

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

A.I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

A.I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$12,442	\$13,064	\$13,716	\$14,402	\$15,122	\$15,878	5.0%	\$622	5.0%	\$652	5.0%	\$686	5.0%	\$720	5.0%	\$756
Prof. Degr. Suppl. Tuition (Nonresident)	\$13,444	\$14,116	\$14,822	\$15,562	\$16,340	\$17,156	5.0%	\$672	5.0%	\$706	5.0%	\$740	5.0%	\$778	5.0%	\$816
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$1,791	\$1,844	\$1,899	\$1,956	\$2,015	\$2,075	3.0%	\$53	3.0%	\$55	3.0%	\$57	3.0%	\$59	3.0%	\$60
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$235	\$242	\$249	\$256	\$264	\$272	3.0%	\$7	2.9%	\$7	2.8%	\$7	3.1%	\$8	3.0%	\$8
Est. First-Year Fees (CA resident)	\$27,938	\$29,166	\$30,294	\$31,470	\$32,695	\$33,969	4.4%	\$1,228	3.9%	\$1,128	3.9%	\$1,176	3.9%	\$1,225	3.9%	\$1,274
Est. First-Year Fees (Nonresident)	\$41,185	\$42,463	\$43,645	\$44,875	\$46,158	\$47,492	3.1%	\$1,278	2.8%	\$1,182	2.8%	\$1,230	2.9%	\$1,283	2.9%	\$1,334

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Includes Course Materials and Services Fees such as the Instructional Resilience & Enhancement Fee. Does not include voluntary fees like the UCGPC Fee and one-time fees like the “Document Fee.”

Additional comments: The Goldman School of Public Policy (GSPP) assesses a differing PDST level between residents and non-residents. We feel that the differential covers additional services offered to nonresident students, who often require additional advising time in regards to residency requirements, and a small amount of financial aid support during their summer internship.

A.I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

Our goals:

- **Provide financial aid to ensure affordability and diversity among the student body;**
- **Serve our students with experienced and focused career coaching;**
- **Offer breadth courses that serve diverse interests;**
- **Maintain a high quality level of rigor, skill-building, and excellence.**

The goal of the GSPP MPP program is to provide a rigorous training ground for students who want to improve policy outcomes across a host of disciplines, as they re-enter the workforce in non-profits, government agencies, and academic institutions.

Students are provided with a broad spectrum of focused job skills, which are identified by target employers as those highly sought in their hiring processes. These include quantitative and qualitative analysis (STATA, R, impact assessment, Benefit/Cost analysis), project design/management, consulting, communication, public speaking, persuasive writing and research skills. In the alumni survey, respondents also confirmed the usefulness of these skills in their current jobs. In the survey, alumni job titles included: managing director, operations/standards manager, program specialist, project designer, Senior Vice President for Financial and Business Strategy, Treasurer and performance advisor. Employers include domestic and international social service organizations, academic institutions, consulting firms, tech-oriented startups, and major multinational corporations. The majority of graduates report working in positions consistent with the social impact focus of the MPP.

We are aligned on core principles: transparency and accountability, transformational student experiences, shared responsibility and governance, academic rigor, integrity, and fiscal and operational excellence.

We do charge a PDST for the Master in Public Policy (MPP) program. As a professional school, we provide focused advising, intensive career coaching, financial aid well above the 33% floor required by policy, and significant financial support for our students who decide to accept internships with non-profit and governmental agencies in between Year One and Year Two of the program.

We are very invested in the students and their educational attainment, and the funds that are not spent on Return to Aid are earmarked for other experiences and support for the students' time at GSPP. Our funds are allocated to three major categories: 1) financial aid for students; 2) salary and benefits for our Student Services staff (including Admissions, scheduling, career coaches, and outreach activities); and 3) instructional faculty.

A.II. PROGRAM GOAL EVALUATION

A.II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

The prior multi-year plan covered the period from 2019-20 through 2023-24. At that time, the goals we listed were:

- 1) Providing significant financial aid for our master's students (Affordability)
- 2) Predictable staffing levels for student services – both in the classroom and out (Quality)
- 3) Ability to offer courses that include a discussion section – for which we hire Graduate Student Instructors, and pay them significant salary and fee remissions; (Quality, Affordability)
- 4) Student experiences, such as Network DC, Network Sacramento, and Internship placements with Non-Profit and governmental organizations. (Diversity of SES and Quality)
- 5) Increasing URM representation in any way that is not only based on race.

We are pleased to note that we have made good strides in each of these areas.

1. Providing significant financial aid for our master's students (Affordability)

In response to the COVID-19 pandemic, PDST revenue was returned to students as financial aid for AY 2019-2020 and AY 2020-21 beyond the estimates reflected in the prior multi-year plan. We had planned on a 35-38% return to aid from PDST revenues. Instead, as we faced COVID effects on student attainment, education, engagement, and technical access, we moved quickly to award additional funding, from both PDST revenues, and from other School fund sources.

GSPP starts each financial aid calculation with a 40% “floor” for the PDST allocated to financial aid. That RTA is a key part of our recruitment plan, and is bolstered by fellowship funds from donors, alumni, the School's dean's discretionary accounts, and Berkeley's Graduate Division. Our application and enrollment numbers have remained high in the MPP program, even during the COVID-application years (Fall 2020 and Fall 2021).

As noted below, somewhere between 61%-77% of our MPP students have received some form of financial aid grants in the past three years; the current cohort is looking to have similarly high numbers. The figures below reflect the number and percent of students who received grant aid while in the program:

- FY 2020-21: 158 students out of 205 (77%)
- FY 2021-22: 153 students out of 238 (64%)
- FY 2022-23: 154 students out of 215 (72%)
- FY 2023-24: 123 students out of 202 (61%) - We expect this to increase before the end of the AY, as we allocate funds for spring support in December 2023, and financial aid for summer internships in May/June 2024.

In terms of the percentage of PDST revenues returned as financial aid, specifically:

- FY 2019-20 - 48% of the PDST was returned to aid¹
- FY 2020-21 - 42% of the PDST was returned to aid
- FY 2021-22 - 45.82% of the PDST was returned to aid
- FY 2022-23 - 43.04% of the PDST was returned to aid
- FY 2023-24 - 41.44% of the PDST was returned to aid

All of the aid noted above has been in the form of grants; as a small school, with a small staff, we have directed our resources to improving those grant statistics, through prudent use of the PDST revenues, augmented by donor funds, endowment funds, and Graduate Division allocations.

We note with great pleasure that our student debt amounts, as well as our affordability ratios (as shown in Tables 7 & 8), speak to the improvement of our affordability goals. Our current estimated split between merit-based aid, vs. need-based aid, is a 60/40 allocation. We keep a separate pot of emergency need funds set aside for student illness, death, family crisis, etc. once they are admitted and in the program.

GSPP continues to assess programmatic costs and works deliberately to reduce those costs when possible. We were an early adopter of a Massive Online Open Course (MOOC) for our summer “math camp” offering for the MPP, and we continue to explore options in online education delivery, and variable unit courses that allow students to take more breadth courses at a lower cost.

¹ Percentage excludes funding used expanding GSI employment during the COVID pandemic; no PDST funds were used.

2. Predictable staffing levels for student services – both in the classroom and out (Quality)

We have used the PDST funds to improve the quality of the MPP student experience. Our focus has been on hiring more staff advisors, improving student to staff ratios for our career services efforts.

We have added 2.0 FTE to our student services team since the last Multi-Year Plan was submitted, and their salaries and benefits are paid by the PDST funds. This has improved the student/staff ratio from 190 students/4 FTE (47.5:1) to 210/6 FTE (35:1). The additional advisors have assisted in advising our Concurrent/Joint degree students, internship placement, resume reviews, and mock interviews for internship and job placements.

During the COVID-19 pandemic, GSPP employed a half-time instructional designer to assist with hybrid and fully remote classes. In those two years, we allocated a larger percentage of PDST funds to instructional support. This allowed us to re-allocate some of the PDST revenue to ongoing pedagogical and technical support for our instructors and GSIs. This is also captured in the “staff salary and benefits” section of our previous reports.

3. Ability to offer courses that include a discussion section – for which we hire Graduate Student Instructors, and pay them significant salary and fee remissions; (Quality, Affordability)

GSPP has expanded its course offerings and increased the number of courses with sections. The core curriculum has been refined to allow for more course customization as well. We now have split PP200 (Introduction to Policy Analysis into two separate courses – one about policy theory, and a second practicum, where the students work for real-world clients. Each course has discussion sections, with Graduate Student Instructors paid from the PDST funds. We have also added group readers and tutors to several of the larger core and breadth courses, as it allows for student learning and discussion in something other than a solely-instructor-led discussion modality.

4. Student experiences, such as Network DC, Network Sacramento, and Internship placements with Non-Profit and governmental organizations. (Diversity of SES and Quality)

We have also used the funds in previous years for student cohort and networking events in San Francisco, Sacramento, and Washington, DC. These networking and career events have been very successful with our students; they frequently lead our students to summer internships, jobs, Capstone/MPP thesis projects, and other relationships that prove fruitful for the faculty and the School as well.

The pandemic meant that GSPP pulled out all the stops for our students' success: we issued additional financial aid to our students who lost on-campus jobs and compensated the Graduate Student Instructors for additional time worked when COVID required that they move to a fully remote model with no training. We used PDST revenue for the GSIs and increased Financial Aid. Using other revenue sources, we first purchased (and then loaned) instructional equipment (e.g., laptops, monitors, headsets and personal cameras) to our students. Using non-PDST revenue, GSPP also outfitted conference rooms and classrooms with upgraded projectors, cameras and microphones for faculty and Graduate Student Instructors unable to teach remotely due to children or spouses working from home.

One critical area for our student experience concerns their internship and capstone experiences; these are typically relationships formed between GSPP and a sponsor, where a project for policy analysis is identified and vetted. Our thesis and capstone projects have become sought out by local and state government agencies, such as the City and County of Alameda and San Francisco; the CA Legislative Analyst's Office, and federal offices such as the Congressional Budget Office. Alumni relationships then provide additional contacts for future placements, both for internships and for jobs. Our placement rates for our graduates remain very high: over the past 10 years, we have a placement rate of more than 90% within 6 months of graduation.

These relationships also enable our faculty to do their work, and leads to relationships with alumni who return to GSPP to teach. We currently have three adjunct faculty who are alumni of the MPP program. Academia, industry and NGOs share a permeable environment, where research interests align with research needs, benefitting both instructional faculty and our students. The PDST revenue allowed us to first recruit these faculty as Lecturers, and then transition them to more permanent roles within the School.

The capstone projects and internships take an enormous amount of staff time to arrange and vet: as a result, the PDST revenues have straddled the line between "improving student/staff ratios" and "improving the student experience." These projects are complicated, require MOUs (frequently with very rule-bound agencies), require vetting, contacts, contracts, problem definition, scope assessment, and advising from both faculty and staff. A high-quality capstone or internship benefits the School, the students, and the faculty reputationally. We see the use of the PDST revenues in support of these experiences to be an investment for both the current community, and the future state of GSPP as well.

These experiences are directed at already matriculated students, so do not speak directly to the diversity of the SES of our students. However, it has had the effect of increasing the median salary upon graduation – from \$70,000 annually in 2017 to more than \$95,000 annually in 2022. We see this as one way we propel the SES of our students upon graduation and placement in the workforce.

Going forward, we expect to have larger classes, and we are planning to use the incremental revenue increases to hire additional Adjunct faculty and Lecturers. Staffing courses with Lecturers who change out each semester is not a model that works well in a master's program that has limited time to impart subject matter expertise to its students.

5. Increasing URM representation in any way that is not only based on race.

GSPP is committed to expanding and maintaining our diverse student body. One way we do that is to reduce barriers for non-traditional students. For example, we no longer require the GRE for Admission and now allow students with sufficient math and statistics at an undergraduate level to provide us with a "Quantitative Resume," rather than requiring them to repeat quantitative material while at GSPP.

We see substantial improvements in URG numbers from 2019 to 2022:

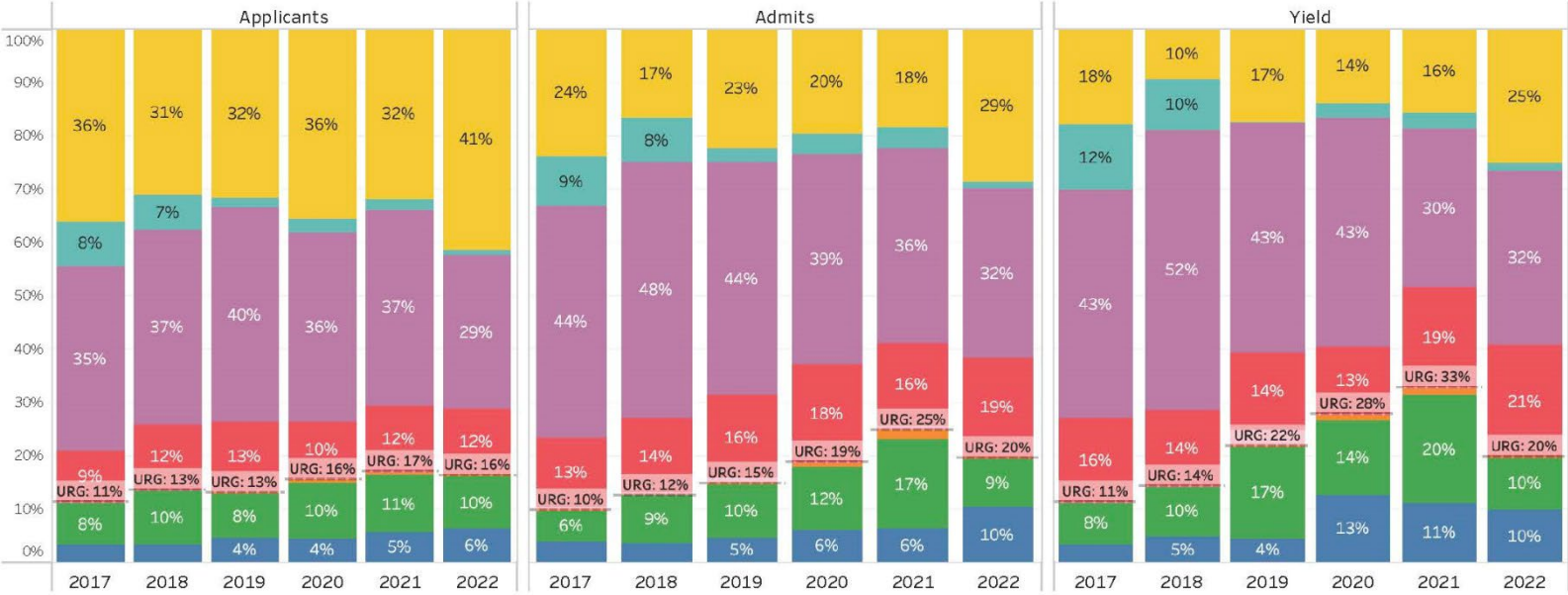
- **URG applicants:** 13% to 16% of the pool.
- **URG admissions:** 15% in 2019; 19% in 2020; 25% in 2021; and 20% in 2022.
- **URG yield** has grown significantly: 22%, 28%, 33% and 20%.

And specifically, we see **notable improvements** in African American student numbers:

- **African American Applications:** 4%, 4%, 5%, 6%.
- **African American Admissions:** 5%, 6%, 6%, 10%.
- **African American Yield:** 4%, 13%, 11%, 10%.

The MPP Pipeline data is encouraging; we have increased applications and admissions of URGs over the past 5 years; the yield continues to be challenging. We know that many of the best-prepared applicants from URGs have many choices when selecting their graduate institution; many of our competitors have more generous financial aid packages, more robust housing, and larger classes that already exhibit more diverse student bodies.

Berkeley/Public Policy/MPP
Established program / Established PDST



	Applicants						Admits						Yield (enrollees)					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
African American	20	20	22	20	43	38	8	8	10	13	11	20	3	4	3	9	7	7
Hispanic/Latino(a)	47	62	41	48	85	60	13	21	22	25	29	18	7	8	12	10	13	7
American Indian	1		1	4	6	1	0		0	2	3	0	0		0	1	1	0
Pacific Islander	1	1	3	1	1		1	1	2	0	1		0	0	2	0	0	
Asian	57	74	64	48	97	76	28	33	34	39	27	36	14	12	10	9	12	15
White	212	224	200	164	290	175	94	112	95	84	63	62	38	44	30	31	19	23
Domestic Unknown	49	40	8	11	16	7	20	19	5	8	7	2	11	8	0	2	2	1
International	221	191	158	165	254	253	52	39	49	42	32	56	16	8	12	10	10	18
Grand Total	608	612	497	461	792	610	216	233	217	213	173	194	89	84	69	72	64	71

We also see another blip point in the demographic data; we know that many non-URG admitted students deferred their enrollment in Fall 2020 and Fall 2021 given the COVID-19 pandemic; we were told that these students chose to defer until classes were assuredly

returned to in-person instruction. We believe our yields for URGs in those years spiked as a result. We are not alone in this assessment; UC Berkeley as a whole saw similar trends in Undergraduate admissions².

While GSPP has an annual outreach budget of approximately \$50k, we do not use PDST revenue for those activities. Instead, we use endowment funds to pay for these activities, which encompasses faculty and staff travel, attendance at professional conferences, summer programs, Information Days on campus, Homecoming events in the Fall, outreach to employing agencies, networking events in San Francisco, Sacramento, Washington, DC., as well as our alumni network.

