proposal for three years, and UC Davis' Preventive Veterinary Medicine program's proposal for one year, and voted to present them to the Board.

UC Irvine Associate Professor Michael Cumsky, Biotechnology Management program director, addressed concerns expressed by the working group about the program's student diversity, expressing the program's strong commitment to student ethnic, gender, and socioeconomic diversity. He acknowledged that enrollment of URM students and Pell Grant recipients declined in 2015-16 and in 2016-17. The program made diversity recruitment a top priority and was employing several strategies, including targeted recruiting at local universities with diverse student populations, in-reach to UC Irvine senior biological science majors, increased financial aid including but not limited to

students from diverse backgrounds, a campaign to make contact with applicants who accept the program's initial admission offer, and seeking approval to waive the Graduate Record Examination (GRE) requirement for students with a specified Grade Point Average. For the 2018-19 recruitment year, the program had offered admission to and received preliminary commitments from one URM student and three Pell Grant recipients. The 2017-18 class demonstrated an increase in URM students. The program's goal for the 2018-19 class was to maintain 15 percent student diversity, which would require three additional URM or low-income students. As this five-year-old program grows, it was hoped that the program would reach 20 to 25 percent diversity. Addressing concern about student debt, Mr. Cumsky reported that only 17 percent of the program's students graduate with debt, but the debt averaged \$56,000, which is higher than comparators' students. He clarified that the UC Irvine Biotechnology Management program is a two-year program, while its comparators were one-year programs. Regarding student consultation, Mr. Cumsky said the program had solicited feedback through two separate e-mails.

Chancellor Wilcox expressed appreciation for this additional information and specificity. He noted that the proportion of the program's Pell Grant recipients had decreased from 25 percent to zero, and its proportion of URM students had also decreased to zero. He noted the contradiction between trying to increase diversity while increasing PDST.

Mr. Cumsky noted that the program was young and small. He reiterated his belief that as the program grows, diversity would increase organically with more applications. Associate Dean for Master's Programs Gerardo Okhuysen of UC Irvine's Paul Merage School of Business added that, in the program's third year, its low enrollment was a concern, so increasing diversity became less of a focus. At the current time, the program was re-focused on diversity. Committee Chair Pérez expressed appreciation for that constructive forthright comment. Chancellor Wilcox encouraged the program to use financial aid to increase diversity as much as possible.

Regent Ortiz Oakley expressed disagreement with the idea that discussing PDST during a student orientation was the same as getting student input. Mr. Okhuysen explained that during orientation, program leaders explain the uses of tuition. A separate consultation process takes place during the budget cycle. Other conversations that occur with student representatives had not been well-documented. Mr. Cumsky said part of the process was to explain why students pay PDST. Committee Chair Pérez expressed agreement with Regent Ortiz Oakley's point that there was a difference between informing students and consulting students. Committee Chair Pérez asked Provost Brown to compile and share best practices for consulting students and faculty as part of developing proposals for PDST increases. Mr. Diaz added that he intended to compile best practices for all aspects of the PDST proposals.

Professor John LaRue, co-director of UC Irvine's Engineering Management program, said that student-initiated program had enrollment of between 13 to 18 students, with from 194 to 250 applications. The program had low numbers of URM and first-generation students, varying between zero and two, and between four and seven female students. The number of applications from URM and first-generation students was low. To increase the

number of these applications, the program had worked with the director of marketing at the Paul Merage School of Business to develop online marketing targeted at domestic students and had coordinated recruiting activities with the Office of Access and Inclusion in the School of Engineering. The program would also conduct in-reach to UC Irvine's diverse students and would identify two faculty to be program ambassadors. Mr. LaRue said the program's diversity goal would be to achieve between five and 15 percent first-generation and URM students, while maintaining 30 percent or higher female students.

Committee Chair Pérez asked if the stated goal would include all first-generation students, whether or not they were URM students. Mr. LaRue answered in the affirmative. Committee Chair Pérez asked about the goal for URM students. Mr. LaRue stated a goal of five to 15 percent, or one to three students at the program's current size.

Chancellor Wilcox pointed out that the Engineering Management program had one-third Pell Grant recipients, yet still struggled to enroll URM students. Mr. LaRue reiterated the need to use outreach to increase the number of URM students who apply. Mr. Okhuysen said his experience was that more practical professional degree programs appealed more to low-income students, such as those who are Pell Grant recipients.