In the past, GSPP added classes to the required MPP curriculum that had discussion sections for additional and deeper engagement with the material; the sections also have had the benefit of employing many of our MPP students as GSIs. The GSIs are awarded fee remissions, which we see as an additional form of Financial Aid, beyond the PDST revenue awarded upon Admission. Since COVID-19, we have instead used PDST revenues to hire Lecturers to teach specific courses which are of great interest to our more recent students. Areas such as Democracy policy; climate change; alternative energy; early childhood interventions; criminal justice reform; policing; food security; international sustainability, and other topics.

As we have focused more on offering breadth courses for the MPP curriculum, rather than additional classes with sections, it has given the students a bit more freedom in their schedules, to take additional breadth courses. The PDST revenues have allowed us to create those breadth courses in response to student requests to cover new policy areas, as noted above. Student evaluations and feedback have been taken into account in terms of this evolution of the strategy. As a result, the School's leadership have embarked on a plan to hire more full-time Adjunct faculty (rather than Lecturers) who can teach a myriad of classes, and have more of an intellectual home in the School. That sense of enmeshed intellectual life, and a deeper engagement with the School's curricular offerings and mission is the strategy that makes sense to GSPP leadership at this time.

² See <https://news.berkeley.edu/2021/07/19/in-a-pandemic-year-uc-berkeley-admits-another-outstanding-more-diverse-class>

A.III. PROGRAM GOALS AND EXPENDITURE PLANS

A.III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

We have several specific goals for the next Multi-Year plan:

- 1) A key goal for the next five year term is to grow our California resident percentages. GSPP's new dean, David Wilson, has made it a strategic priority to raise the public prominence and visibility of the Goldman School, and he is diligently working to make new connections and forge new relationships: with local government agencies in Alameda County; with legislators in Sacramento; with CSUs in San Diego and Southern California, and with the national Public Policy and International Affairs (PPIA) office.

As an additional strategy for improving our resident/non-resident mix, we hope to partner more closely with California state agencies. GSPP faculty and students can assist in analysis of some of the more intractable problems we see: unequal economic opportunity; improved analysis of the state's issues and possible solutions; social justice; innovation and entrepreneurship. GSPP is currently ranked by most accounts as #1 in Public Policy and #4 in Environmental Policy. We want to make sure that California's Legislature and governance agencies know that, and look to us for innovation and partnership.

- 2) Grow our donor and endowment revenue so that we have Financial Aid fund sources that are approximately weighted as half from PDST revenue, and half from named donors, and donor funds.
- 3) Continue to identify Pell Grant recipients in our applicant pool, as another way to improve our diversity statistics.

We are keenly aware that California's challenges are the nation's challenges: volatile weather patterns as an outcome of climate change, unhoused citizenry, public health and vaccination campaigns, agricultural sustainability in the Central Valley, water rights and usage, educational attainment, cyber security, and national security.

We are undertaking donor-funded renovations at the home "campus" for GSPP, which will give our site more visibility to the rest of the campus community, and we have leveraged several recent ladder rank and adjunct faculty hires with an eye to additional research

programs that are of great interest to California and URG students: Immigration policy, DACA policy, health policy, education and gender policy in low- and middle-income countries.

Our multi-year proposal requests approval of PDST increases that correspond closely to the inflationary increases and cost pressures we have seen over the past five years: mandated salary and benefits increases for staff and faculty, newly-negotiated employment contracts with GSIs, and financial aid sufficient to award meaningful need-based aid that allows us some leverage when admitting students with applications submitted to our competitor institutions; the PDST is insufficient to meet all of these needs, but it is still an important piece of our ability to support students.

Our demographic trends over the past five years are encouraging: URGs are applying, getting accepted, and matriculating in larger percentages. Furthermore, the percentage of Pell grant recipients have consistently tracked between 28-33% of our matriculating students for the past three years. Our efforts to identify and enroll those from lower SES backgrounds have really improved over our previous multi-year plan, and we are thrilled to see the data confirming our successful efforts.

An increase in the PDST allows us to keep up a reasonable level of both need-based and merit-based financial aid to our applicants, and it supports adequate staffing levels for our student services team. Our achievements in time to degree; placement in summer internships, and rates of employment within six months of graduation are all quite high. Allowing the PDST revenue levels to rise in relation to inflationary pressures allows us to stay competitive with a multitude of new competitors in the educational marketplace.

We have had great success in deploying the program revenue into support of the student experience; this has clearly reduced the need for loans required by our students, as can be seen in Tables 7 and 8.

We plan to spend the incremental increase in the same way we have spent it in the past; for student services staff, and for need-based and merit-based financial aid. The PDST funds also support summer internships for non-profits, NGOs, and governmental agencies - typically at the local or state level.

The incremental increase in PDST will increase the funds pooled for allocation to Financial Aid. As noted in Table 5, our allocation of PDST and named Financial Aid awards from our donors have improved our diversity goals, and we intend to continue those allocations.

We do not use the PDST for outreach purposes. Instead, we use endowment funds already allocated to Operating Expenses for such activities. This includes outreach to the CSU HSIs, such as CSU San Diego, CSU East Bay, Sonoma State, CSU Sacramento, CSU

San Francisco and CSU San Jose. The increasing use of remote informational meetings allows us to do cost-effective outreach via Zoom and other streaming tools, such as pre-recorded webinars.

We plan to continue our initial financial aid percentage at 40%, with the knowledge that employment in any title such as GSI or GSR will have some return to the PDST “pot” of money; we also do mid-year allocations to those in financial need, as well as need-based prioritized financial aid for our required summer internships. In recent years, our merit vs. need-based aid allocation percentages have been split approximately 60% merit to 40% need-based.

An incremental rise in PDST revenues will mean that GSPP continues to have a pool of dollars for competitive applicants each admissions cycle; it also means that we can continue to offer support for internships proposed by non-profit and government agencies that do not offer payment between Years One and Two of the MPP program. This financial support is of clear benefit to our student population.

Furthermore, the PDST fee increase will assist us in maintaining an adequate level of staffing in our Student Services team - especially experienced advisors and career coaches. GSPP students with personalized and intensive career coaching will be more prepared – and more impressive - in a job market that looks to be tightening over the next two years.

If the incremental PDST increase is not approved, we will have reduced capacity for financial aid, we will have reduced capacity to hire Lecturers and Teaching Adjuncts for the MPP, and instructional class sizes are likely to be larger with fewer course offerings each semester. We would need to assess our financial capacity for other voluntary student activities, such as Network DC and Network Sacramento trips. As Financial Aid is our primary goal, in order to maintain the affordability of our program, we would re-allocate other operational funds to maintain student aid, which would reduce outside enrichment activities. All of our spending is inter-connected; the reduced PDST revenue would cascade to other reductions in the student experience.

A.III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST	Incremental 2025-26 PDST	Incremental 2026-27 PDST	Incremental 2027-28 PDST	Incremental 2028-29 PDST	
Faculty Salary Adjustments	\$0	\$189,857	\$14,398	\$15,179	\$15,976	\$16,825	\$252,235
Benefits/UCRP Cost	\$273,285	\$83,009	\$14,252	\$14,821	\$15,415	\$16,031	\$416,813
Providing Student Services	\$814,416	\$206,935	\$46,407	\$48,652	\$51,015	\$53,500	\$1,220,925
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$809,827	\$40,467	\$42,387	\$44,588	\$46,846	\$49,130	\$1,033,245
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$1,897,528	\$520,268	\$117,444	\$123,240	\$129,252	\$135,486	\$2,923,218

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

We are very deliberate with our usage of the PDST funds: we ensure that the dollars are spent in ways that enhance the student experience. Over the past 10 years, we have focused on staffing levels in Student Services (salary & benefits costs); retrofitting and upgrading our instructional spaces to allow for use of digital displays, hybrid learning, lecture capture and live streaming; we've also hired Lecturer and Adjunct faculty to teach specialty and breadth courses (food security, child health, migration, poverty, national security policy, municipal administration, financial management, renewable energy policy, social entrepreneurship, communications in political campaigns), and more.

A.III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

GSPP’s fundraising team works in partnership with our operations planning and our student support estimates. Our Chief Development Officer and the fundraising team have consistently raised more than \$600,000 per year for MPP Financial Aid. We are building toward a 50/50 split in expenditures towards student financial aid between PDST revenues and private donor funding used as part of our Admissions offers.

The “named” Financial Aid funds have been the primary goal for our fundraising team since at least 2010. Several UC Berkeley Foundation Board members have given generously. We also use annual GSPP endowment payouts as a source of additional aid and partner those funds with Block Grant allocations from Berkeley’s Graduate Division. Our focus on student aid requires that we keep operating expenses down to very thin margins. Our Admissions team and Alumni Board have used Zoom calls, hybrid meetings, and Homecoming weekends to leverage staff efforts and time, leading to additional gifts for MPP scholarships. We have also worked to add value for the cost: we have innovated in offering new “certificates” of concentration within the MPP, which endows expertise without spending another 1-2 years acquiring a second master's degree. The certificates are in Entrepreneurship & Technology; Applied Data Science; Interdisciplinary Graduate Certificate in Real Estate; Food Systems, and Transdisciplinary Early Learning Science & Child Policy.

A.III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not applicable.

A.III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	92	117	120	123	126	129
Domestic Nonresident	11	13	13	12	12	11
International	45	50	47	45	42	40
Total	148	180	180	180	180	180

A.IV. MARKET COMPARISONS: TOTAL CHARGES

A.IV.a. In the table below, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR	Projections						Increases/Decreases										
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29		
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$	
Total Resident Charges to Complete Degree by Cohort Starting in:																	
Evans School, University of Washington	56,923	58,631	60,390	62,202	64,068	65,990	3.0%	1,708	3.0%	1,759	3.0%	1,812	3.0%	1,866	3.0%	1,922	
Ford School, University Michigan	67,774	69,807	71,901	74,058	76,280	78,568	3.0%	2,033	3.0%	2,094	3.0%	2,157	3.0%	2,222	3.0%	2,288	
LBJ School of Public Affairs	23,938	24,656	25,396	26,158	26,943	27,751	3.0%	718	3.0%	740	3.0%	762	3.0%	785	3.0%	808	
O'Neill School of Env & Public Affairs, Indiana U	60,161	61,966	63,825	65,740	67,712	69,743	3.0%	1,805	3.0%	1,859	3.0%	1,915	3.0%	1,972	3.0%	2,031	
School of Pub Policy, University of MD	66,239	68,226	70,273	72,381	74,552	76,789	3.0%	1,987	3.0%	2,047	3.0%	2,108	3.0%	2,171	3.0%	2,237	
School of Int'l and Public Affairs, Princeton	121,211	124,847	128,592	132,450	136,424	140,517	3.0%	3,636	3.0%	3,745	3.0%	3,858	3.0%	3,974	3.0%	4,093	
Harris School, Univ. of Chicago	118,375	121,926	125,584	129,352	133,233	137,230	3.0%	3,551	3.0%	3,658	3.0%	3,768	3.0%	3,881	3.0%	3,997	
Kennedy School, Harvard	121,520	125,166	128,921	132,789	136,773	140,876	3.0%	3,646	3.0%	3,755	3.0%	3,868	3.0%	3,984	3.0%	4,103	
Sanford School, Duke University	110,424	113,737	117,149	120,663	124,283	128,011	3.0%	3,313	3.0%	3,412	3.0%	3,514	3.0%	3,620	3.0%	3,728	
Wagner School, NYU	109,576	112,863	116,249	119,736	123,328	127,028	3.0%	3,287	3.0%	3,386	3.0%	3,487	3.0%	3,592	3.0%	3,700	
Price School, Univ. of Southern CA	110,424	113,737	117,149	120,663	124,283	128,011	3.0%	3,313	3.0%	3,412	3.0%	3,514	3.0%	3,620	3.0%	3,728	
Average public comparison	55,007	56,657	58,357	60,108	61,911	63,768	3.0%	1,650	3.0%	1,700	3.0%	1,751	3.0%	1,803	3.0%	1,857	
Average private comparison	115,255	118,713	122,274	125,942	129,721	133,612	3.0%	3,458	3.0%	3,561	3.0%	3,668	3.0%	3,779	3.0%	3,891	
Average public and private comparison	87,870	90,506	93,221	96,017	98,898	101,865	3.0%	2,636	3.0%	2,715	3.0%	2,797	3.0%	2,881	3.0%	2,967	
Your program	57,104	59,462	61,768	64,168	66,666	68,959	4.1%	2,358	3.9%	2,306	3.9%	2,400	3.9%	2,498	3.4%	2,293	

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR	Projections						Increases/Decreases										
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29		
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$	
Total Nonresident Charges to Complete Degree by Cohort Starting in:																	
Evans School, University of Washington	95,936	98,814	101,778	104,831	107,976	111,215	3.0%	2,878	3.0%	2,964	3.0%	3,053	3.0%	3,145	3.0%	3,239	
Ford School, University Michigan	115,016	118,466	122,020	125,681	129,451	133,335	3.0%	3,450	3.0%	3,554	3.0%	3,661	3.0%	3,770	3.0%	3,884	
LBJ School of Public Affairs	46,008	47,388	48,810	50,274	51,782	53,335	3.0%	1,380	3.0%	1,422	3.0%	1,464	3.0%	1,508	3.0%	1,553	
O'Neill School of Env & Public Affairs, Indiana U	140,606	144,824	149,169	153,644	158,253	163,001	3.0%	4,218	3.0%	4,345	3.0%	4,475	3.0%	4,609	3.0%	4,748	
School of Pub Policy, University of MD	119,319	122,899	126,586	130,384	134,296	138,325	3.0%	3,580	3.0%	3,687	3.0%	3,798	3.0%	3,912	3.0%	4,029	
School of Int'l and Public Affairs, Princeton	121,211	124,847	128,592	132,450	136,424	140,517	3.0%	3,636	3.0%	3,745	3.0%	3,858	3.0%	3,974	3.0%	4,093	
Harris School, Univ. of Chicago	118,375	121,926	125,584	129,352	133,233	137,230	3.0%	3,551	3.0%	3,658	3.0%	3,768	3.0%	3,881	3.0%	3,997	
Kennedy School, Harvard	121,520	125,166	128,921	132,789	136,773	140,876	3.0%	3,646	3.0%	3,755	3.0%	3,868	3.0%	3,984	3.0%	4,103	
Sanford School, Duke University	110,424	113,737	117,149	120,663	124,283	128,011	3.0%	3,313	3.0%	3,412	3.0%	3,514	3.0%	3,620	3.0%	3,728	
Wagner School, NYU	112,863	116,249	119,736	123,328	127,028	130,839	3.0%	3,386	3.0%	3,487	3.0%	3,592	3.0%	3,700	3.0%	3,811	
Price School, Univ. of Southern CA	110,993	114,323	117,753	121,286	124,925	128,673	3.0%	3,330	3.0%	3,430	3.0%	3,533	3.0%	3,639	3.0%	3,748	
Average public comparison	103,377	106,478	109,673	112,963	116,352	119,842	3.0%	3,101	3.0%	3,194	3.0%	3,290	3.0%	3,389	3.0%	3,491	
Average private comparison	115,898	119,375	122,956	126,645	130,444	134,358	3.0%	3,477	3.0%	3,581	3.0%	3,689	3.0%	3,800	3.0%	3,913	
Average public and private comparison	110,206	113,513	116,918	120,426	124,039	127,760	3.0%	3,306	3.0%	3,405	3.0%	3,508	3.0%	3,613	3.0%	3,721	
Your program	83,648	86,109	88,523	91,036	93,653	96,413	2.9%	2,461	2.8%	2,414	2.8%	2,513	2.9%	2,617	2.9%	2,760	

Sources:

Evans School, University of Washington	https://evans.uw.edu/admissions/tuition/#1589259917229-f44b7c43-0527
Ford School, University Michigan	https://fordschool.umich.edu/admissions/cost-financial-support
LBJ School of Public Affairs	https://onestop.utexas.edu/managing-costs/cost-tuition-rates/cost-of-attendance/
O'Neill School of Env & Public Affairs, Indiana U	https://oneill.indiana.edu/masters/cost-financial-aid/index.html
School of Pub Policy, University of MD	https://spp.umd.edu/admissions/tuition-fees
Hubert Humphrey School, Univ of MN	https://www.hhh.umn.edu/tuition-and-financial-aid
School of Int'l and Public Affairs, Princeton	https://gradschool.princeton.edu/financial-support/financial-support-model
Harris School, Univ. of Chicago	https://bursar.uchicago.edu/tuition-and-fees/tuition-and-fees-2022-23/tuition-and-fees-2022-23-harris-school-of-public-policy
Kennedy School, Harvard	https://www.hks.harvard.edu/admissions-aid/funding-your-education/funding-your-masters-education/tuition-fees#master-in-public-policy
Sanford School, Duke University	https://sanford.duke.edu/admissions/mpp-admissions/tuition-and-fees/
Wagner School, NYU	https://wagner.nyu.edu/admissions/financial-aid
Price School, Univ. of Southern CA	https://priceschool.usc.edu/wp-content/uploads/2008/08/4.-Master-Programs-Tuition-and-Fees-PDF.pdf

A.IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

We have listed 11 institutions: five are public competitors, and six are private competitors. These are primarily institutions with which we compete for students; a very few (Princeton; Harvard; USC; Univ. of Chicago; Duke; and University of Michigan) have been institutions who have recently tried to recruit away our faculty. And of that number, only Harvard and Duke have succeeded in luring faculty away (primarily due to spousal accommodation and family proximity).

The growth of recent public universities offering public policy programs with similar content include the Evans School at Washington, where a recent dean was a GSPP alumna; the Batten School at UVA was also started by a GSPP alumnus. It Our success in the field and our continuing small size of the faculty continues to create challenges for us in terms of programmatic content, which is why we continue to focus on emerging and innovative policy areas where we see competitive gaps. Recent courses and initiatives have been introduced around Democracy policy, Security Policy, Racial Policy, and Climate Change policy.

GSPP still holds the advantage in terms of name recognition, faculty quality, the support of the Berkeley campus, the curriculum for our concurrent degree programs, and our affordability.

A.IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

The Goldman School has been ranked as the #1 Public Policy Analysis School for nearly 20 years now; as a result, our competition is primarily seen as private institutions such as Harvard's Kennedy School, or Princeton's School of Public & International Affairs (SPIA). This is true when it comes to competition for both faculty and students. The cost of attendance at GSPP is substantially lower than any of these private competitors.

Specifically, GSPP's faculty have had generous recruitment offers in recent years from UofChicago's Harris School of Public Policy; University of Southern California's Price School; Princeton's School of International Affairs and Dept. of Economics; and Columbia's Department of Economics. Among the public institutions, we have seen some competition for students and faculty from two other UC campuses (UCSD and UCLA); the University of Michigan's Ford School, and University of Washington's Evans School.

GSPP costs, including PDST, are slightly higher than the average of our public comparators and significantly lower than our private comparators. This gives us a clear advantage in the marketplace, and it is reassuring that we have not overpriced our market, as can be seen in declining levels of debt (in terms of percentage of graduates with debt, and average debt load).

GSPP allocated enormous amounts of financial aid for the class entering in the Fall of 2020, and we've continued to prioritize such allocations in the past three years. We are pleased to see the trend line of debt decreasing - the percentage of the graduating class with debt has decreased by a stunning 18% in recent years (from 45% to 27%) and the dollar amounts of debt have decreased substantially for both URGs and non-URG students - in a period of escalating housing, food, and energy costs, it is especially encouraging to us to see such dramatic effects.

A.IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The Goldman School continues to excel at its mission: to recruit and train the best and brightest young minds in the country. We do this by teaching them both qualitative and quantitative methods designed to result in good decisions and good policy - which improve public governance and decision-making to better our society.

GSPP has long been known for the robustness of the "tool kit" with which we equip our MPP students. This includes rigorous training in economic and quantitative methods; client-based experiential learning; project assignments that require learning in a cohort, and coming to decisions and recommendations in real-world situations. The MPP curriculum is designed so that students learn not only

from our world-class faculty, but from their clients and their classmates as well. The last semester of the program is focused on the APA Capstone: the master's thesis, written to analyze a real-world problem for a sponsor, and guidance on how to bring all of those skills to bear on a recommendation, based on solid analysis and data.

In terms of distinctive experiential offerings, we do require an internship in the summer between Year One and Year Two of the program. We find that frequently these internships lead to employment for the student, once their classroom work is complete. Another notable aspect of our program has been an emphasis on the *implementation* of policy: not just the passage of a law or a proposition, but how the government workers and agencies are likely to interpret, execute and implement the law or regulation. To sharpen the implementation skillset, we offer concurrent degrees with several other units: Public Health, Law, Engineering Energy & Resources, International and Area Studies, and Social Welfare.

Finally, we have innovated in offering new “certificates” of concentration within the MPP, which allows for deeper training within the program, but which does not require spending another 1-2 years acquiring a second master's degree. The certificates are in Entrepreneurship & Technology; Applied Data Science; Interdisciplinary Graduate Certificate in Real Estate; Food Systems, and Transdisciplinary Early Learning Science & Child Policy.

A.V. ENROLLMENT AND DIVERSITY STRATEGY

A.V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available.

Table 5: Demographics.

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	8.9%	12.0%	10.0%	7.9%	N/A	N/A
Hispanic/Latino(a)	14.6%	16.7%	12.5%	13.4%	N/A	N/A
American Indian	1.3%	1.3%	0.6%	0.0%	N/A	N/A
Subtotal Underrepresented	24.8%	30.0%	23.1%	21.4%	0.0%	0.0%
Asian/Pacific Islander	14.6%	16.7%	21.9%	18.3%	N/A	N/A
White	46.5%	38.0%	33.8%	31.1%	N/A	N/A
Domestic Unknown	1.3%	1.3%	1.3%	2.4%	N/A	N/A
International	12.7%	14.0%	20.0%	26.8%	N/A	N/A
Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Socioeconomic						
% Pell recipients	28.8%	33.9%	33.9%			
Gender						
% Male	39.0%	38.0%	28.0%	32%	N/A	N/A
% Female	60.0%	60.0%	70.0%	65%	N/A	N/A
% Non-Binary	1.0%	1.0%	1.0%	2%	N/A	N/A
% Unknown	0.0%	1.0%	1.0%	1%	N/A	N/A

Sources:
 UC ethnicity, socioeconomic status: UC Corporate data
 Comparison institutions: Not available

Additional Comments: In previous multi-year assessments, GSPP averaged 20% in URG students, as we find the pipeline to be narrow. When speaking to our URG applicants, we find that many are focused on a return of investment for their graduate study, and thus also apply to MBA and JD programs. We find the present-day graduate applicants to have a keen sense of average salary

expectations upon graduation. We are pleased that we are now averaging between 21-30% URG students in recent years, but know that we have more work to do.

One way we've attempted to address the pipeline is an expansion of our partnerships with other professional schools on the Berkeley campus. We note the Concurrent Degree opportunities in our outreach literature and seminars; this has inched our numbers up in recent years – although with such small cohorts, a difference of two students can swing percentages by more than 2%, year-over-year. We have also expanded our areas of “concentration”, in areas that have typically resonated with our URG applicants: policy areas that analyze issues of social justice, income inequality, and health care outcomes, and other topics.

A.V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

We see improvements in URG numbers from 2019 to 2022:

- **URG applicants:** 13% to 16% of the pool.
- **URG admissions:** 15% in 2019; 19% in 2020; 25% in 2021; and 20% in 2022.
- **URG yield** has grown significantly: 22%, 28%, 33% and 20%.

And specifically, we see notable improvements in African American student numbers:

- **African American Applications:** 4%, 4%, 5%, 6%.
- **African American Admissions:** 5%, 6%, 6%, 10%.
- **African American Yield:** 4%, 13%, 11%, 10%.

The MPP Pipeline data is encouraging; we have increased applications and admissions of URGs over the past 5 years; the yield continues to be challenging. We know that many of the best-prepared URGs have many choices when selecting their graduate institution; many of our competitors have more generous financial aid packages, more robust housing, and larger classes that already exhibit more diverse student bodies.

We also see another blip point in the demographic data; we know that many non-URG admitted students deferred their enrollment in Fall 2020 and Fall 2021 given the COVID-19 pandemic; we were told that these students chose to defer until classes were assuredly returned to in-person instruction. We believe our yields for URGs in those years spiked as a result. We are not alone in this assessment; UC Berkeley as a whole saw similar trends in Undergraduate admissions.

Going forward, GSPP is focused on several new recruitment strategies, many linked to our increasing faculty diversity, and our expanded student body. We have also added staffing to the communications team, for more polished outreach efforts.

First, we have expanded our permanent Ladder Rank faculty significantly over the past five years; we've gone from 12.00 Faculty FTE to 17.25 Faculty FTE – nearly a 50% increase in five years. That gives us more prominence and more visibility, given that several of those faculty are women, or from URGs themselves.

Second, we have expanded our curriculum, into areas that are of great interest to students from URGs. GSPP has a reputation as a hub of intellectual insights from faculty, working to improve the real world implementation of policy decisions. This reputation attracts a higher number of URG applicants.

Third, we are implementing expanded phone trees, where these faculty and our URG alumni reach out to admitted applicants, and encourage them to come to GSPP.

Fourth, we have expanded our communications team. They are charged with expanding GSPP's social media presence in multiple ways: newsletters and brochures, which we can send to applicants from the dean; an expansion of GSPP's YouTube channel offerings; and expansion of our Student Affairs team's applicant webinars and "office hours." We are actively "pushing" content to the applicants, instead of referring them solely to our website.

Fifth, we are exploring the costs and constraints of partnering with the PPIA national office, to see if they can create pooled fellowships for PPIA alumni who enroll in the MPP program of partner schools.

Sixth, we are exploring the possibilities of recruiting applicants from UC Berkeley's ROTC pool as a whole; we believe that ROTC applicants would amplify the diversity of our graduate students in multiple dimensions.

Strategy

GSPP's strategy for creation of a robust level of ethnic and racial diversity continues to be a core goal, and a challenging one. With such a small MPP program, enrollment of 1-2 students of a particular URG can swing the percentages substantially. What we do know is that we have had much more success in getting students from URGs to apply to the School, and we are admitting them in higher numbers as well. We noted the pipeline data in an earlier section, and would like to repeat it here for this discussion.

It can be observed that the application *numbers* for African-Americans have jumped substantially in the past two years – nearly doubling; the same is true of Hispanic applicants as well. However, we have overall larger applicant pools in those same two years, which reduces their rate in the pool. Similarly, the number of admission slots we've had approved by Graduate Division has dropped in the past two years, due to City of Berkeley limitations based on the campus Long Range Development Plan. All of these factors make for a challenging environment in which to drive up our URG matriculation rates.

We have stepped up our efforts to recruit from our ever-growing undergraduate minor. We have more than 500 UC Berkeley undergraduates in our Policy Minors program, and we are working to engage them more concretely into an applicant pipeline. We now have info sessions for current UC Berkeley undergraduate minors, as well as maintaining email lists for outreach and information.

GSPP is the longest-hosting university for the Public Policy and International Affairs Junior Summer Institute in the country; it has been a pipeline not only for GSPP, but for our comparator institutions as well. We have conducted direct outreach for PPIA applicants; we've hosted the summer program for more than 40 years, and we have looked to our student organizations (such as SCiPP - Students of Color in Public Policy) and BiPP (Blacks in Public Policy) to support those pipeline efforts.

SCiPP has been another recent partner in our diversity strategy: each April, there is a SCiPP Symposium that runs for an entire week; in that week, we invite prominent scholars to the School, and we open our lectures to non-GSPP students, especially undergraduates. Faculty coordinate their assignments and syllabi for the week, and we publicize the events broadly. It's another way that UC Berkeley undergraduates discover GSPP, and another way to widen the pipeline.

We clearly have more work to do in our efforts to attract students from URGs; UC Berkeley as a whole has committed to qualifying as an HSI, and Chancellor Christ and the Vice Chancellor for Equity and Inclusion have launched several initiatives and commitments towards that end. GSPP intends to support the campus HIS goals and initiatives, and will work with our faculty, staff, and alumni to create an educational home for all new students in the GSPP community. We are working with Graduate Division and other partner schools and departments on campus to increase our applicant pool, as well as our enrollment statistics over the next four years. Our student services staff and programs are focused on attracting, retaining and successfully launching Latinx graduate students, as well as other underrepresented groups.

We allot substantial scholarships to any applicant who successfully completed the PPIA Junior Summer Institute in any sponsoring institution. Our dean and our student services staff are working closely with the PPIA national office. The past two years have allowed us to improve our outreach via Zoom, and to establish relationships with undergraduate advisors at CSU campuses, where first-generation students are more common.

We have created new certificates within the MPP program, which emphasize policy areas that intersect with potential policy areas of interest to URG students and concerns:

- A certificate in Security in Politics (border security, immigration, and workforce diversity)
- A certificate in Early Learning Sciences (ESL population support, Early Education efforts, SNAP benefits)

We continue to expand the PPIA Junior Summer Institute program, which has served URGs and lower SES university undergraduates for more than 40 years. We are currently exploring the option of recruiting additional students within the state as “add ons” to the PPIA-approved cohort.

Direct outreach is an area that has been significantly expanded since COVID: the student services team offers more than 25 outreach events each year, including an Open House, How To Apply webinars, Virtual one-on-one MPP Admission appointments that can be reserved online, and SCiPP Peer Advising outreach appointments for interested applicants, where they can speak to current students of color about their experiences and their recommendations.

Travel costs are one obvious challenge; we have moved away from a predominantly in-person model for outreach, because travel costs to the Bay Area can be prohibitive for a first-generation student or single parent. Other challenges are academic in nature: adequate math preparation, or the ability to afford the standardized tests that can be expensive and racially or culturally problematic. We now have waived the former GRE requirement, and allow for a Quantitative Resume, so students can use transcripts and lived experiences to stand in for testing.

- 1) We encourage our undergraduate minor URG students to consider applying for the MPP.
- 2) We encourage our PPIA alums and MPP alums to act as ambassadors in their places of employment.
- 3) We have actively partnered with staff advisors at recognized HSIs (such as CSU SD, and UC in Sacramento) and educated them about an MPP as an alternative to a more traditional MBA or JD.
- 4) We actively recruit from our partner Professional Schools at Berkeley, and encourage applicants to consider applying for our concurrent MPP.
- 5) We have added staff to our Communications team this past year, and undertaken marketing and outreach via social media in ways we have not done before. We have an active presence via our GSPP LinkedIn profile; via Facebook groups for each cohort and class; via Twitter/X for event announcements.

A.V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

GSPP has worked hard to increase its outreach and partnership with other institutions (such as SDSU, UC Sacramento and other “feeder” universities) to build our URGs and Pell Grant pipeline. We have instituted informational online Webinars as a way of encouraging applications from students for whom traveling to Berkeley in person might prove a financial hardship. We are now collaborating with undergraduate advisors at several of the CSUs, encouraging undergraduate advisors to promote awareness around the field of Public Policy, and the opportunities for graduate education in the field. We are also now identifying national and regional professional conferences such as NASPAA (Network of Schools of Public Policy, Affairs & Administration) and APPAM (the Association for Public Policy Analysis and Management); our advisors attend higher education conferences specializing in networking among advisors, such as NACADA (National Academic Advising Association) and NASPA (Student Affairs Administrators in Higher Ed).

Our Public Policy and International Affairs (PPIA) Junior Summer Institute continues to be a strong pipeline program for students from low socioeconomic backgrounds.

We have eliminated the requirement for GRE scores, which we understand can provide a financial barrier to lower SES applicants, given both the cost, and the need to devote substantial time to study and completion of the test, rather than employment.

We see our increase (from 28.8% to 33.9%) in Pell Grant Recipients as an encouraging reflection of our efforts and strategy.

A.V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

GSPP (and public policy as a field) has had a historic gender divide, with typically 70% of the students identifying as female, and 30% as male. For two of the past three years, GSPP has had more gender parity: a 60/40 split in two of the years, reverting to a 70/30 split in the year for which we have the most recent data.

We are undertaking more messaging and outreach to advisors in more gender-balanced undergraduate majors, such as history and business; our Communications Team is also revamping many of our images, tweets and publicity photos to ensure a more balanced gender split.

A.V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

GSPP's goal is to reflect California's demographic composition more closely; we want corresponding representation from URGs. We have used low SES and first-generation college attainment as one way of creating a pipeline for URG admissions for more than 20 years, with some success.

We know that students want to find an academic home - and one way they experience that is through students and faculty who share some of their lived experiences and perspectives. That means that deliberate encouragement of non-traditional students to apply makes a difference - as does eliminating GRE scores as the only metric of scholastic preparation; we believe that a holistic assessment of applications is critical. We are proud of the work that GSPP has done in this area.

The latest demographics confirm that our efforts are helping; the numbers of URG applicants are up, we believe that lowering barriers is exactly the right way to diversify our populations.

- African Americans make up approximately 5% of California's population; our admission statistics show that our classes have between 8.9%-10% African American.
- Hispanic/Latinx residents are nearly 40% of California's population; our corresponding admission demographics are disappointingly low at 12.5% to 16.7% in recent years.
- Native American residents are nearly 1% of California's population; we track that average.

Source: Public Policy Institute of CA: <https://www.ppic.org/publication/californias-population/>

A.V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: “All Faculty” represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. “Ladder Rank and Equivalent” faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as “equivalent” to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23	Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	8.2%	10.2%	3.4%	Black/ African/ African American	Domestic	8.3%	4.0%	3.8%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	4.1%	5.1%	6.8%	Hispanic/ Latino(a)	Domestic	4.2%	8.0%	7.7%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	8.2%	10.2%	10.2%	Asian/ Pacific Islander	Domestic	4.2%	12.0%	11.5%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
White	Domestic	69.4%	67.8%	69.5%	White	Domestic	79.2%	72.0%	73.1%
	International	0.0%		0.0%		International	0.0%	0.0%	0.0%
Two or More Races	Domestic	4.1%	3.4%	3.4%	Two or More Races	Domestic	4.2%	4.0%	3.8%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	6.1%	3.4%	6.8%	Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23	Percentage by Gender		2020-21	2021-22	2022-23
Female		34.7%	37.3%	37.3%	Female		37.5%	32.0%	34.6%
Male		53.1%	52.5%	52.5%	Male		54.2%	60.0%	57.7%
Non-Binary/Unknown		12.2%	10.2%	10.2%	Non-Binary/Unknown		8.3%	8.0%	7.7%

A.V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

We understand that we need a comprehensive strategy, and a story to share with applicants. The dean of the Goldman School has consulted with the GSPP faculty, and several additional strategies have taken form:

1. We are hiring faculty and program advisors that have interests in Latin America and issues facing their populations, e.g., Dr. Hector Cardenas, Professor Dorothy Kronick and Professor Caitlin Patler.
2. We have pioneered curricular offerings that draw attention to issues related to Latin America and challenges faced by Latinx/Hispanic populations in California. For example, Dr. Cardenas created a new elective for both Undergraduate and Graduate students at GSPP, on U.S./Mexico Policy Relations; and Professor Kronick is teaching a new Undergraduate/Graduate elective, The Politics of Policy Innovation in Latin America.
3. We are working with Beatriz Manz (Professor of the Graduate School, and former Chair of the UC Berkeley Center for Latin American Studies) and Harley Shaiken (Emeritus Professor of Geography, and also former Chair of the Center for Latin American Studies) to establish a new Center for Latin American Leadership and Policy at Berkeley. The proposed Center will help to build a multi-national network of experts that can speak to and study relevant areas. This could also be a recruitment tool for Latinx/Hispanic faculty.