Regent Elliott asked if the goal to increase URMs by five to 15 percent was sufficient, given that could mean adding only one URM each year. Mr. LaRue responded that adding an average of ten percent, or two URMs over the proposal's time period, would result in two out of 20 students, or ten percent. He pointed out that in the School of Engineering master's program URMs comprise only 4.5 percent. He said URM students could be targeted for recruitment and Regent Elliott encouraged the program to recruit URM students at other UC campuses. Mr. Okhuysen clarified that the Engineering Management program intended to maintain an average ten percent URM enrollment over the proposal's time span. Regent Elliott noted that this would be below the program's private comparators, which had 13 percent URMs.

Turning to UC Berkeley's Product Development program, Committee Chair Pérez asked Assistant Dean and Director of the Product Development program Keith Alexander to clarify the program's diversity goals. Mr. Alexander said the program's goal was to achieve five percent African American and five percent Hispanic participation, for a total of ten percent URMs. Committee Chair Pérez noted those goals would indicate a larger focus on increasing African American enrollment than Hispanic enrollment. Mr. Alexander agreed, since the program's three-year average enrollment is 2.6 percent African American and 4.5 percent Hispanic. Committee Chair Pérez asked if the goal for the increase in Hispanic students was too low, particularly given California's demographics. Mr. Alexander said the program's diversity goals compared favorably to other UC Berkeley professional master's degree programs in fields of science, technology, engineering, and mathematics (STEM). Committee Chair Pérez pointed out that the goal would double African American enrollment, while increasing Hispanic enrollment by only ten percent.

Regent Elliott asked why the program was comparing its diversity to programs only at UC Berkeley. Mr. Alexander responded that the program would recruit from the same student

pool as other UC Berkeley STEM master's degree programs. Regent Elliott stated that many campuses have had more success than UC Berkeley in increasing diversity. Mr. Alexander expressed his view that UC Berkeley STEM programs would be the most relevant comparators, as they were limited to candidates from STEM backgrounds.

Mr. Alexander stated that the Product Development program takes very seriously Regents' guidance on curriculum development, use of PDST funds, student financial aid, and recruitment of students, including URMs. He stated that the Product Development program's goals for URM participation compared favorably with those of three other STEM professional master's degree programs at UC Berkeley. Regent Elliott expressed concern that the Product Development program was setting too low a goal. Mr. Alexander said his program could use data from all UC campuses' STEM master's programs as comparators, rather than only the UC Berkeley program.

Committee Chair Pérez asked Mr. Alexander if he wanted to return in May with updated goals or seek a shorter-term approval at this meeting. Mr. Alexander expressed his preference to seek approval at the current meeting.

Mr. Alexander described the program's strategies to reach its goals. The program intends to increase the number of URMs who apply.

Regent Ortiz Oakley expressed his view that the purpose of setting goals was to achieve important shared aspirations and that his experience showed that goals were not reached if they were not specified in writing. The University would not reach these goals without accountability. UC Berkeley, of all campuses in the world, should be a leader in admission of African Americans and Hispanics. The Regents need to hold themselves accountable for helping UC campuses reach these goals.

Regent Tauscher asked what progress the Product Development program could make in the short term that would yield measureable results. Mr. Alexander reiterated that the program intended to increase applications from URM students and build relationships with minority professional organizations. He expressed his view that this activity would yield results within a year and could achieve the program's goals and possibly more.

UC Santa Cruz Professor James Whitehead described PDST proposals for both the Games and Playable Media program and the new Serious Games program. The Games and Playable Media program prepares students for careers in the computer games industry, which employs 65,000 in California. The program was in the midst of a transition from a four-quarter to a five-quarter program to allow its students to participate in summer internships, which are the major path to employment in the industry. In addition, students have expressed interest in being able to take more courses. The longer program would enable students to take three or four electives, for instance to increase students' technical or game programming skills.

Mr. Whitehead said increasing diversity is very important to the program, as games become an increasingly important medium, reflecting the values and backgrounds of the game

designers. It was important that more women and URMs become game designers. The program was young and did not yet have a philanthropic base for financial aid. The program had secured \$130 million from Intel over the past three years for financial aid. With those funds and PDST return-to-aid, the program had offered two full scholarships to URMs over the past two years. The program's proposal would reduce its PDST to be more competitive with some public comparators.

To increase diversity, the Games and Playable Media and the Serious Games programs had hired a full-time admissions outreach staff member, who had previously worked in diversity outreach for Electronic Arts. This person had been meeting with CSU campuses and would recruit at diversity computing events.