GSPP has added 12 Ladder Rank faculty to its ranks in the past five years, but we've also had challenges in terms of retirements (3) and lost retentions (4). As a result, we have aggressively hired Lecturers and Adjunct faculty to round out our instructional faculty, while also looking to take advantage of any hiring option made available to us - such as spousal accommodation hires (three faculty) and Target of Opportunity hires (three faculty). We have been successful in recruiting two multi-racial male faculty since 2021, and we have hired a junior African American male faculty member who will start in July 2024, after completion of a postdoctoral appointment.

We have lost four retention cases in the past five years (one man, three women (one white, one African American, and one Asian)), which has been challenging.

We see real progress among the faculty in the past three years: the School's new dean is multi-racial; the incoming faculty director of our MPA program is Hispanic; and the adjunct faculty member leading the MDP program is a woman. We added four new ladder rank faculty in July 2023; three are women, and one is a |bi-racial man. We have an incoming ladder rank faculty member in July 2024

who is African-American; several of our newly-hired Adjunct faculty are women. We have two ladder rank recruitments currently under way, and another off-cycle recruitment in progress that may yield another female faculty member.

With the cooperation of the Vice Provost for Faculty and the Chancellor, GSPP continues to aggressively leverage all hiring and off-cycle FTE requests that present plausible partnerships and new faculty in fields of importance to the School, and to the students.

A.VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

A.VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

GSPP's goals are to **educate its student population in a way that maximizes educational experience and career preparation, at a price that is competitive with comparator public institutions**. We want students to be able to pay off their debt in a reasonable amount of time, and with a reasonable proportion of their starting salary, post-graduation.

- We have had an internal metric for many years that the estimated debt payment for our graduates should not exceed 10% of the estimated median salary. We want our graduates to be able to get married, buy a home, and start a family without an onerous student loan debt burden.
- We have also carefully tracked our student placements; our School has long been proud that our graduates want to change the world, and then they go out - and do it! That has typically meant their employment is linked closely to their passion - such as environmental policy, or early childhood education, or incarceration policy. Occasionally economic forces have meant that our students pursue employment at think tanks, private sector companies, or consultancy firms. We are very clear that when we see changes in those trends, we are not serving our community well. At this time, the vast majority of our graduates (typically 70-80%) are placed in Non Profits, local city and county and state government offices; some Federal employment in larger agencies such as FDIC and Treasury; and Non-Governmental Organizations (such as USAID or Oxfam). More information is available here: <https://gspp.berkeley.edu/career-services/alumni-graduation-facts>

GSPP awards financial aid via merit and via need-based circumstances. Typically, the admissions financial aid is allocated based on merit and with a focus on diversifying the class around experience, undergraduate major, quantitative training, and their admission essay. Once admitted, the remaining 40% of financial aid funds are allocated to need-based students: all of the funding for our required internship experience is need-based. We take need into account when allocating student jobs, including hiring as a reader, tutor, or graduate student instructor or researcher. Our current PDST allocation of aid percentages are approximately 60% merit based, and 40% need based.

For the most recent two years of data, financial aid grants from PDST revenue have averaged \$14,886 per student who received aid, with the median amount logged at \$12,500. As noted previously, we begin our calculations with a plan to return 40% of the PDST revenue to financial aid. In the past three years, somewhere between 61%-77% of our MPP students have received some form of financial aid; the current cohort is looking to have similarly high numbers. In terms of the percentage of PDST funds, specifically:

- FY 2019-20 - 48% of the PDST was returned to aid.
- FY 2020-21 - 42% of the PDST was returned to aid.
- FY 2021-22 - 45.82% of the PDST was returned to aid.
- FY 2022-23 - 43.04% of the PDST was returned to aid.
- FY 2023-24 - 41.44% of the PDST was returned to aid.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	67.0%	57.0%	67.0%	67.0%	40.0%	50.0%
	Non-URG	48.0%	59.0%	43.0%	31.0%	34.0%	21.0%
	International	0.0%	17.0%	21.0%	14.0%	0.0%	0.0%
	All	45.0%	52.0%	42.0%	35.0%	30.0%	27.0%
Average Debt among Students with Debt*	URG	\$47,094	\$41,851	\$51,581	\$49,055	\$33,025	\$41,285
	Non-URG	\$53,161	\$54,268	\$42,708	\$51,813	\$46,898	\$42,523
	International	\$0	\$51,810	\$32,500	\$20,000	\$0	\$0
	All	\$51,813	\$51,843	\$43,354	\$49,658	\$42,934	\$41,835

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

Additional Comments: GSPP also notes that the debt totals reported for URGs vs. Non-URG populations show that URGs have lower debt levels in five out of the six years reported. Debt levels for both URGs and non-URGs are trending downwards, in terms of actual dollars, *and* in terms of percentage of graduates with debt.

A.VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

GSPP is pleased to note that even with our modest COLA-level increases of the PDST in recent years, our student debt is decreasing - both in terms of the dollars owed, but also as a percentage of graduates who carry debt upon graduation. We believe this speaks well

of our distribution of funding, and of our practice of holding back some funds in the allocation pot for those who arrive at Berkeley, and who then confront economic challenges. We've been able to establish and maintain emergency funding allocations in recent years, and we've been careful and prudent. While it is true that the URG students have higher percentages with debt than the non-URG students do, we are encouraged that the trend continues in a generally downward direction for both populations. The true cost to attend is a subject of great discussion at our admission events, and we facilitate student employment, research work, and teaching assistant positions as one way to defray the need for our students to borrow more money during their time at GSPP.

We do not expect that debt levels would increase in any unexpected ways; upon acceptance, we send financial estimates to our admitted applicants, outlining the estimated costs of tuition and fees during their attendance years. *As a result, when they accept our offer, they do so with a full understanding of the potential costs, and potential debt levels.* This has been a critical element of our communication with applicants, and it means that they come to GSPP with fully-informed consent.

We work diligently to provide employment announcements to our student body, and make sure that they are aware of instructional and research opportunities available both within and outside of the School, so they can minimize borrowing and indebtedness, while also forming close working and professional relationships with our faculty. Upon graduation, our students overwhelmingly go into public service jobs, working with government agencies and NGOs; these percentages have not changed in recent years. We see no evidence in recent years that lower debt levels (in terms of percentage of graduates, or in terms of median debt levels) have affected that statistic.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	27%	\$41,835	\$103,343	6%
Public comparisons	N/A	\$35,197	\$84,697	6%
Private comparisons	N/A	\$74,287	\$97,097	11%

Sources:
 UC: Corporate data
 Comparison institutions: collegescorecard.ed.gov

Additional comments: We are pleased to see that the estimated debt payment as a percent of the median salary is hovering at 6% in the most recent analysis. In reference material available from CollegeScorecard.ed.gov we can see that we are on track with the debt payment average among our (available) public competitors. In comparison to the private universities, our median salary is higher than their average, and our estimated debt payments based on that median salary is nearly half of their graduate cohorts' debt levels.

A.VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

GSPP’s faculty and administration have reviewed the debt figures, and believe that the figures are reasonable for the benefit offered by a UC Berkeley graduate degree. In the past we use somewhere between 8-10% as the threshold at which the debt level becomes unmanageable; a reduction of 20% in dollar amount (from ~ \$50k to \$40k) and from 45% of students in 2019, reduced to 27% carrying debt in 2022 validates our belief that our students are taking on the debt knowingly, and with a nuanced assessment of their ability to manage it upon graduation.

Finally, when we look at the average cost of a degree from our public and private competitors, it is clear that students would be entering into significantly more debt should they choose to attain an MPP at one of our private competitors. Debt levels would be slightly lower should the student attend one of the public competitors, but their median salary upon graduation would also be proportionately lower as well.

A.VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

We have many resources available to our students that encourage them to take on careers in public agencies, and in the public interest. We have networking events with county and city agencies; networking events in Sacramento and Washington, DC, specifically aimed at promoting employment with state government. We have recently begun “Immersion DC” activities with a select set of students who accompany our faculty member, Professor Janet Napolitano, to the Capitol. As a former cabinet member in the Obama Administration, she takes the students to DC for a week, and they interact with policymakers in agencies such as the FBI, DHS, and the CIA, among others.

<https://csp.berkeley.edu/2023/04/20/center-for-security-in-politics-introduces-inaugural-washington-d-c-immersion-week/>

We also ensure the students know of programs such as the Public Service Loan Forgiveness program. We offer fellowships for students as they pursue their required summer internship, between their first and second year of the MPP program, and we work to arrange paid Capstone programs for the MPP thesis work in their final spring semester.

A.VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Financial sustainability is key to our discussions with our students; we are very open about the need to plan effectively in their internships, their job applications, and in their employment decisions while in the MPP program. We often direct students to apply for work study funding as graduate students, which reduces their loan amounts, and subsequent debt burden.

As we prepare them for graduation, we alert them to federal programs and initiatives, such as recent national discussions about student loan forgiveness. We have also promoted the previously mentioned Public Service Loan Forgiveness program. We give coaching seminars on how to minimize debt, how to consider an Income-Based Repayment program, how to think about public and private student loans, the pros and cons of consolidation loans, and other financial topics. We partner with the campus Financial Aid office and Graduate Division, so that we are giving the most current and accurate information to our students.

A.VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

We provide information on financial aid to our applicants through a multitude of sources: first, we include the information in our online bulletin, and we make sure that we have Information Sessions and Webinars for applicants, where we address the topic. We have written FAQs that are part of our application material. Once accepted, we make sure that the accepted student understands the financial aid we can offer them, and we include that information as part of their admission letter. As noted previously, we also include estimated costs to attend for Year One and Year Two in their acceptance packet - so if they do accept our offer, they have a very clear understanding of the paths open to them for financial aid, part time employment, and the appeals process with the campus Financial Aid office.

In person, we cover financial aid as a topic during Orientation week, once students are on site. And finally, we frequently conduct one-on-one financial counseling for students who are having financial difficulties; we have emergency funding sources set aside each year for these students, and it has been gratifying to be able to assure a student with a life-changing crisis that we can provide them with financial and emotional support at that time.

A.VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

GSPP does provide the data on average income upon graduation to our prospective students, and we discuss average debt levels in our informational seminars as well. Because this is a nuanced discussion given the total cost of attendance - and special circumstances such as significant additional allocated financial aid during 2020-2022 - we typically discuss these figures in our webinars and in our outreach calls, and do not publish them on our website.

A.VII. OTHER

A.VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

The application deadline for Fall 2020 had already passed when COVID-19 arrived in California and the university shut down. We did allocate significantly more dollars to financial aid for the fall 2020 cohort, to encourage students to accept our offer, even as we had moved to remote instruction for their first year. Fall 2021 applications were due in December 2020, and we did note a drop off in application numbers. Once again, we increased our financial aid allocations, in our attempts to maintain yield numbers.

GSPP put enormous effort and staff/faculty hours into the transition to remote learning in March-May 2020. Some faculty struggled with Zoom; many students living in community and house-share arrangements found the remote learning experience to be deeply unsatisfying: slow WiFi, competing student discussions in small student apartments; difficulty in conveying math and quant formulas without a whiteboard; it was hard for everyone. Our faculty and staff "leveled up" - we purchased "loaner" equipment for students and shipped them directly to home addresses; we had remote pickups in the parking garage for monitors, keyboards and cameras. The students were unhappy, stressed out, lonely, and struggling. Our advising staff organized happy hours, virtual baby showers, virtual events of all sorts, gave out their personal cell phone numbers, and held office hours whenever they were needed.

GSPP hired extra tutors to improve student outcomes, we increased GSI employment percentages and pay to acknowledge the additional time and effort the GSIs were devoting to their instructional hours. GSPP managed it relatively well because we're nimble, and we have enormously experienced (and devoted) staff and faculty. But it is hard to believe that anyone enrolled in the Spring of 2020 would describe it as a "relatively seamless transition."

By summer 2020 and fall 2020, we were much more prepared in terms of flipping the classroom: Zoom pedagogy made more sense; the instructors had time to improve their syllabus and methods of instruction; many of the courses had moved to different ways of

assessing mastery of the subject matter. Our tech team had identified improved drawing equipment for math and Quant formulas, acquired better cameras and microphones for improved sound quality, and most of our students had reliable tech and internet access by that time.

In short, GSPP instructors and staff learned enormous amounts about how to use online instruction in a more robust way, and the student experience was definitely improved after that hard, first semester of lockdown.

GSPP's efforts at equipment supply and provision, additional instructional hours, expanded advising hours, more robust connections with campus resources related to mental health and wellness, and many other expansions of service made sure that the possible negative outcomes for historically marginalized groups did not happen. The students provided some of their own stability, and it bonded those two cohorts in observable and real ways.

PART B

B.IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

B.IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

(For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):

Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback

A townhall meeting for students was held on Oct 16, 2023

- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
The plan was shared via email to all enrolled students on Oct 9, 2023, along with an invitation to the Townhall meeting referenced above. Further feedback was solicited via a survey sent to students on Oct 30, 2023.
- Other (please describe):

B.IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A town hall was organized for October 16, 2023 to discuss the PDST increase with students, offering both in-person and remote participation options. We invited all 154 first and second year MPP students--67 first years, 76 second years, 9 third/fourth year concurrent degree students--via email. The email was followed by a calendar invitation to the same group of students. Despite scheduling the meeting outside of class hours, only ten students attended. However, those present conveyed understanding and general support for the increase.

The town hall was led by Erika Weissinger, PhD, Director of Community, Climate, and Culture and Assistant Professor of Practice. Anne Campbell Washington, Senior Assistant Dean of Academic Programs and Dean of Students helped facilitate students on Zoom and answer questions. Sandi Ketchpel, CAO and Assistant Dean was also present to answer student questions.

The presentation contained the following components:

1. An overview of why the consultation was needed
2. An explanation of what PDST is
3. An explanation of how the fees are spent
4. An explanation of the current fees and the increase over five years
5. Proposed changes in how the fees are spent
6. Issues of affordability, financial aid, and GSPP's commitment to helping students pursue careers in public service by keeping indebtedness low for students

7. Our commitment to diversity and excellence in our student financial aid provision
8. An opportunity for students to provide feedback

Specific concerns were raised, including a suggestion to exempt Native American students from the PDST and to use the funds to maintain UC Berkeley email accounts for alumni. We explained that in fact we do provide financial aid that supports our commitment to diversity and that could meet the needs of Native American students. We were unaware of the changes in email policies at the time that we held the meeting, so we told the students we would investigate this request further. Upon further investigation, we are unable to use funds in this way because the fee would exist in perpetuity. This is a commitment we are unable to make.

We sent a **follow-up survey to all students via email on October 30, 2023, with one reminder and targeted emails for further feedback.** The response was modest, with 10 students responding. Feedback was mixed regarding the allocation of the increased funds. There was some support for directing funds toward financial aid, but the necessity for more investment in student services was questioned. Calls were made for better communication on the fee increase rationale and its intended use, alongside a request for an analysis of the fee's impact on different student demographics, particularly international students. There were varying perspectives on the relevance and quality of services funded by the fees, such as trips and academic advising. Discussions included the potential for scholarship foundations to absorb parts of the tuition increase to ease the financial load on students dependent on financial aid. See Attachment 1 for individual responses to the survey questions.

Given this feedback, additional information was provided by updating the student slide deck to answer student questions and maximize transparency.

In conclusion, the feedback, coupled with the context of the discussions, suggests some support for the PDST increase among engaged individuals. Specifically, 10 individuals attended the town hall, and the general climate was one of understanding. Out of students who took the time to complete the survey, two out of the ten respondents expressed support for the necessity of the fee increase. Many commented that they agreed with the allocations of the fees, especially for student financial aid.

Nonetheless, the majority of students preferred no fee increase without additional justification, improved transparency, exploration of alternative funding sources, and a more equitable and strategic fund allocation that prioritizes financial aid and critical services. The administration developed further communications to address these concerns, including answering the questions raised in the survey responses by adding information requested in the informational slide deck given to students. We did not make changes to our proposal based on student feedback. Below is a summary of student concerns raised and our response.

1. **General Opposition to Fee Increase:** Some students express outright disagreement with the proposed increase, citing it as an additional financial burden, especially for international students.

Response: We understand that fee increases are generally unpopular. However, the fees are necessary to provide the level of high-quality services and financial aid our students require. Our fees must adjust to inflation and mandatory increases in salaries and benefits.

2. **Lack of Clarity on Necessity and Use of Funds:** Students question the need for the increase and are unclear about how the additional funds will be utilized.

Response: Slides 13 and 14 on the slide deck given to students show how the funds will be spent. We understand that students are juggling many activities and may not have closely reviewed the deck. We agree that we could have provided students with a better explanation of why the fee increase is needed. We will send additional communication to students, noting their concerns and our responses to their concerns.