Regent Lansing asked if these programs had approached companies such as Activision and Electronic Arts to create partnerships to provide diverse program graduates in exchange for scholarship funding. Mr. Whitehead said the programs were exploring such options. However, he noted that internships in the games industry were extremely competitive. Some programs connect with a company's human resources staff to have one or two internships earmarked for a particular program.

Regent Tauscher commented on the difficulty of achieving diversity for women in the game industry, according to reports of cultural barriers for women in that field. The reputation of the computer gaming industry is that it is hostile to women. Addressing diversity in educational programs could help reduce barriers in the industry. She asked what UC was doing to help change that culture through its relationships with gaming industry companies. Regent Lansing commented that recent social movements are beginning to cause a change in the culture and there were good opportunities for diverse candidates. Mr. Whitehead agreed that these UCSC programs could help advocate and educate for a change in the culture of the gaming industry. The UCSC Games and Playable Media program has had prominent women faculty, who were highly visible participants in large gaming industry conferences advocating for women in the industry. Chancellor Leland suggested providing women students in these programs with tools to deal with the environment in the industry.

Regent Ortiz Oakley asked how obtaining a professional degree in the computer game industry added value for students above their undergraduate degree. Mr. Whitehead responded that students with this master's degree would have a much higher likelihood of working in the games industry, having gained a much deeper background in game design and development skills. The competition for entry-level jobs is intense. Regent Ortiz Oakley commented that taking on debt to pay for a professional degree program to obtain an entry-level position was a questionable proposition, particularly for URM students. Mr. Whitehead added that entry-level salaries in the Bay Area would be from \$65,000 to \$85,000 and top salaries for experienced game programmers at up to \$150,000, \$130,000 for game designers, and \$110,000 for digital artists. Profits can be enormous for creators of popular games. Regent Lansing expressed strong support for this program.

Chancellor Wilcox reported that the working group appreciated the proposal to reduce the program's PDST. However he noted that increasing the program's length would add to students' total cost of attendance. Mr. Whitehead commented that, with the reduction to its PDST, the program would be substantially less expensive for resident students than it had been.

Chancellor Wilcox encouraged the program to develop specific goals for increasing diversity and for establishing internship programs.

Committee Chair Pérez asked what the diversity goals were for the programs. Mr. Whitehead said the programs' goal would be to achieve gender parity and 50 percent URM. Seven out of ten 2017-18 students are URM. Regent-designate Graves emphasized the importance of faculty diversity in all professional degree programs.

Program Director of UC Berkeley's Master's in Development Practice George Scharffenberger provided detail about that program's diversity goals and strategies. He explained that the program embraced diversity goals, as it was focused on addressing inequality. The program seeks students with some work experience and had some success in recruitment outreach to professional associations. In the past year, the program created partnerships with two scholarship programs funded by the U.S. government, both administered by Howard University and focused on URM. The program had an aggressive outreach program to its admitted students, particularly focused on URM. The program's open house is on UC Berkeley's Diversity Day. Admission applications are viewed holistically. With the program currently at 50-60 students and more than half of those international, its goal was to have eight to ten URM, more than doubling its current number.

Regent Ortiz Oakley asked why the GRE was an admission requirement. Mr. Scharffenberger said that the GRE, while not perfect, was still the best predictor available. It was used only as one aspect of an application. Admitted students with lower GRE scores attend a three-week boot camp for mathematics, statistics, and economics before the program starts. Of the program's 100 students in the program's six years, only three have failed to complete the program.

Committee Chair Pérez asked Provost Brown to track all programs' stated goals for reference during future reviews.

On motion duly made and seconded, the Committee approved the proposals as shown in Attachment 1 for the UC Irvine Biotechnology Management and Engineering Management, the UC Santa Cruz Games and Playable Media and Serious Games, and the UC Berkeley Development Practice program as submitted; and the UC Berkeley Product Development program for one year, and voted to present them to the Board.

**3. UC GRAD SLAM: MAKING GAME-CHANGING UNIVERSITY OF CALIFORNIA RESEARCH ACCESSIBLE TO EVERYONE**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown said the Grad Slam competition provided an opportunity for professional development in skills expected of future professionals. The Grad Slam began at UC Santa Barbara in 2013 and its success led it to become a systemwide competition.

UC Santa Barbara Dean Carol Genetti noted the importance of making UC's research useful and accessible. The Grad Slam, a tournament-style competition for the best three-minute talk by a graduate student on his or her research, is a fun and effective way for UC graduate students to develop their communication skills. Since its inception, more than 1,800 UC graduate students had participated. Grad Slam presentations are scored on: how well the research is pitched for a non-specialist audience; the clarity, organization, and delivery of the talk; intellectual engagement; and timing. The Grad Slam highlights UC research to State and local policy-makers, the media, local companies, donors, and undergraduates, and builds community among UC graduate students.

Two UC graduate students presented their Grad Slam talks. UC Riverside Material Science and Engineering Ph.D. student Jesus Rivera discussed his research on tough, lightweight, and impact-resistant materials, particularly the diabolical ironclad beetle, native to the UC Riverside campus. The insect was discovered to be extremely impact-resistant. Mr. Rivera described his study of this beetle's complex microstructure and its application to the next generation of engineering materials.

UCLA Psychology Ph.D. student Leslie Rith-Najarian presented her Grad Slam talk on her research creating an online anxiety and depression prevention program to make mental health more engaging and accessible, and to teach students skills to improve their daily life. She also studied how marketing and engagement strategies could help the program reach more students, both male and female.

UC Santa Barbara Professor Dennis Clegg said these outstanding graduate students typified UC's 56,278 currently enrolled graduate students. He noted the importance of graduate students' honing their public speaking skills and their ability to explain their work to general audiences.

**4. GRADUATE EDUCATION AND UNIVERSITY OF CALIFORNIA EXCELLENCE**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown stated that UC's power and prestige depend on the work of faculty, academic administrators, and staff to build academic graduate programs of excellence and to increase inclusivity.

UC Davis Dean Prasant Mohapatra discussed the impact of graduate education. Graduate students learn to create new solutions and the foundations of future innovation, essential to economic success in a global environment. Research results produced by UC graduate students have multiple effects on the quality of life and societal advancement. Many graduate students engage in entrepreneurial activity through startup companies primarily based in California. UC graduate students go on to fill leadership positions in industry, government and the nonprofit sector, technology, public health, and the academy.

UC Santa Barbara Dean Carol Genetti stated that graduate programs are what make UC a research university. Faculty come to UC from around the world, expressly to work with its graduate students, who constitute a substantial portion of UC's research workforce. Graduate students are also critical to UC's instructional mission, as they serve in undergraduate classrooms acting as research mentors and role models. Graduate students contribute to UC's service mission through their outreach work, public scholarship, governmental interactions, and community-based research. UC's 735 graduate degrees offer a highly diverse array of educational experiences and career outcomes. UC attempts to identify and recruit the most intelligent and creative students in the world to its graduate programs. It recruits internationally, nationally, and locally, and was especially eager to recruit first-generation underrepresented minority students. Diversifying graduate programs is a top priority for UC's ten graduate deans.

UCLA doctoral student Camille Gaynus described her path to becoming a UC graduate student conducting research about preserving coral reefs. She was part of the Diversity Project, a project funded by the UC-Historically Black Colleges and Universities (HBCU) Initiative, a UCOP program to increase partnerships between UC campuses and HBCUs to increase enrollment of HBCU alumni in UC Ph.D. programs. Ms. Gaynus said she had been able to mentor UCLA undergraduates. She also obtained a small grant that enabled her to bring high school students from the Social Justice Learning Institute to UCLA for a tour of the botanical gardens and lunch with current graduate students. She said her efforts to establish a program to provide swim lessons to minority children were unsuccessful because she was not able to schedule pool space near UCLA during the summer. Creating such opportunities for students and community members is crucial in increasing diversity among marine science researchers. She expressed her intention to continue to provide opportunities for the next generation of scientists.

Vice President Ellis commented on UC graduate programs' international reputation for excellence across many fields, drawing top students from California, the nation, and the world. However, he cautioned that strong doctoral programs were fragile, with reputations built on the scholarly output of leading faculty members assisted by outstanding graduate students. The competition for top faculty and graduate students is fierce and is intensifying as more institutions around the nation and world invest in higher education and its

accompanying research enterprise. They seek to enhance their reputations, rankings, and visibility and to reap the many benefits resulting from academic leadership.

UC is committed to being as inclusive as possible in recruiting faculty and doctoral students. The University needed to make the investment required to recruit and retain top talent. At future Regents' meetings, more would be presented about UC's graduate research enterprise and what could be done to enhance UC's preeminent position in research and graduate education.

Regent Tauscher expressed the importance of this area and the Committee's ongoing involvement. She asked Provost Brown what he would want the Committee to do. Provost Brown expressed his hope that the critical importance of UC's graduate enterprise to all aspects of the University would be appreciated and embraced. The prestige of UC's undergraduate programs is linked to its graduate programs, where UC graduate students extend the impact of the work of UC's faculty.