3. **Impact on International Students:** The fee increase disproportionately affects international students, who already face limitations in accessing scholarships and loans, exacerbating financial inequities.

The fee differentials have a 20-year history. This is due in part to the fact that state residents pay taxes, a portion of which is allocated to the University of California to support its operations.

4. **Suggestions for Alternative Funding Sources:** Some students suggest exploring other revenue sources, such as private partnerships and alumni contributions, to avoid increasing the PDST.

We understand and share this viewpoint. We will add additional communication to students informing them of the financial aid provided by philanthropic sources.

5. **Concerns Over Service Quality:** Students voice dissatisfaction with the quality of services funded by the fee.

We need to further understand this point of view. It's possible that our student support services staff is overburdened. Additional funds can help us improve our quality.

6. Allocation of Increased Fees: While some agree with the proposed allocation for financial aid and student services, others question the necessity and effectiveness of these investments, suggesting that the rationale behind these decisions needs to be more transparent.

We have answered the questions raised in student feedback and will resend the slide deck to students along with an explanation that we have added additional slides that answer student questions.

7. Equity and Inclusivity Considerations: There is a call for a critical analysis of who will be most affected by the fee change, with suggestions to use the fee for purposes like retaining alumni email accounts and increasing equity and support for marginalized groups, such as indigenous students.

Some of these concerns were raised during the town hall, so we were able to assure students that we take equity goals into consideration when administering financial aid. The particular student who raised this concern expressed satisfaction with our response. With regard to the suggestions to specifically allocate funds for alumni email accounts, this is a financial commitment we are unable to make at this time.

B.IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. *Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities.* The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Krish Desai, Graduate Assembly VP of Campus Affairs on 11/3/2023 .
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

The Graduate Assembly has not provided feedback to the campus on this proposal.

If applicable, plan shared with _____ on _____ .
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

Agenda item at a regularly scheduled faculty meeting

The Dean presented the plan to the faculty and a discussion ensued at the October 23, 2023 faculty meeting.

Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback

Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback

Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback

Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received

Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Dean Wilson presented the proposal for a Professional Degree Supplemental Tuition (PDST) increase at a faculty meeting on Oct 23, 2023. Approximately 20 faculty were in attendance in person and 10 were on Zoom. The administration highlighted the proposed 5% annual increase for the next five years to bolster the institution's financial standing. They compared the institution's tuition costs, noting they were lower than those of many public schools and significantly less than private schools.

Faculty members acknowledged the administration's significant efforts in promoting fellowships, diversity, coaching, and advising,

which they felt were not fully appreciated by students. They were briefed on a student meeting regarding the PDST that saw minimal attendance but received supportive feedback from those who did attend. The lack of faculty feedback was interpreted as implicit approval, especially considering the economic context of inflation and mandatory salary increases.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

- Plan shared with Lisa Garcia Bedolla, Vice Provost for Graduate Studies on 10/23/23 .
Graduate Dean
- Plan shared with Dania Matos, Vice Chancellor for Equity & Inclusion on 11/3/23 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)
- Plan endorsed by Carol T. Chris, Chancellor on 11/3/23 .
Chancellor

ATTACHMENT 1

The following feedback was provided by 10 MPP students, 3 first-year students and 7 second-year students:

What are your thoughts on the proposed PDST fee increase?

- no increase.
- I appreciate the opportunity to learn for first time what is PDST used for.
- not agree
- Disagree
- Why is it necessary? What would happen if there was a smaller fee increase?
- I understand why the increase is necessary. Mandatory salary increases and inflation are unavoidable expenses. However, I would be curious to see if GSPP has explored ways to bring in revenue outside of PDST. With the robust private partnerships Goldman has, I'm sure it wouldn't be a stretch for existing alumni to contribute to the mission of GSPP.
- I'm an international student and get a full tuition scholarship for all costs except from the professional fee. Thus this change would particularly hit It internationals who already are not eligible for many US scholarships and in some countries even have difficulties taking out loans. This further increase that only those already privileged will be able to cone to the us to study at UCB. The professional fee is not subject to scholarships so the increased fee will be out of pocket cost for students. This is unfair. If another part of the tuition, that could be addressed through scholarships, would increase, GSPP would still get the money but instead of the students, scholarship foundations would pay it. So it really doesn't make sense to increase the only fee that can't be mitigated byscholarships.
- I am not sure where the funds are going. We still have no printer card access and we have 3 IT staff
- Some of thee services that the fee is funding is not meeting the students needs and expectations. For example, the DC trip is centered around domestic opportunities and there is not much for international students despite DC having all the international organizations. Another example is that academic advisor are often not really interested in working with the students. Thus an increase in the fees should ensure an improvement in the services.
- I would rather that the school not increase the PDST because it is already a significant financial burden on students, particularly international students.

What are your thoughts regarding the proposed allocation of fees? (e.g., increased spending on financial aid and student services staff and operations)

- ok
- I believe the necessity to increase spending on financial aid and student services staff and operations is not sufficiently clear. In my opinion, there is a genuine need, as I have observed that the staff might be overburdened. However, I anticipated a more accurate representation of this situation in the slides.
- Good perspective and spending
- Agree with increase in financial aid. Not sure that we need to spend more on student services and operations, because these additions could be very hit or miss. In my own evaluation, I am not expecting more from student services and therefore wouldn't want to pay for that.
- I think that's good! But why is it necessary? It's not clear what the rationale was behind the decision. For those of us that couldn't attend the session, it just said that there was a requested increase in funding, but no explanation about why, what's going to happen if the fees are not increased, and

what kind of outcomes could be possible if it is increased. I am willing to bet you'll get responses that the fees are already too high and students don't want more increases. But if you make a case for specifically what's going to be produced differently, that will help. It's not very convincing to me that the money is needed based on information provided.

- I believe this is exactly how it should be allocated. I want to echo my sentiments from the PDST presentation that GSPP should be intentionally offering fellowships that waive tuition +PDST for California indigenous students under NAOP Guidelines. Supporting indigenous voices in graduate education and policy will have profound and lasting effects for generations to come.
- I like this
- The fee should cover the emails for alumni. It is not okay that we will not be able to retain the email, that being a powerful tool.
- I appreciate that some of the money will be allocated towards financial aid and fellowships - I believe that this should be maximized as much as possible. I suggest that the additional funds also be used towards securing alumni email accounts since UC Berkeley will no longer be providing those to graduating students.

If you could communicate one thing to the decision-makers about this proposed change, what would it be?

- school should fund us keeping out Berkeley emails!
- More and better communication for students to be aware of the necessity that GSPP may be experiencing.
- Maybe we could raise the money from other resources, not just from students
- People who pursue the MPP at Goldman could have likely pursued an MBA or JD at another top or medium tier school. In my own assessment, we choose the MPP because we're in pursuit of social welfare and maximizing income is not our main concern. Considering that most of us pursue public positions post-grad, they are not high paying and therefore covering tuition costs post graduation is that much harder. If tuition costs continue to rise (through PDST), pursuing an MPP will be even less possible. International students will be paying 10k more in tuition 5 years from now. Goldman prides itself in being diverse and international, but a 10k price hike is significant enough to price out many students. Let's keep costs as low as possible for everyone. Students (who also have above average living expenses) would prefer the efficiency of lower prices for all than the inefficiencies of in-kind financial aid transfers to some. I would go as far as saying it's probably better to admit more students than to price hike.

This was written quickly on my mobile, so please disregard the tone of my message. All is said with respect to values GSPP decision makers and having the best intentions to future students.

- Thank you for asking our feedback, I think that's a great start, but for future consideration: (1) not clear what our feedback will be used for or (2) what kind of feedback would be helpful?
- The professional fee is exempted from most scholarships (like it is in my case). Especially if you're an international you won't have many options and will end up having to pay the increase in professional fee out of pocket. This will lead to only those already privileged being able to come to UCB. If the fee increase would be anywhere other than the professional fee, the university would still get the money but from scholarship orgs instead of students pockets. This is a very suboptimal location to increase fees - it is the only fee that scholarships don't cover.
- Use part of the fee for retaining emails.
- I hope GSPP will do a critical analysis of who will be most burdened or impacted by this fee change and consider measures for greater equity. I appreciate the transparency in this process and opportunity to provide feedback.

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$6,186	\$6,804	\$7,416	\$8,010	\$8,572	\$9,084	10.0%	\$618	9.0%	\$612	8.0%	\$594	7.0%	\$562	6.0%	\$512
Prof. Degr. Suppl. Tuition (Nonresident)	\$6,186	\$6,804	\$7,416	\$8,010	\$8,572	\$9,084	10.0%	\$618	9.0%	\$612	8.0%	\$594	7.0%	\$562	6.0%	\$512
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$1,791	\$1,844	\$1,900	\$1,957	\$2,015	\$2,076	3.0%	\$54	3.0%	\$55	3.0%	\$57	3.0%	\$59	3.0%	\$60
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$235	\$242	\$249	\$257	\$264	\$272	0.0%	\$7	0.0%	\$7	0.0%	\$7	0.0%	\$8	0.0%	\$8
Est. First-Year Fees (CA resident)	\$21,682	\$22,906	\$23,995	\$25,079	\$26,146	\$27,176	5.6%	\$1,225	4.8%	\$1,089	4.5%	\$1,084	4.3%	\$1,066	3.9%	\$1,030
Est. First-Year Fees (Nonresident)	\$33,927	\$35,151	\$36,240	\$37,324	\$38,391	\$39,421	3.6%	\$1,225	3.1%	\$1,089	3.0%	\$1,084	2.9%	\$1,066	2.7%	\$1,030

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Includes the Instructional Resilience & Enhancement Course Materials and Services Fee. Does not include voluntary fees like the UGPC Fee and one-time fees like the “Document Fee.”

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

Berkeley Social Welfare's Master of Social Welfare (MSW) program was established in 1940 and is fully accredited by the Council on Social Work Education (CSWE)

Berkeley Social Welfare's two-year MSW Program prepares students for entry-level social work practice in a variety of settings, including human service organizations, health care systems, public education, and mental and behavioral health systems of care and develops multi-level practitioners who are trained to integrate multiple disciplinary sources of knowledge, build upon the strongest available empirical and practice-based evidence, and advance the pursuit for social and economic justice through anti-oppressive and anti-racist practices. This is significant in social work education because multi-level practitioners are adept at the theoretical and practical integration of direct (e.g. clinical practice) and indirect (e.g., policy practice and organizational management) forms of practice, and they have critical thinking skills that are informed by social work values with a focus on the promotion of justice and equity for marginalized and vulnerable populations. Berkeley Social Welfare's prestigious faculty and students (about 200 MSW students total) are committed to public service. Berkeley Social Welfare (BSW) is one of two campuses in the University of California system to offer the MSW degree. Berkeley Social Welfare is currently ranked fifth on the U.S. News and World Report ranking of the Best Schools for Social Work and is consistently ranked among the top 10 schools of social work and social welfare in the country.

Berkeley Social Welfare's MSW program goals are focused on four central themes:

1. **Multilevel:** Given that social work is grounded in the ecological perspective, we believe that effective social work practitioners understand that factors at individual, family, group, organizational, community, institutional, and socio-structural levels must be simultaneously considered in assessment and intervention. The multilevel orientation also acknowledges the possibility of multiple points of intervention.
2. **Engaged:** We believe that deep engagement with the individuals and communities most affected by social work programs and services are essential to rigorous and relevant social work practice.
3. **Anti-Oppressive:** Through multilevel and engaged approaches, we aim to produce social workers who disrupt practices, programs, and policies that contribute to othering and marginalization, particularly for those with historically marginalized identities.
4. **Evidence Informed:** We seek to produce practitioners that understand how to appraise and utilize the best available evidence for practice and who understand that all practitioners have the responsibility to contribute to the knowledge base of social work.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

Our last multi-year plan spanned from 2019-2020 through 2023-24 and was approved with annual PDST increases of 5%. It included the following priorities:

Enhanced Learning Opportunities

Until more recently, PDST was used to support enhanced learning opportunities such as additional sections of elective courses. During the COVID-19 shelter-in-place, we began to use a small portion of these funds to purchase cutting edge, on-line training programs to compensate for disruptions to in person practicums. We also use these funds to purchase evidence-based skills modules (e.g., motivational interviewing, trauma-focused cognitive behavioral intervention) that students can apply to postgraduate skill development and pre-licensure requirements. These trainings have been extremely well-received by students, as they help them begin to create post-graduate, enhanced training pathways.

Practicum Program Support

We fund many of the services that are related to the practicum education that is required exclusively for MSW students as a signature pedagogy of social work education. Over their matriculation in the program, students complete 1120 hours of practicum education, wherein they apply the knowledge, values, and skills learned in the classroom in real world settings. We utilized PDST revenue to support the salaries of the instruction and support of this program and related expenses including professional liability insurance for the students which is something our peer institutions do not cover. We also provide training to about 200 supervisors in practica settings. Berkeley's MSW Practica Education Program is the strongest in the Bay Area and beyond. PDST revenue helps us maintain the high quality and service of our distinctive practicum model, with a small number of students (usually 18-20) over the course of their program. PDST support also allows us to recruit and hire the most qualified Practicum Consultants, who assure the quality of supervision in practica sites and monitor student attainment of competency standards mandated by our accreditor, CSWE.

Providing Student Services/Recruiting

The PDST funding has allowed us to maintain limited student services support. Through PDST we had funded a role to support the recruitment and admissions to the MSW as well as a dedicated MSW advisor. Unfortunately, we are no longer able to fund both and have decreased our recruitment and admissions support. Our multi-pronged strategy (discussed below) is funded with PDST. Although the URG amounts have not changed much in the past five years, they are substantially greater than campus average. Applications in 2022 declined by 5%, however, this was in alignment with national trends and URG yield only declined by 3%.

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
UC Berkeley Social Welfare	2017	153	511	29.94%	52	136	38.24%	33.99%	26.61%	39	90	43.33%	28.68%	66.18%
	2018	154	539	28.57%	54	134	40.30%	35.06%	24.86%	39	91	42.86%	29.10%	67.91%
	2019	151	491	30.75%	52	131	39.69%	34.44%	26.68%	33	85	38.82%	25.19%	64.89%
	2020	128	394	32.49%	56	116	48.28%	43.75%	29.44%	43	80	53.75%	37.07%	68.97%
	2021	141	448	31.47%	56	130	43.08%	39.72%	29.02%	38	80	47.50%	29.23%	61.54%
	2022	104	390	26.67%	46	130	35.38%	44.23%	33.33%	34	81	41.98%	26.15%	62.31%
	2023	111	375	29.60%	48	130	36.92%	43.24%	34.67%	32	85	37.65%	24.62%	65.38%
Average		135	450	29.98%	52	130	40.83%	38.53%	28.32%	37	85	44.71%	29.24%	65.30%

Source: <https://visualizedata.ucop.edu/t/Public/views/PDSTApprovalProcessData/Pipeline?%3Aembed=y&%3AisGuestRedirectFromVizportal=y>

Creating/maintaining flexible programming options / Instructional Design & Technology

The School has a fundamental commitment to diversity, including accessible program options. We have a part time instructional technologist that provided critical support to our faculty, especially through the rapid pivot to remote instruction during the COVID-19 pandemic. This support improved accessibility and engagement during a very challenging time. Recently, our faculty have created high quality modules focused on social work research skills that students can flexibly access per their interests. In addition, a new asynchronous course, Critical Disability has enjoyed historically large enrollments and is highly rated by students as it is seen as highly applicable to practice with a wide range of service populations across a variety of service settings.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

The School is diligent at ensuring that all expenses charged to PDST revenue are for the benefit of the MSW students. We regularly receive feedback from students to guide the areas of need/improvement for either access or experience in the MSW program. In order to sustain the program's excellence, an increase in PDST is necessary. We are requesting to increase PDST by 10% or \$618 in year 1, 9% or \$612 in year 2, 8% or \$594 in year 3, 7% or \$562 in year 4, and 6% or \$512 in year 5 our new plan. New PDST funds will be used to support five categories: enhanced learning opportunities; practica experience; return to aid; admission, recruitment and workforce entry support; and instructional technology. All of these expenses enhance the experience of the students in the MSW program.

We need a substantial increase in funding to maintain faculty momentum with pedagogical enhancements, maintain the quality of the required practicum program, continue return to aid levels, and fund our prospective student outreach program. It is important that we increase our programmatic supports before our rankings and student diversity are further affected, further reducing our ability to attract a diverse student and faculty population and potential donor interest. Please note that we will implement the increase gradually and provide financial aid for current students impacted by an increase that is substantially more than recent increases.

Pedagogical enhancement (Other Non-salary Cost Increases)

In order to further elevate our curriculum's relevance and rigor, the faculty has established several goals. These include the incorporation of simulation with trained actors posing as clients or using virtual reality applications, high quality problem based learning, and online training opportunities. Social work education, nationwide, is increasingly using such pedagogical strategies to assess student readiness to engage in practica education, promote skill development, and facilitate competency assessment. After piloting virtual reality, problem based learning, and online training opportunities, our faculty has revised the curriculum so that it can more readily leverage these strategies. PDST support will be instrumental in scaling these opportunities for all of our student body.

Practicum Program Support (Other)***

Berkeley's Practicum Program is the strongest in the Bay Area and beyond. PDST revenue helps us maintain the high quality and service of our distinctive practicum model, with a small number of students (usually 18-20) assigned to a dedicated Practicum Consultant throughout their matriculation of the program and to provide support for integration of practicum and classroom learning. PDST support also allows us to recruit and hire the best Practicum Consultants (Unit 18 Non-Senate Faculty) to provide this specific form of instructional support. We will support this model by funding practicum consultant salary and benefits, funding training and programmatic expenses related to the development of higher quality practicum placements, and funding the professional liability and general liability insurance policies for the students.

Return to Aid (Providing Student Financial Aid)

Since the inception of the PDST, we have utilized a large portion of these funds to increase the number of students receiving a financial award. This year we plan to award a total of at least \$1.36 million in financial aid to 90% (roughly 160) MSW students through PDST return-to-aid, workforce development stipend programs, and our growing endowments. MSW students are expected to receive an additional \$505,000 in stipends directly from the organizations in which they complete practica hours. (This has increased by 87% in the last five years and is equivalent to roughly 50% of total aid issued to MSW students by the program). We will continue to support travel stipends and limited summer awards.

Berkeley Social Welfare is undergoing a re-envisioning of its return to aid process to have a more holistic approach and clearly align and define the distribution of departmental student funding with program goals. This will include identifying sources, amounts, and eligibility requirements to better optimize the funds we have available. We plan to establish a steadier PDST return to aid. It has fluctuated in recent years due to the pandemic and staffing turnover.

Admissions & Recruitment & Workforce Support (Providing Student Services)

Our School has made tremendous progress since 2012 in increasing the proportion of URG students. However, reduction in expenditures was necessary in 2021, 2022, and 2023 to have a neutral operating budget. This included an attempt to absorb essential duties from voluntarily vacated roles, including admissions. At the same time, we note that overall applications, including URG applicants, have recently declined. Thus, the School will be dedicating PDST resources to hiring a role that can significantly expanding recruitment efforts aimed at increasing access to our MSW program among nontraditional and under-represented students. (There is no strategic or outward facing recruiting occurring at this time.) We also plan to bolster our attention to post-graduation career advisement and support, efforts that we believe will represent a recruitment enhancement.

Creating/maintaining flexible programming options / Instructional Design & Technology (Providing Student Services)

We employ a part time instructional technologist to assist in developing accessible and flexible program options. The technologist assists faculty with enhancing and streamlining digital access of course content as well as leveraging technology to improve the classroom experience. We have continued to develop high quality asynchronous courses that allow students opportunities to engage in self-paced, elective learning opportunities closely related to their interests. High quality technical support is needed to sustain and expand such offerings. New PDST funding will allow for Berkeley Social Welfare to continue to support this role.

Cumulative permanent budget cuts to our program, along with additional temporary reductions, have created enormous financial challenges directly affecting the quality of our MSW program. The School may be unable to maintain its highly-ranked reputation, and could see a dramatic drop in its reputation nationwide unless program revenue can continue to keep pace with expenses. Although the School had been successful in 1) increasing revenue for student aid through fundraising efforts, 2) reducing non-essential costs, and 3) subsidizing elements of its educational program through outside contracts and grants, it is unable to sustain permanent cuts of the magnitude it has experienced over the past decade and a half and continue to maintain high program quality and the high caliber of professional students admitted. Over the past few years, the School has had to decrease its instructional offerings and administrative staffing to operate sustainably. Further, additional new student experience enhancements (such as classroom and technology improvements) are needed to remain competitive.

Without this funding the School will need to continue to decrease its academic offerings and non-senate instructional and administrative staffing. We would also give less in student aid, further restricting the level of service in the practica program and student services, and targeted recruiting and admissions support; addressing of climate issues, or enhancements to the physical space that the students desire. Without PDST support we would not be able to provide or expand graduate fellowships specifically for MSW students, such as MSW Professional Development Awards; Summer Fellowships; Annual Achievement Awards such as the Dean's Award for Social Justice; and multi-year fellowships offered to new, incoming students at the time of admission.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$285,132	\$22,300	\$25,914	\$20,407	\$18,246	\$15,690	\$387,689
Providing Student Services	\$207,000	\$87,245	\$49,298	\$31,024	\$25,859	\$19,819	\$420,245
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$100,000	\$9,999	\$11,000	\$12,100	\$13,310	\$14,641	\$161,050
Other Non-salary Cost Increases	\$0	\$35,044	\$14,956	\$26,345	\$26,104	\$23,751	\$126,200
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional Comments" below)	\$527,534	(\$49,534)	\$8,992	\$17,044	\$17,641	\$18,259	\$539,936
Total use/projected use of revenue	\$1,119,666	\$105,054	\$110,160	\$106,920	\$101,160	\$92,160	\$1,635,120

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

We comply with the PDST return-to-aid policy by contributing more than 33% required by policy from non-PDST fund sources. We plan to award a total of at least \$1.36 million in financial aid to MSW students through PDST return-to-aid, stipend programs, and our growing endowments. (<http://regents.universityofcalifornia.edu/governance/policies/3103.html>) Our increased revenue will be primarily for practica consultant salary and fringe increases and student services, recruitment, and admissions staffing. The decrease in FY25 for expense category "Other" is due to a decreased need in lecturers as four new senate faculty will have exhausted the course releases in their start-up packages.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The School re-imagines its staffing structure at every vacancy and has combined duties to take advantage of all vacated positions. BSW experienced substantial turnover post-shelter-in-place. Berkeley Social Welfare permanently reduced Dean's Office staffing by about two employees (or 10%). We also aligned non-senate instructional workloads with the budgetary reality and substantial increase in Senate Faculty (net of five with one retirement and six new since the last PDST proposal). This resulted in a reduction of about two non-senate employees. We have limited staff hiring and attempted to have existing employees absorb duties from vacated roles. We continually look for ways to save funds while maintaining the level of service of our program.

Berkeley Social Welfare will distribute about \$1.36M in financial support to students in FY24. BSW has about 35 private/donor funds that issue 85 awards to MSW students per year with an average award amount of \$4,600. Workforce development contracts currently provide \$800,000 in financial support to 50 MSW students. BSW successfully added two additional workforce development awards to its portfolio this past year. One will provide \$10,000 to twenty students per year and the other provides \$18,500 to nine students *and* also supports the related instructional and administrative costs for those students.

BSW has been without a fundraiser for about a year and a half. The School had a pattern of receiving substantial (\$1M+) current-use gifts roughly every other year, but that has not occurred since the pandemic. These gifts have predominantly been used to update spaces students use the most, including departmental classrooms, study space, and advising spaces in 99-year-old Haviland Hall.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Our proposal requests a one-time increase of ten percent, or \$618, in the first year, with the increase declining by one percent each subsequent year until the final year's increase is six percent. We structured the fee increases in this manner in order to keep the increases gradual and provide financial aid for current students affected by an increase that is substantially more than recent increases.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	ENROLLMENT TABLE					
	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	168	168	168	168	168	168
Domestic Nonresident	12	12	12	12	12	12
International	1	0	0	0	0	0
Total	181	180	180	180	180	180

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table on the following page, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total Resident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ann Arbor	67,162	69,851	71,947	74,105	76,328	78,618	4.0%	2,689	3.0%	2,096	3.0%	2,158	3.0%	2,223	3.0%	2,290
University of North Carolina - Chapel Hill	33,634	34,643	35,682	36,752	37,855	38,991	3.0%	1,009	3.0%	1,039	3.0%	1,070	3.0%	1,103	3.0%	1,136
University of Washington	48,489	49,944	51,442	52,985	54,575	56,212	3.0%	1,455	3.0%	1,498	3.0%	1,543	3.0%	1,590	3.0%	1,637
Case Western Reserve	100,485	103,500	106,605	109,803	113,097	116,490	3.0%	3,015	3.0%	3,105	3.0%	3,198	3.0%	3,294	3.0%	3,393
University of Chicago	103,798	106,912	110,119	113,423	116,826	120,331	3.0%	3,114	3.0%	3,207	3.0%	3,304	3.0%	3,403	3.0%	3,505
Columbia University	119,368	122,949	126,637	130,436	134,349	138,379	3.0%	3,581	3.0%	3,688	3.0%	3,799	3.0%	3,913	3.0%	4,030
Washington University in St. Louis	97,056	99,968	102,967	106,056	109,238	112,515	3.0%	2,912	3.0%	2,999	3.0%	3,089	3.0%	3,182	3.0%	3,277
Average public comparison	49,762	51,479	53,024	54,614	56,253	57,940	3.5%	1,718	3.0%	1,544	3.0%	1,590	3.0%	1,639	3.0%	1,688
Average private comparison	105,177	108,332	111,582	114,930	118,378	121,929	3.0%	3,156	3.0%	3,250	3.0%	3,348	3.0%	3,448	3.0%	3,551
Average public and private comparison	81,427	83,967	86,486	89,080	91,753	94,505	3.1%	2,539	3.0%	2,519	3.0%	2,594	3.0%	2,673	3.0%	2,753
Your program	44,588	46,901	49,074	51,225	53,322	55,168	5.2%	2,313	4.6%	2,173	4.4%	2,151	4.1%	2,097	3.5%	1,846

Total Nonresident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ann Arbor	106,986	111,266	114,604	118,042	121,583	125,230	4.0%	4,280	3.0%	3,338	3.0%	3,438	3.0%	3,541	3.0%	3,647
University of North Carolina - Chapel Hill	71,275	73,413	75,615	77,883	80,219	82,626	3.0%	2,138	3.0%	2,202	3.0%	2,268	3.0%	2,336	3.0%	2,407
University of Washington	81,356	83,797	86,311	88,900	91,567	94,314	3.0%	2,441	3.0%	2,514	3.0%	2,589	3.0%	2,667	3.0%	2,747
Case Western Reserve	100,485	103,500	106,605	109,803	113,097	116,490	3.0%	3,015	3.0%	3,105	3.0%	3,198	3.0%	3,294	3.0%	3,393
University of Chicago	103,798	106,912	110,119	113,423	116,826	120,331	3.0%	3,114	3.0%	3,207	3.0%	3,304	3.0%	3,403	3.0%	3,505
Columbia University	119,368	122,949	126,637	130,436	134,349	138,379	3.0%	3,581	3.0%	3,688	3.0%	3,799	3.0%	3,913	3.0%	4,030
Washington University in St. Louis	97,056	99,968	102,967	106,056	109,238	112,515	3.0%	2,912	3.0%	2,999	3.0%	3,089	3.0%	3,182	3.0%	3,277
Average public comparison	86,539	89,492	92,177	94,942	97,790	100,723	3.4%	2,953	3.0%	2,685	3.0%	2,765	3.0%	2,848	3.0%	2,934
Average private comparison	105,177	108,332	111,582	114,930	118,378	121,929	3.0%	3,156	3.0%	3,250	3.0%	3,348	3.0%	3,448	3.0%	3,551
Average public and private comparison	97,189	100,258	103,265	106,363	109,554	112,841	3.2%	3,069	3.0%	3,008	3.0%	3,098	3.0%	3,191	3.0%	3,287
Your program	69,078	71,391	73,564	75,715	77,812	80,025	3.3%	2,313	3.0%	2,173	2.9%	2,151	2.8%	2,097	2.8%	2,213

Source(s):

- <https://registrar.berkeley.edu/tuition-fees-residency/tuition-fees/fee-schedule/>
- <http://programwebsite.edu>
- <http://programwebsite.edu>
- <https://ssw.umich.edu/admissions/msw/tuition/fall-2023#full-month-20>
- <https://socialwork.uw.edu/msw-tuition-and-funding#Tuition>
- <https://apps.fo.unc.edu/cashier/tuition/>
- <https://crownschool.uchicago.edu/admissions/tuition-fees-financial-aid>
- <https://socialwork.columbia.edu/admissions/tuition-financial-aid/cost-attendance-new-york-city-campus-2023-2024/>
- <https://brownschool.wustl.edu/academics/master-of-social-work/tuition-and-fees/>
- <https://case.edu/socialwork/admissions-aid/financial-aid-scholarships/tuition-fees>

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

All of the comparator institutions are ranked, along with Berkeley Social Welfare, in the top 10 U.S. social work graduate programs, according to the most recent US News & World Report national survey of social work programs. All are located in highly ranked research universities. Berkeley Social Welfare competes for both students and faculty with these institutions. Competitor programs are comparable in both ranking and educational content, specifically in specialized degree options (i.e., MSW/MPH) which have recently been added to other top 10 programs.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

Berkeley Social Welfare's degree cost is substantially lower than its competitors, including those at public institutions. After five years with the proposed increases, BSW will be approximately 5% lower than public peer average and less than half the cost of the private peer average.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

Consistently retaining and ensuring the quality of relationships with local health and human service organizations in order to provide high quality applied learning opportunities for students has been a distinctive feature of social work education at Berkeley. We have been fortunate to sustain these robust partnerships throughout the pandemic and through leveraging faculty expertise to support agencies and students alike (i.e., increasing use of telehealth techniques). Berkeley Social Welfare is also unique in that its faculty holds numerous, longstanding research-practice partnerships with local public and non-profit organizations (e.g., Bay Area Social Services Consortium, the Mack Center on Nonprofit & Public Service Management in the Human Services, the UC Berkeley-San Francisco Unified Partnership, the recently renewed Center of Excellence for Inclusion and Belonging in Behavioral Health) that seek to reduce gaps between research, teaching, and practice. These relationships have been crucial to securing external funding to support students as well as to

provide collaborative training to staff in human services agencies. Berkeley Social Welfare offers high-caliber educational and specialized degree programs at a very favorable cost.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)
	2020-21	2021-22	2022-23	Fall 2023	Public & Private
Ethnicity					
Underrepresented					
African American	7.2%	7.4%	10.7%	11.3%	18.2%
American Indian	1.1%	1.1%	1.1%	1.5%	1.6%
Hispanic/Latino(a)	35.9%	41.5%	36.0%	32.5%	15.9%
Subtotal Underrepresented	44.2%	50.0%	47.8%	45.3%	35.7%
Asian/Pacific Islander	23.2%	18.2%	19.7%	21.7%	3.7%
White	31.5%	29.0%	28.1%	28.6%	54.1%
Domestic Unknown	1.1%	1.7%	2.2%	0.0%	6.5%
International	0.0%	1.1%	2.2%	4.4%	N/A
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic					
% Pell recipients	61.9%	54.8%	48.2%		
Gender					
% Male	21.5%	17.6%	12.4%	15.8%	13.0%
% Female	75.1%	80.7%	83.7%	77.8%	81.7%
% Non-Binary	0.6%	1.7%	3.4%	5.4%	0.50%
% Unknown	2.8%	0.0%	0.6%	1.0%	4.8%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Underrepresented Student Enrollment in MSW Programs. National data: [Council on Social Work Education 2021 Statistics on Social Work Education in the United States](#).

Gender Enrollment in MSW Programs. National data: Council on Social Work Education 2021 Statistics on Social Work Education in the United States.

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

In recent years, Berkeley Social Welfare has seen growth in African American and non-binary students. There has been a recent dip in Hispanic/Latino(a) students that may be related to a federally funded Center of Excellence that provided \$10,000 stipends to twenty Latinx students focusing on behavioral health. (The renewal proposal expanded the funding to be for all underrepresented minorities. It was not funded for the first year of the renewal but has since been funded for the second and possibly three years after the current.) Moreover, Berkeley's MSW Program is as diverse as MSW programs nationally, when viewed in the context of California's ethnic demographics.

To create and sustain a robust level of diversity in our graduate programs, we could employ a three-pronged strategy consistent with Berkeley's core values of access and excellence:

1. Reduce or eliminate barriers to application, acceptance, and matriculation of underrepresented students:

Since implementation of our last PDST increase request, we have eliminated the use of the Graduate Record Exam (GRE) as an admissions eligibility criterion for the MSW Program, in favor of a complete holistic review of all applicants. A comprehensive approach to evaluating graduate applications ensures the MSW Program is able to admit a student body that is diverse with respect to points of view, life experiences, socioeconomic backgrounds and educational preparation.

If additional funding is received, we will hire a position to spearhead admissions recruiting efforts to focus on outreach to underrepresented and nontraditional graduate students to maintain and grow the diversity the program has gained in the last decade. Both the University and the Berkeley MSW Program also provide resources for fellowship support to students of diverse backgrounds who will contribute to the level of diversity within the social work profession or in the graduate community at large. At Admissions, faculty provide recommendations about fellowships based on the holistic quality of the admitted pool. Consistent with our admissions criteria, we consider the match between student's background and prior experience and likelihood to enhance service provision to California's population as a whole (e.g., non-english language proficiency, commitment to provide social work services to California's most vulnerable populations). In addition, consideration is also generally given to students whose background and life experiences contribute significantly to an educationally beneficial mix of students to ensure diversity of perspectives and experiences.

2. Continuous quality improvement to ensure we are educating a diverse social work workforce that reflects the population of California.

The social work profession continues to have an urgent need for a well-educated, diverse, multilingual and culturally attuned workforce, particularly in California. We continuously evaluate and update our core curriculum to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced, through the implementation of formal and informal policies and practices supporting advancement of diversity, equity, inclusion, justice and belonging. We continuously explore, develop and evolve our vision of human diversity as it applies to our School's culture, community, and academic agenda. This includes expanding opportunities for access and success to all students, faculty and staff; continuously transforming our School into an equitable and inclusive community reflective of the diversity in California; creating and maintaining the conditions required to successfully carry out our cultural competence mission; and making explicit our intellectual agenda around human diversity.

3. Building on top of the increase in access to the Berkeley Social Welfare MSW program that we could support more fully with PDST funding, we believe that we must now attend to a different point of the pipeline— that is, post graduation pathways into the workforce.