## 5. THE UNIVERSITY'S TRANSCRIPT EVALUATION SERVICE

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown explained that applicants must satisfy the University's "a-g" requirements for freshman eligibility at UC and California State University (CSU). Access to these courses is critical for student success, for UC's ability to educate, and for the state's ability to thrive economically. The Transcript Evaluation Service (TES), created by UC, is a data tool that analyzes large volumes of high school student transcripts to provide school districts and students information about "a-g" course availability, completion, and requirements for UC and CSU admission.

Vice Provost Yvette Gullatt described TES, one way UC supports K-12 schools to raise student achievement and to close opportunity gaps. She pointed out that only 45 percent of California high school graduates meet eligibility requirements for UC or CSU. The access issue disproportionately affects underrepresented minority students. One of the best ways to ensure that high school students stay on track for college is to assess their progress early and often, in order to advise them appropriately about required classes and to catch missteps quickly. Transcript evaluation is one of the best ways to anchor strong college advising and to address patterns of course completion that impede otherwise talented students from achieving UC and CSU eligibility.

UC's TES helps high schools address "a-g" course access by providing a school-level view of access and success for underrepresented, first-generation, low-income, and other underserved students. TES lets students and schools know which students are on track, off track, or close to fulfilling "a-g" requirements by grade level. A TES student report shows a student's grade point average (GPA), performance against grade level "a-g" requirements, and individual course grades, with filters showing the types of course, such as advance placement and honors, and UC and CSU eligibility. TES also provides a school-

level report with information by grade level of students meeting requirements, close to meeting requirements, and students' average GPA, and more specific information about each area. Schools can access information by gender, race or ethnicity, and socioeconomic status. Administrators have additional access to run special data queries. UC's studies on the efficacy of TES have shown that schools that have participated in four consecutive years of the program increased student eligibility for CSU by 32.1 percent and for UC by 21.6 percent.

UC Santa Barbara Executive Vice Chancellor David Marshall said that the expansion of UCOP's TES in the Oxnard Union High School District was made possible by a one-time State allocation to support low-income student enrollment at UC. TES enables high schools to improve course planning, student registration, and academic advising. Over the past ten years UC Santa Barbara had developed successful partnership programs in the Oxnard Union High School District. TES assisted these outreach efforts. Preliminary results indicated that TES was having an effect in increasing college applications. UC Santa Barbara staff play a key role in the implementation of TES, working with UCOP and the school district administrative staff.

Oxnard Union High School District Director of College Readiness Maricruz Hernandez said that district had 76 percent Latino/a students and 67 percent of its students experiencing poverty. The district had a long and robust partnership with UC Santa Barbara through many college preparation programs. The district and UC Santa Barbara made a collaborative decision to implement TES at all district high schools, with UC Santa Barbara providing professional development to school district counselors and related administrators. Data from TES allows counselors to better utilize time with students, with annual course registration, to encourage completion of "a-g" requirements, and to identify interventions when needed. Counselors can show students the TES report to demonstrate why they should take or remediate courses. TES data can also: show specific classes the district's juniors and seniors had failed to take, so the administration could schedule extra sections of those courses; help identify and celebrate students who are on track to meet "a-g" requirements, serving to strengthen a college-going culture; help students prepare college and financial aid applications; and help students better understand the requirements for college admission over the course of their high school careers, showing students not only how to qualify, but how to be a competitive UC applicant.

TES assisted the district in updating its "a-g" course offerings. UCOP provided training in using TES data as a quality tool to correct discrepancies between course names in the district and the approved "a-g" courses in the UC A-G Course Management Portal. TES helped the district code its classes more accurately, including classes that students take outside of the district, and helped the district actively engage students and parents in academic preparation for college. District school are beginning to hold "a-g" awareness sessions for parents in both English and Spanish. As a result, the district experienced an increase in the percentage of students competing "a-g" requirements from 33 percent to 38 percent from 2016 to 2017.

Regent Tauscher asked if all high schools offered the “a-g” requirements and clearly communicated information about these requirements to students and their families.

Regent Newsom asked if TES was proprietary to UC and if UC worked in partnership with CSU in its deployment. Ms. Gullatt explained that TES was UC’s intellectual property. UC used the validation and “a-g” rules of UC and CSU for the courses that are in the A-G Course Management Portal. Every high school in California has a list of courses that are approved by the University as meeting the “a-g” requirements. UC works with CSU to ensure that TES calculates CSU eligibility accurately. Regent Newsom asked if there was a cost for high school districts to use TES. Ms. Gullatt said UC wants TES to be as available as possible. Only high schools that do not have a relationship with UC are charged a small cost of about \$3.25 per transcript, or about \$5,000 for a mid-sized high school. Schools send their data for every student and every grade to UCOP; UCOP works with the school’s data team to match that data to the A-G Course Management Portal. This produces a preliminary report for the school. Then, the same data is reviewed by UCOP evaluators to accurately capture courses that students may have taken at other schools. Schools then receive a fully vetted set of outcomes for their students.

Regent Newsom asked what impediments existed to having this service in all the state’s school districts. Ms. Gullatt said TES was being used by about 50 percent of the state’s Local Control Funding Formula Plus (LCFF+) schools. She said it would cost about \$4 million for TES to be used by the all the state’s LCFF+ schools. The budget for TES was currently slightly less than \$700,000. Regent Newsom pointed out that CSU would also be a beneficiary. Mr. Marshall remarked that participating school districts also receive training from UCOP. Regent Newsom expressed his willingness to work on expanding the scope of TES.

Regent Ortiz Oakley commented that the State had already invested in the California College Guidance Initiative (CCGI), which evaluates transcripts for all 23 CSU campuses, and currently serves more than 15 percent of California sixth through 12th graders, and has a partnership with the California Department of Education, and both the California Community College and CSU Chancellors’ offices. He expressed concern that this presentation was about only TES and did not include information about CCGI and the amount of money the State had already invested in it. He questioned investing more in a UC-only solution when CSU was already using CCGI to evaluate transcripts. Using CCGI had been presented to UC as an option, but UC rejected it.

Ms. Gullatt responded that TES was the foundation upon which CCGI was built. She explained a major difference between TES and CCGI relating to the A-G Course Management Portal. CCGI’s transcript analysis was self-reported, meaning that the school indicates the courses that it believes satisfy “a-g” requirements. On the other hand, TES’ approved set of courses is derived from the A-G Course Management Portal, yielding a different evaluation. She explained that the A-G Course Management Portal is a database that stores courses that have been submitted for approval as “a-g” requirements. TES also helps schools identify courses that could satisfy an “a-g” requirement, but have not been approved, allowing schools to expand their “a-g” course offerings. Some courses might be

considered by the high school as meeting an “a-g” requirement, but had not in fact been approved. TES can also help schools submit courses for approval as “a-g” requirements.

Regent Ortiz Oakley said he would like to hear from CCGI before any additional investment was made in TES. He acknowledged that transcript evaluation is a problem for all the systems, and much investment and momentum had gone in the direction of CCGI, in which only UC does not participate. There may be good reasons for UC’s nonparticipation that should be addressed. In order to benefit all Californians and not have different systems for students pursuing different university systems, it would be important to resolve how to bring CCGI and TES together.

Regent Monge asked if TES was planned to pay for itself or as a potential source of revenue for the University, and about plans to bring it to those high school districts not in proximity to UC campuses. Ms. Gullatt said the intent was not to bring revenue to UC, but rather to develop partnerships with school districts to expand “a-g” offerings and completion rates. The fee structure supports the cost of development. UCOP sends teams to remote school districts to assist with TES data usage. The program’s highest priority was at high schools that had partnerships with UC, so that the combination of that partnership and TES data would result in positive changes in students’ eligibility for UC and CSU.

Staff Advisor Main asked about UC’s Scout program, which offers free online “a-g” courses, integrated with TES. Ms. Gullatt said UC Scout was UC’s repository of online high school honors and advanced placement courses. Ms. Hernandez added that in the prior year, as a result of TES data, the Oxnard Union High School District rewrote 42 courses that had no longer been approved as “a-g” requirements.

Regent Newsom expressed regret that he was unaware of CCGI and asked how these two systems could be resolved.

Regent Tauscher suggested that she confer with Committee Chair Pérez and Provost Brown to establish a working group to address assisting California high schools in offering “a-g” requirements, helping high schools obtain approval for “a-g” courses, and resolving differences between CCGI and TES.

**6. INTRODUCTION TO ACADEMIC QUALITY INDICATORS OF THE UNIVERSITY**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

This item was postponed.

The meeting adjourned at 5:10 p.m.