To date, we have neither enhanced supports to navigate the transition to entry level professional employment nor pathways to state licensure governed by the Board of Behavioral Sciences (i.e. Licensed Clinical Social Worker; LCSW). Holding a license, opens up opportunities for higher levels of pay as well as additional pathways for career growth. Peer schools across the nation, offer alumni:

- more career services support and advisement (including coverage of sectors that desire social work expertise but are often overlooked [e.g., banking, health system navigation])

- additional support for post graduation growth (e.g., avenues to procure the requisite supervision for licensure, access to Continuing Education Opportunities)

We propose to use funding support to (a) enhance our Student Services Office capacities to (1) deliver more robust sources of career advising and (2) develop wider reaching continuing education (CEU) opportunities, leveraging the expertise of our faculty, for our graduates as well as other professional social workers in the region and beyond. In the former case, funds will be used to support expansions to our Student Services Office. In the latter case, administrative staff is needed to support the development and expansion of web-based training content as well as systems to efficiently archive and process CEUs. We

envision offering deep discounts on access to content for our MSW alumni while simultaneously generating revenue through providing offerings to larger audiences of social workers in the region and nationwide.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The trend in enrollment of students from low socioeconomic backgrounds is relatively consistent in its behavior. We have frequently had 7-15% swings from year-to-year. Our socioeconomic diversity is quite high when compared to other disciplines. To continue to promote access for these students we focus efforts on increasing the amount of financial support available from workforce development training grants, and fellowship awards from our robust endowment. We also provide specialized academic support through sub-units such as our federally-funded Center of Excellence for Inclusion and Belonging in Behavioral Health, and Child Welfare Scholars program.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

The social work profession is predominated by women in the United States. Berkeley's program mirrors national MSW program data: according to the Council on Social Work Education 2021 Annual Statistics on Social Work Education Report (the last year for which data is available) our MSW program has a significantly higher than average number of enrolled students who are male-identified (20% in 2022) than the national data in this report with 261 programs reporting, where enrolled MSW students who are male-identified in 2021 was 12.4%. We continue to see a slight increase in students identifying as nonbinary/genderqueer. We take an all-encompassing view of "gender parity" and strive to create an intellectual environment supportive of advancing evolving concepts of gender identity. Race, class and gender issues are represented in both the MSW curriculum and our faculty research agendas. These specializations above are woven together by cross-cutting population emphases — on race/ethnicity, gender/sexual orientation/sexual identity and socioeconomic class.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

Based on performance over the past few years, we expect to sustain our gains in the ethno-racial composition of our student body. Our proposed plans for expanding the quality of our training and attention to the post-graduation trajectories will offer a competitive advantage to recruitment to our program. We believe these enhancements will allow us to engage in revenue generation that can be returned to students directly allowing us to not seek as substantial of annual increases in PDST over time.

With additional funding, we can hire someone with the required skills, relevant experience, and time to substantially increase our outreach efforts online and in-person. We need to have a presence at graduate school fairs and be able to visit relevant bachelor programs. We would develop a brief video showcasing the MSW program, faculty and research. We would improve our website and our efforts to reach prospective students throughout the state, country, and beyond. We have substantial networks that contain potential students, especially with the multitude of local social work agencies that have our current students completing their practicum at their site. At this time, we do not have and cannot afford a staff person with the capacity to complete any of these items.

V.f. In the tables on the following page, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	19.4%	17.1%	16.1%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	8.3%	14.3%	19.4%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	13.9%	17.1%	19.4%
	International	0.0%	0.0%	0.0%
White	Domestic	44.4%	40.0%	35.5%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	2.8%	5.7%	6.5%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	11.1%	5.7%	3.2%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		55.6%	65.7%	67.7%
Male		19.4%	17.1%	16.1%
Non-Binary/Unknown		25.0%	17.1%	16.1%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	18.8%	20.0%	15.8%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	12.5%	13.3%	21.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	25.0%	26.7%	26.3%
	International	0.0%	0.0%	0.0%
White	Domestic	43.8%	40.0%	36.8%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		43.8%	46.7%	57.9%
Male		25.0%	20.0%	15.8%
Non-Binary/Unknown		31.3%	33.3%	26.3%

V.g. What are your campus efforts and, specifically, your program’s current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

Since 2012, the School has actively sought to improve faculty diversity in our School. Berkeley Social Welfare has been quite successful in recruiting a diverse group of new faculty since 2011. We have added thirteen new women to our Senate faculty, three of whom are African-American, two of whom are Hispanic/Latina, and five of whom are of Asian descent. We have also added a Latino male faculty member.

We seek to continue to build a diverse bench of scholars who not only reflect the diversity of the topics in our professional field but also diverse backgrounds. Our successful track record in recent years speaks for itself; our non-white faculty has grown to 68% from 21%, which is higher than the campus at 31% (as reported in 2022). Our gender gap has narrowed as well and we are currently at 73% female senate faculty members – much more equitable than the campus as a whole (at only 35.5%).

Of our nineteen faculty, fourteen are women. In respect to the demographics of our ladder-rank faculty, it is important to note that the School is considerably more diverse than campus as a whole. The current recruitment for a tenured professor that is part of UC Berkeley's Anti-Black Racism and Social Inclusion cluster remains an excellent opportunity to further enhance diversity in the unit. Of the seven full professors in our School, only three are faculty of color. In fact, six of our thirteen nonwhite faculty are at the assistant professor level; four of our six associate professors are nonwhite faculty. We need more diversity at the senior faculty level to assist in stewarding diversity-minded leadership.

We utilize the following best practices for all of our tenure track searches:

- We employ enhanced outreach through personal contacts, use of databases, and specially targeted ads, often in new venues.
- Our job announcement calls out our core values of equity, inclusion, and diversity.
- We use and prioritize contributions to diversity statements in candidate evaluation.
- We use rubrics scoring multiple criteria to record decision-making by search committee members, including evidence of the candidate's commitment to equity and inclusion that informs both teaching and research.
- We solicit the participation of our graduate students in candidate interviews and assessments – in fact, we also have a graduate student appointed to the search committee.
- We solicit feedback on candidates from our entire School community: senate faculty, Unit 18 instructors, graduate students and administrative staff.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

The goals of our graduate student financial support programs are to:

1. Provide financial assistance to students in greatest economic need so that fees are not an insurmountable barrier to graduate study in social work. Currently, awards granted to incoming students utilize application information and faculty recommendations. BSW also ensures that some funds are set aside for students that have issues that emerge during

their MSW studies. Some of these emerging issues cause severe financial distress and these awards have allowed students the financial stability needed to successfully complete the program. Many students in greater economic need receive \$10,000 to \$18,500.

2. Equitably distribute all available sources of departmental support to provide the greatest number of subsidies possible in order to help reduce student loan amounts.
3. Continuously seek out and successfully apply for additional workforce development contracts and grants in order to increase the number of active stipend-based training programs in effect annually. Berkeley Social Welfare students actively participate in four of these programs at this time. One of the workforce development programs has been offered for roughly three decades and the others, and new opportunities, vary based on federal and state funding.
4. Educate graduate students on the impact of educational debt on social workers.

The re-envisioning of the return to aid process will incorporate strategies to allow us to monitor success in meeting these goals through annual review of the available data on student affordability and financial aid.

These strategies are intended to ensure both equity in and transparency around all of our graduate student support programs.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	93.0%	90.0%	85.0%	76.0%	93.0%	65.0%
	Non-URG	69.0%	43.0%	49.0%	62.0%	50.0%	49.0%
	International				0.0%		
	All	78.0%	57.0%	65.0%	66.0%	67.0%	56.0%
Average Debt among Students with Debt*	URG	\$59,669	\$43,679	\$53,947	\$55,518	\$58,282	\$45,664
	Non-URG	\$55,553	\$51,727	\$59,126	\$52,611	\$34,282	\$62,536
	International						
	All	\$57,297	\$47,997	\$56,122	\$54,118	\$47,506	\$53,333

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

We continuously explore new opportunities for student support. Over the past year we disbursed approximately \$1 million in student aid (100% of PDST revenue) and external support to our students has increased dramatically. To ensure that all students with the ambition, capacity, and compassion to embark on social work careers have the opportunity to do so at Berkeley –

regardless of their family's socioeconomic status – we will grow fellowship and scholarship programs. These supports will allow the School to further expand the diversity of our student body.

In recognition of rising tuition costs and limited access to affordable housing, our goal is that Berkeley Social Welfare students graduate with less debt than their expected first-year salary (2022 average annual wage for an California-employed MSW degree holder = \$73,121¹).

To enlarge our student body in ways that can better reflect the cultural and ethnic communities of social welfare clients, we need funding for admissions, recruitment, workforce, and communications support. There are existing networks that the School could connect with, if the School could afford the staffing needed to build relationships with those networks and prospective students.

In addition to scholarships and fellowships, we support students with contract and training grant opportunities to support their education. We have been successful in adding two stipend additional programs over the past year, bringing our total to five unique stipend programs that provide aid to students. Stipends in these programs range from \$10,000 to \$25,000 per student. Two of the five programs also financially support instruction and administration in proportion with the student population receiving the stipends.

Because we are an accredited professional program and not an academic master's program, we compare our student indebtedness data to that of similar programs nationally. Each year our national accrediting body (CSWE, Council on Social Work Education) reports on information about loan debt at graduation collected in the online Annual Survey of Social Work Programs.

According to the 2021 Statistics on Social Work Education in the United States,² 76% of master's program graduates reported debt at graduation. 56% of Berkeley MSW graduates in 2022 graduated with debt.

We anticipate the impact of our PDST increase on indebtedness trends to be minimal. For example, if the “2021-22 Average Debt at Graduation” of \$53,333 increased by the first two years of planned increases (618+612) and the “Median Salary at Graduation” increased by 3.5% per year for two years, then the “Estimated Debt Payment as % of Median Salary” remains unchanged at 10%.

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited September 09, 2023).

² Available online from CSWE at https://www.cswe.org/getattachment/a5048b20-60b9-49ee-ad8e-5677a063acf8/cswe_2021-annual-statistics-on-social-work-education-report.pdf?utm_source=campaign&utm_medium=email&utm_campaign=cswe

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	56%	\$53,333	\$73,121	10%
Public & Private	N/A	\$72,000	\$73,121	14%

Sources:

UC: Corporate data

Comparison institutions: Social Worker Voices from the Department of Education’s RFI on PLSF: National data: National Association of Social Workers

Additional comments:

According to the Bureau of Labor Statistics, the median annual wage for social workers in California was \$73,121 in 2022. The median annual wage for social and community service managers in California was \$84,220 in 2022.³

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

Student loan debt remains a concern for social work graduates. Social workers with educational debt may be eligible for certain loan forgiveness or payment modification programs, and we continuously educate our students about these opportunities. We annually invite representatives from the Financial Aid and Scholarships Office to present information to student loan borrowers about strategies for effectively managing their finances, and information on repayment plan options. We orient our departmental support programs towards reducing the overall amount students need to borrow to finance their graduate education.

We provide academic year aid, travel stipends, and summer aid to MSW Students with PDST funding. As we also engage in parallel fundraising efforts, we ensure that we meet the policy guidelines and state that we may provide the required student funding from alternate sources (other than tuition and the Student Services Fee). Over the past year we disbursed approximately \$1 million in non-loan student aid (the equivalent of 100% of PDST revenue) – through fellowships, stipends, and tuition remission. These were funded by PDST return-to-aid, stipend programs, and our growing endowments. Since its inception, we have utilized a large portion of PDST funds to increase the number of students receiving a financial award. Due to COVID-19 in AY 2020-21, an additional \$120,000 in aid from PDST was issued beyond what was planned. (This exceeded the annual increase in PDST.) We will continue to support travel stipends and limited summer awards. In 2021-22, the average debt among students with debt was \$53,333 while the

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, on the Internet at <https://bls.gov/ooh/community-and-social-service/social-workers.htm> (visited September 21, 2023).

2022 average annual wage for an California-employed MSW degree holder = \$73,121⁴. We have, and plan to continue, to grow our return to aid resources such that we are able to keep pace with and exceed inflation.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

A core aspect of our MSW mission is to prepare social workers to serve in the public and nonprofit sectors, with a focus on California's most marginalized and vulnerable populations. We offer an array of financial assistance programs, including:

- Workforce development training programs, which provide stipend-based support for eligible MSW students in certain fields of study. Some practica-based stipend programs are offered in exchange for a contractually obligated, post-graduation employment commitment for a specified time period. Four of these programs are currently effective, providing educational stipends to 43 students. We continuously seek out and apply for new funding opportunities to expand stipend-based training programs.
- Departmentally Restricted Awards made from the endowment, many of which are intended for social work graduate students planning careers in public social service, health or welfare programs.
- Assistance with applying for extramural awards. Many Berkeley Social Welfare students have been successful at securing extramural funding through additional university, public, and privately-sponsored fellowships.
- Where possible, we cultivate practica sites that can offer external stipend support for students.

Two thirds of our MSW students receive some type of departmental award (non-loan) in 2023-2024.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Most Berkeley MSW graduates will pursue public interest careers upon graduation, and more than 70% remain in California. Social worker salaries in California are typically higher than national averages. There is variation among the different social work occupational categories (see following table).

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited September 09, 2023).

Occupational Title	Employment	Annual Mean Wage in California
Total Occupations	149,630	\$77,116
Management Occupations		
Social and Community Service Managers	27,670	\$84,220
Community and Social Services Occupations	85,520	\$73,121
Child, Family, and School Social Workers	49,310	\$66,340
Healthcare Social Workers	14,430	\$88,380
Mental health and substance abuse social workers	15,780	\$81,720
Social Workers, All Other	6,000	\$69,530
School and Career Counselors and Advisors		
Educational, Guidance, and Career Counselors and Advisors	36,440	\$81,100

Source: Occupational Employment Statistics Survey, California Employment Development Department; available online at <https://www.bls.gov/ooh/>.

Berkeley Social Welfare provides several trainings for our students to enhance their resume writing, interviewing skills, learn about different licensure and corresponding requirements, etc. Some of these are provided by Berkeley Social Welfare employees, and others are done in collaboration with other campus resources, like UC Berkeley Career Center, and others, like the Career Fair, include our local agency partners.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

Information about graduate student support is strategically incorporated into all marketing and outreach efforts. We publish and maintain online sources of information regarding our financial aid programs: “Fees and Financial Aid,” a guide to financial aid strategies, options, and resources; and our “Departmental Fellowships and Awards” catalog of graduate student financial support opportunities and programs currently in effect. Links to these resources are embedded in the Admissions section of our website. We also have an “External Fellowships and Awards” page with an extensive list of extramural funding opportunities.

This is always an area of discussion at general admissions information sessions, in the departmental admissions email account that supports prospective students, and during individual admissions advising. There are admissions sessions for the sponsored project

stipend programs that go into greater depth about any conditions surrounding the associated stipend, especially the one that has a two year employment obligation in a county child welfare agency.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

We publish links to information about employment and wage estimates on our “Student Resources” webpage. In addition to median salary, the average debt amounts are provided in admissions information sessions. This is always an area of discussion at general admissions information sessions, in the departmental admissions email account that supports prospective students, and during individual admissions advising.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program’s affordability, measures that assess the quality of your program, etc.).

As mentioned above, it is imperative to understand that providing students access to high quality practica is a fundamental accreditation requirement and a historical strength of the program. To maintain our credentialing standards, social work schools must employ non-senate instructional employees to ensure the quality of student practicum. PDST funds are needed to maintain the increasing compensation costs for these titles, which are not centrally supported.

During the shelter-in-place period of the pandemic, Berkeley Social Welfare quickly pivoted to remote classroom instruction. Practicum education became extremely challenging— as the profession often provides essential services that vary considerably by sector of service (e.g., for some settings, activities could be remote with appropriate measures to protect client confidentiality; others, like child welfare home visits or outreach services, were less amenable to such modifications). We raised about \$60,000 to support our students with purchases of critical items like personal protective equipment and laptops. We worked with students who were immunocompromised and in practicum settings that remained in-person to find alternatives and supplemental training - like online courses.