Attest:

Secretary and Chief of Staff

## Attachment 1: Proposed PDST Levels for California Residents\* for 2018-19 through 2022-23

Campus			Current Year PDST	Proposed PDST Levels for California Residents						Percent Changes				
				2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23
Berkeley	Program	Years in Plan	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23	
	Development Practice	5	\$18,600	\$19,344	\$19,924	\$20,522	\$21,138	\$21,772	4.0%	3.0%	3.0%	3.0%	3.0%	
	Educational Leadership (M.A.)	5	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	0.0%	0.0%	0.0%	0.0%	0.0%	
	Engineering (M.Eng.)	5	\$33,700	\$33,700	\$33,700	\$33,700	\$33,700	\$33,700	0.0%	0.0%	0.0%	0.0%	0.0%	
	Journalism	5	\$7,500	\$7,500	\$7,876	\$7,876	\$7,876	\$8,270	0.0%	5.0%	0.0%	0.0%	5.0%	
	Optometry	5	\$17,258	\$18,120	\$19,026	\$19,976	\$20,974	\$22,022	5.0%	5.0%	5.0%	5.0%	5.0%	
	Product Development	5	\$25,466	\$28,000	\$29,400	\$30,870	\$32,414	\$34,044	10.0%	5.0%	5.0%	5.0%	5.0%	
Davis	Teacher Education	5	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	0.0%	0.0%	0.0%	0.0%	0.0%	
	Educational Leadership	5	\$4,410	\$4,410	\$4,542	\$4,680	\$4,818	\$4,962	0.0%	3.0%	3.0%	2.9%	3.0%	
	Preventive Veterinary Medicine	5	\$5,886	\$6,060	\$6,240	\$6,426	\$6,612	\$6,810	3.0%	3.0%	3.0%	2.9%	3.0%	
	Veterinary Medicine	5	\$15,594	\$16,062	\$16,542	\$17,034	\$17,544	\$18,066	3.0%	3.0%	3.0%	3.0%	3.0%	
Irvine	Biotechnology Management	5	\$13,230	\$13,230	\$13,890	\$14,586	\$15,315	\$16,080	0.0%	5.0%	5.0%	5.0%	5.0%	
	Engineering Management	5	\$13,230	\$13,890	\$14,583	\$15,315	\$16,044	\$16,845	5.0%	5.0%	5.0%	4.8%	5.0%	
	Public Health	5	\$6,498	\$6,822	\$7,164	\$7,521	\$7,896	\$8,292	5.0%	5.0%	5.0%	5.0%	5.0%	
Los Angeles														
	Art (M.F.A.)	2	\$8,478	\$8,478	\$8,478	N/A	N/A	N/A	0.0%	0.0%	N/A	N/A	N/A	
	Dentistry	5	\$26,127	\$26,913	\$27,720	\$28,554	\$29,412	\$30,294	3.0%	3.0%	3.0%	3.0%	3.0%	
Riverside	Public Health	3	\$7,200	\$7,200	\$7,200	\$7,200	N/A	N/A	0.0%	0.0%	N/A	N/A	N/A	
San Diego	Medicine	3	\$21,756	\$22,848	\$23,988	\$25,188	N/A	N/A	5.0%	5.0%	5.0%	N/A	N/A	
	Public Policy	3	\$5,952	\$5,952	\$5,952	\$5,952	N/A	N/A	0.0%	0.0%	0.0%	N/A	N/A	
San Francisco														
	Pharmacy - 4 Year	3	\$21,456	\$22,101	\$22,764	\$23,445	N/A	N/A	3.0%	3.0%	3.0%	N/A	N/A	
	Pharmacy - 3 Year		N/A	\$29,468	\$30,352	\$31,260	N/A	N/A	3.0%	3.0%	3.0%	N/A	N/A	
Santa Barbara	Technology Management	5	\$32,970	\$33,960	\$34,980	\$36,030	\$37,113	\$38,229	3.0%	3.0%	3.0%	3.0%	3.0%	
Santa Cruz														
	Applied Economics and Finance	5	\$8,001	\$8,418	\$8,838	\$9,192	\$9,561	\$9,942	5.2%	5.0%	4.0%	4.0%	4.0%	
	Games and Playable Media	5	\$30,980	\$8,415	\$9,051	\$9,504	\$9,978	\$10,476	-72.8%	7.6%	5.0%	5.0%	5.0%	
	Serious Games	5	N/A	\$8,415	\$9,051	\$9,504	\$9,978	\$10,476	N/A	7.6%	5.0%	5.0%	5.0%	

\* The amounts in the display reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated in the display requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year. Assessing PDST levels greater than the amounts in the display requires Regental approval of a new multi-year plan.

## Proposed PDST Levels for Nonresident\* Students for 2018-19 through 2022-23

Note: Nonresident students are also assessed nonresident supplemental tuition, which is expected to be \$12,245 in 2018-19.

Campus	Program	Years of Plan	Current Year PDST	Proposed PDST Levels for Nonresidents**					Percent Changes					
				2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23
Berkeley	Development Practice	5	\$18,600	\$19,344	\$19,924	\$20,522	\$21,138	\$21,772	4.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Educational Leadership (M.A.)	5	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Engineering (M.Eng.)	5	\$24,700	\$25,900	\$27,100	\$28,400	\$29,700	\$31,100	4.9%	4.6%	4.8%	4.6%	4.7%	
	Journalism	5	\$7,500	\$7,500	\$7,876	\$7,876	\$7,876	\$8,270	0.0%	5.0%	0.0%	0.0%	5.0%	
	Optometry	5	\$16,436	\$17,422	\$18,468	\$19,576	\$20,750	\$22,022	6.0%	6.0%	6.0%	6.0%	6.1%	
	Product Development	5	\$18,522	\$28,000	\$29,400	\$30,870	\$32,414	\$34,044	51.2%	5.0%	5.0%	5.0%	5.0%	
	Teacher Education	5	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	0.0%	0.0%	0.0%	0.0%	0.0%	
Davis	Educational Leadership	5	\$4,410	\$4,410	\$4,542	\$4,680	\$4,818	\$4,962	0.0%	3.0%	3.0%	2.9%	3.0%	
	Preventive Veterinary Medicine	5	\$6,351	\$6,540	\$6,738	\$6,936	\$7,146	\$7,362	3.0%	3.0%	2.9%	3.0%	3.0%	
	Veterinary Medicine	5	\$15,594	\$16,062	\$16,542	\$17,034	\$17,544	\$18,066	3.0%	3.0%	3.0%	3.0%	3.0%	
Irvine	Biotechnology Management	5	\$12,303	\$12,303	\$12,918	\$13,563	\$14,241	\$14,952	0.0%	5.0%	5.0%	5.0%	5.0%	
	Engineering Management	5	\$13,230	\$13,890	\$14,583	\$15,315	\$16,044	\$16,845	5.0%	5.0%	5.0%	4.8%	5.0%	
	Public Health	5	\$6,498	\$6,822	\$7,164	\$7,521	\$7,896	\$8,292	5.0%	5.0%	5.0%	5.0%	5.0%	
Los Angeles	Art (M.F.A.)	2	\$5,298	\$5,298	\$5,298	N/A	N/A	N/A	0.0%	0.0%	N/A	N/A	N/A	
	Dentistry	5	\$23,280	\$24,444	\$25,668	\$26,952	\$28,302	\$29,718	5.0%	5.0%	5.0%	5.0%	5.0%	
	Public Health	3	\$7,656	\$7,656	\$7,656	N/A	N/A	N/A	0.0%	0.0%	N/A	N/A	N/A	
Riverside	Medicine	3	\$21,756	\$22,848	\$23,988	\$25,188	N/A	N/A	5.0%	5.0%	5.0%	N/A	N/A	
	Public Policy	3	\$5,952	\$5,952	\$5,952	\$5,952	N/A	N/A	0.0%	0.0%	0.0%	N/A	N/A	
San Diego	Pharmacy	5	\$21,456	\$23,388	\$25,494	\$27,789	\$30,291	\$33,018	9.0%	9.0%	9.0%	9.0%	9.0%	
San Francisco	Pharmacy - 4 Year	3	\$21,456	\$22,101	\$22,764	\$23,445	N/A	N/A	3.0%	3.0%	3.0%	N/A	N/A	
	Pharmacy - 3 Year		N/A	\$29,468	\$30,352	\$31,260	N/A	N/A	N/A	3.0%	3.0%	N/A	N/A	
Santa Barbara	Technology Management	5	\$32,970	\$33,960	\$34,980	\$36,030	\$37,113	\$38,229	3.0%	3.0%	3.0%	3.0%	3.0%	
Santa Cruz	Applied Economics and Finance	5	\$8,001	\$8,418	\$8,838	\$9,192	\$9,561	\$9,942	5.2%	5.0%	4.0%	4.0%	4.0%	
	Games and Playable Media	5	\$30,980	\$8,415	\$9,051	\$9,504	\$9,978	\$10,476	-72.8%	7.6%	5.0%	5.0%	5.0%	
	Serious Games	5	N/A	\$8,415	\$9,051	\$9,504	\$9,978	\$10,476	N/A	7.6%	5.0%	5.0%	5.0%	
Total: 24														

\*\* The amounts in the display reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated in the display requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year. Assessing PDST levels greater than the amounts in the display requires Regental approval of a new multi-year plan.