Since the pandemic, human service agencies have experienced tremendous staffing turnover— a national concern. Our efforts to ensure high quality practica and, when necessary, supplement the learning opportunities therein is central to maintaining program excellence.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): Survey

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

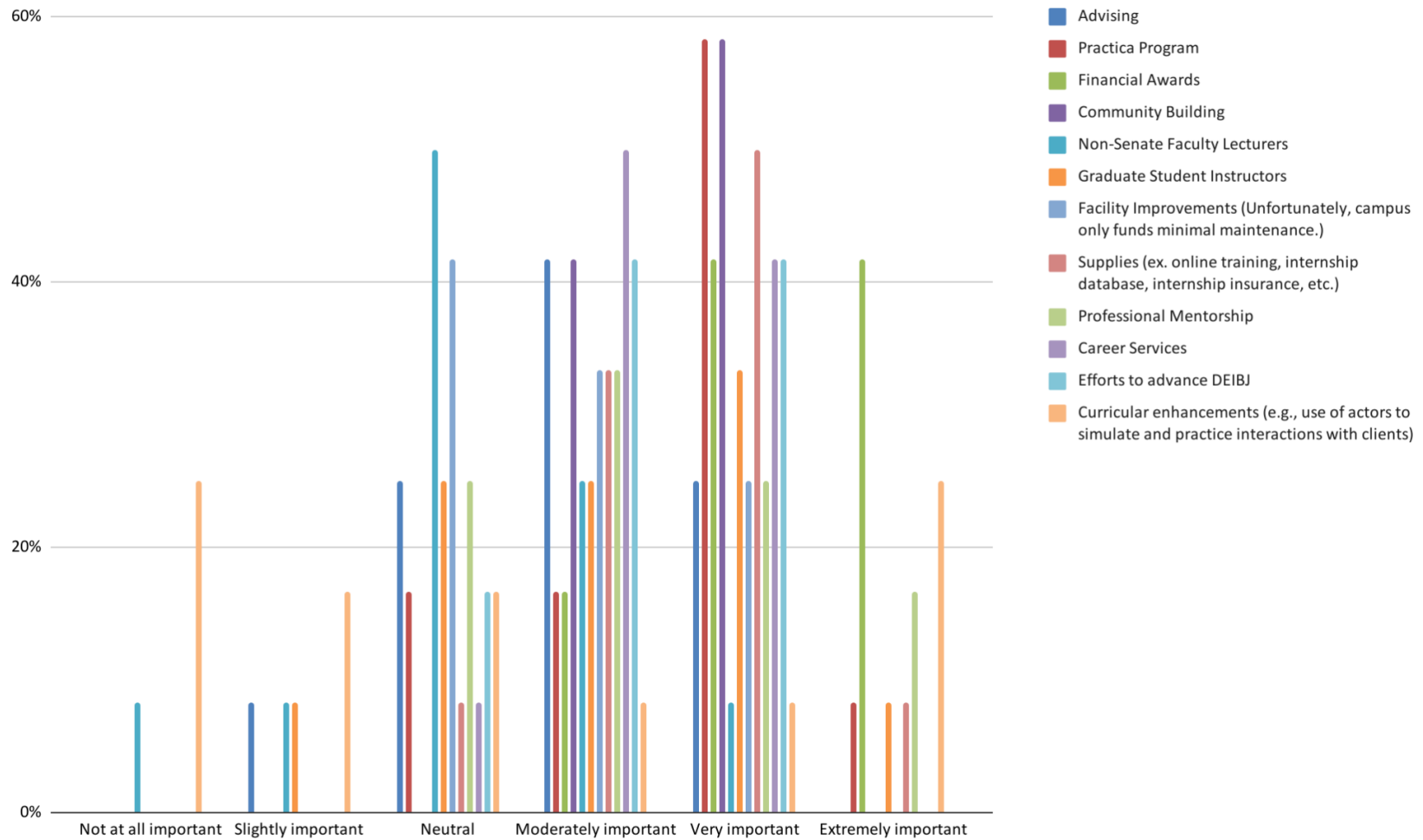
Two meetings in October were held by the Dean and Associate Dean of Academic Affairs. The first meeting included the entire Dean's Student Advisory Board. (The role of the Dean's Student Advisory Board members is to gather information from their peers and escalate it as appropriate. It is also to relay information shared with them to their peers and let the Dean's Office know of any concerns.) The second meeting was a follow-up to the first and included just the MSW representatives. The Assistant Dean for Administration and Finance attended both meetings as a guest. The MSW Advisor and Practicum Director were able to attend the second meeting. Both meetings included three student-elected representatives from each of the different specializations in the current MSW program. A high-level overview of PDST and the proposed increases over five-years was shared at the first meeting and mentioned again at the second. The students had a couple of clarifying questions about PDST, but did not share any feedback.

Another Dean's Student Advisory Board meeting was held in November and included four student-elected representatives from the different specializations in the MSW program, including one from a concurrent degree. The presentation included: a brief overview of the PDST policy and process; Berkeley tuition and fees, including MSW PDST; social worker salaries in California; affordability and BSW's return-to-aid; Berkeley MSW program expenses; peer market tuition cost comparison; and, the proposed increase, essentially an overview of this document. During the presentation, questions were welcomed. Following the presentation, there was time for discussion. No feedback was provided.

Following an opportunity for the student representatives to provide input, a survey was sent to all MSW students (181) that included the following description of how the current total PDST is distributed and asked students to provide feedback on how to spend PDST revenue:

PDST is the only portion of tuition and fees that the School of Social Welfare directly receives. It is only used to fund elements of the state-assisted MSW program. It funds the vast majority of the practica director, consultants and administrator; the MSW advisor; and a portion of the \$1M in financial awards the School provides to MSWs to support a diverse student body. What are your priorities for how it is spent?

The survey received 12 responses, or a response rate of about 7%. Seven of the responses were from first-year and five of the responses were from second-year students. The following table shows the distribution of responses.



IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Krish Desai, Graduate Assembly VP of Campus Affairs on 11/3/2023.
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

The GA would like to endorse the PDST proposal for the MSW program. We received very positive feedback from program students and hope that the funds will be used to strengthen the student experience in this program. We would like to request that financial aid be made available and accessible to students who might struggle to afford the increases.

If applicable, plan shared with _____ on _____.
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

Agenda item at a regularly scheduled faculty meeting

Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback

Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback

Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback

Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received

Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

As part of the Senate Meeting in October 2023, 14 ladder-rank faculty attended. All 19 ladder-rank faculty were invited and were provided with the presentation slides. The presentation included: brief overview of the PDST policy and process; Berkeley MSW tuition and fees, including PDST; social worker salaries in California; affordability and BSW's return-to-aid; MSW program expenses; peer market cost comparison; and, the proposed increase. During the presentation, questions were welcomed. Following the presentation, there was time for discussion. Faculty provided no feedback. They supported the plan unanimously.

In September 2023, four tenured Senate Faculty participated in a focus group to discuss the plan. Faculty Leaders supported the plan unanimously.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Lisa Garcia Bedolla, Vice Provost for Graduate Studies on 10/23/23.
Graduate Dean

Plan shared with Dania Matos, Vice Chancellor for Equity & Inclusion on 11/3/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Carol T. Chris, Chancellor on 11/3/23.
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$40,390	\$42,310	\$44,320	\$46,424	\$48,630	\$50,940	4.75%	\$1,920	4.75%	\$2,010	4.75%	\$2,104	4.75%	\$2,206	4.75%	\$2,310
Prof. Degr. Suppl. Tuition (Nonresident)	\$40,390	\$42,310	\$44,320	\$46,424	\$48,630	\$50,940	4.75%	\$1,920	4.75%	\$2,010	4.75%	\$2,104	4.75%	\$2,206	4.75%	\$2,310
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.05%	\$546	2.95%	\$414	2.95%	\$426	2.95%	\$438	2.94%	\$450
Campus-based Fees**	\$1,051	\$1,086	\$1,122	\$1,158	\$1,194	\$1,230	3.35%	\$35	3.31%	\$36	3.21%	\$36	3.11%	\$36	3.02%	\$36
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0
Other (explain below)***																\$0
Est. First-Year Fees (CA resident)	\$54,911	\$57,412	\$59,872	\$62,438	\$65,118	\$67,914	4.56%	\$2,501	4.28%	\$2,460	4.29%	\$2,566	4.29%	\$2,680	4.29%	\$2,796
Est. First-Year Fees (Nonresident)	\$67,156	\$69,657	\$72,117	\$74,683	\$77,363	\$80,159	3.72%	\$2,501	3.53%	\$2,460	3.56%	\$2,566	3.59%	\$2,680	3.61%	\$2,796

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

UC Davis School of Law Overview:

Founded in 1967, the UC Davis School of Law (King Hall) was the first public law school in the Sacramento Valley and the fourth public law school in the state of California. The mission of the School of Law at the University of California at Davis is to be a nationally and internationally recognized leader in the development and dissemination of legal knowledge, as well as the education of students to become socially responsible lawyers committed to professional excellence and high ethical standards, and to provide significant public service through law reform and professional activities. Through its faculty, students, and graduates, the School of Law seeks to make substantial contributions toward solving the complex legal problems confronting our society. We offer students in the 3-year Juris Doctorate (JD) program a robust curriculum, which encompasses traditional doctrinal study as well as high quality experiential work to develop practical legal skills and to contribute to legal need in underserved communities. We are an institution that embodies inclusive excellence that is reflected in our majority minority faculty and over half of our student body identifies as a student of color. We honor the social justice principles of Martin Luther King Jr. (whom the building is dedicated to, King Hall) and celebrate our role in providing access for students from all backgrounds and training our states great advocates.

The average student population is 600 JD students annually, with cohorts that average 200 JD students. The students benefit from a highly productive, regarded, and diverse faculty who are consistently recognized for their excellence in scholarship and teaching. The class curriculum at the School is as broad and diverse as the student body and faculty. In addition to the academic offerings the School of Law offers a wide range of Clinics and Centers that contribute to public policy and community, national and global impact, foster research, and provide experiential learning opportunities for our students.

We support and encourage a diverse set of professional pathways for our students. We train and inspire them to be strong global leaders, professionals who exhibit the highest ethical character. Today, the UC Davis Law alumni community is more than 10,000 strong and extends around the world. Alumni live and practice in nearly every state and more than 35 foreign nations, with a significant majority located in California. These graduates excel in their chosen fields, which include, but are not limited to public interest, government, private practice, business, and entrepreneurship. In addition, we have a long tradition of distinction on the bench including the former Chief Justice of the California Supreme Court and the most recent appointment to the California Supreme Court. We have over 100 alumni that have served on courts throughout the country.

NOTE: The 1L cohort goal is 200 students per year; however, there have been years with 142 (FY2016) and years where the cohort has been 260 (FY2022). The average over the last twenty years is 187 students.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

UC Davis submitted its last multiyear plan in 2018 for a five-year period 2019/20 to 2023/24. Prior to 2018, the School of Law fees at UC Davis, similar to the other UC law schools remained flat for a six-year period. Please note that the financial outcomes associated with the COVID-19 response were relatively cost neutral. We did see an increase in expenditures for mitigating measures such as increased technology for faculty/students/staff, however, we also saw a decrease in some areas such as travel and events.

The School continues to be the leader in California in providing the most affordable legal education in the State. In fiscal year 2022/23 the UC Davis School of Law had the lowest fees of any law school in the state of California, public and private. In addition, we are most proud of our commitment to **access by providing the most student aid of any law school in the State**. We continually out pace our peer schools in the State **with the lowest indebtedness upon graduation for all law schools, private and public**. The last multi-year plan requested a modest 3% increases each year (after six years on keeping fees flat). The 3% increase has been unable to keep pace with inflationary pressures of the economy, including increases in labor expenses. The economic model for the School of Law relies upon PDST Revenue and UC Tuition revenue to operate the School. Revenue generated from student fees (PDST and UC Tuition) create over 75% of the overall financial resources for the School of Law. The School of Law revenues are between \$30,000,000 and \$35,000,000 in student fees and between \$8,000,000 and \$10,000,000 in institutional support or “State Funds”. Funds for the School vary between 10% and 20% annually. In addition, the School no longer receives funding from the Office of President to support public interest fellowships, summer and post-bar. This annual allocation will no longer be available to the School of Law starting FY 2023/24. The annual allocation averaged between \$600,000 - \$800,000 a year.

The multi-year plan from 2018 focused on five keys areas that we have met despite the financial pressures:

- 1) Affordability and Access
- 2) Student Services – specifically mental health
- 3) Instruction – faculty to student ratios
- 4) Experiential Learning – externships, clinical programs, centers
- 5) Physical Plant and systems renewal program

(1) Affordability and Access

Since its opening over 50 years ago the School of Law at UC Davis has been committed to expanding access to the most diverse and qualified student body possible. The last five years we have far exceeded this commitment by being the most affordable and most generous law school in the State of California. The students at the UC Davis School of Law graduate with the least amount of debt of all law students in the State. The average amount of gift aid to students over the last five years has been \$25,000 annually (75% - \$35,000, 50% - \$25,000, 25% - \$15,000).

During the last five years we have also been able to expand our Loan Repayment Assistance Program (LRAP). LRAP subsidizes loan repayment for students who pursue public interest and government work. We have moved to an income-based repayment program that allows for broader and more equitable use of the program, in addition to capitalizing on the Federal program. The School of Law traditionally provides between \$300,000 and \$600,000 in funding for the LRAP program. The program has been able to expand over the last five years, with 53 graduates taking advantage of the program in 2022, 47 in 2021, and 34 in 2020.

The tables attached in the document demonstrate our commitment to access and affordability. We typically rank as one of the best law schools in the country for diversity and racial justice.

- In preLaw Magazine, UC Davis ranked #3 for Racial Justice and #1 in the State of California.
- In preLaw Magazine, UC Davis ranked #4 in the nation for public interest law schools.
- In 2023, Princeton Review ranked us as the #1 Law School for greatest resources for women and #10 for best quality of life.
- The table below displays admissions data for the program for the past four years:

	Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
	URG	All	%URG	URG	All	%URG	URG	All	URG	All	%URG	URG	All
2019-2020	783	3108	25%	208	1017	20%	27%	33%	38	196	19%	18%	19%
2020-2021	1078	3814	28%	248	1064	23%	23%	28%	57	265	22%	23%	25%
2021-2022	1017	3583	28%	183	897	20%	18%	25%	35	206	17%	19%	23%
2022-2023	902	3225	28%	248	923	27%	27%	29%	61	210	29%	25%	23%
All	3780	13730	28%	887	3901	23%	23%	28%	191	877	22%	22%	22%

Source: Campus Data

- (2) **Student Services:** PDST funds have been used to support operating and salary costs for services provided to our matriculated students through our student services, including, but not limited to, mental health counseling, accommodated students, Career Services, Academic Support, Externships, Financial Aid and the School of Law Registrar.

The last five years the School of Law has seen an increase in use for our mental health counseling services. The School of Law added a full-time on-site counselor to work with law students exclusively. We are one of only two California law schools that we know of that provide in-house mental health services to its student population.

- (3) **Instruction, teaching capacity and retention:** Core Campus Resources and PDST funds are both used to fund instructors (senate track and lecturer) compensation packages and any increases attached to the faculty member. The ability to attract and retain an excellent and diverse faculty, who engage in world class research and ensure our students have a robust and rewarding learning experience possible depends upon having sufficient financial resources. Although ladder faculty base salaries are mostly covered by core campus resources, PDST is used for a host of other forms of faculty support including, research support, library and research assistant support, summer research stipends, and core salaries for adjunct, and other non-ladder faculty. The goal for the School of Law has been and will continue to be to recruit and retain faculty who are top scholars and excellent teachers. We currently have one of the top law school faculty in the country that is talented and diverse, consistently ranking in the Top 30 for scholarly impact and quality.

Over the past several years, PDST has been, and remains, important for funding some necessary components of faculty research support in legal subjects in which they teach, and some recruitment and retention efforts to support hiring the strongest possible teachers and scholars. This is an especially acute need during a period where many of our faculty, including a number of our racially diverse faculty, are being actively recruited by multiple schools across the country.

In addition, PDST funds support the instruction for our Legal Research and Writing Program (LRW). The last five years we have seen an uptick in student enrollment, prompting the School to get better in our faculty to student ratio. The School has added an LRW instructor and six lectures to create a better classroom experience for our students, however, we have maintained our tenured track faculty FTE.

- (4) **Experiential Learning:** The School of Law invests substantially in student opportunities for experiential learning. Through PDST funds the School operates five transactional clinics that allow for student to get hands on opportunities in the public service legal field. The clinics include: Immigration Law Clinic, Civil Rights Clinic, the Family Protection and Legal Assistance Clinic, the Water Justice Clinic (with support from extramural funds), and the Aoki Criminal Justice Practicum.

In addition, the School has invested in a Director of Externship programs that is paid with PDST funds. The externship program for the School has been of tremendous importance in giving students “hands on” opportunities at the same time assisting in career/job placement.

- (5) **Physical Plant – Deferred Maintenance and Systems Renewal:** The School of Law due to budgetary constraints was unable to invest in a financially sustainable deferred maintenance and systems renewal program. In the coming years, the School will need to heighten its commitment to this important program. The budgetary constraints for the School of included, but not been limited to increased salary program for faculty, staff, and student employees, in addition to a larger than planned investment into the student aid program.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

The UC Davis School of Law’s program is proposing to increase PDST by 4.75% annually to support our goals and initiatives. UC Davis School of Law’s PDST (similar to the other UC law schools) was frozen at 2012-2013 levels through 2018-2019. UC law programs were allowed to increase their PDST’s again starting in 2019-2020 academic year. In the fall of 2018, UC Davis School of Law submitted a five-year PDST proposal. UC Davis requested and received a 3% PDST increase for California residents, as a note this was the most modest increase of all the law schools in the UC system.

For the current cycle, the School of Law is again submitting a five-year plan. Similar to our last proposal, the School has endeavored to keep the proposed PDST levels as low as possible while still protecting the core institutional goals of the school and maintaining its commitment to diversity and inclusion. The School is seeking to increase PDST for California residents and Nonresidents by 4.75% for each of the next five years. The expectation is that the 4.75% increases allow us to cover basic inflationary costs and leaves us with some additional funds to support our objectives of investing in student aid, public service legal opportunities formerly funded by UCOP, and furthers our initiatives to create a faculty, staff, and students that are reflective of the State of California in its diversity.

Listed below is the background and rationale for this proposal:

- (1) **Maintain Access and Affordability** – the School of Law at UC Davis is ranked as the most generous law school in the State and typically ranks as one of the highest in the country on its commitment to student aid and commitment to access and affordability. The School commits between 35 % - 55% of the revenue generated by the proposed PDST to financial aid. The School currently allocates over \$13 million of PDST revenue to student aid (need based and merit based). The School will continue to invest at a similar level to need-based and merit aid for the next five years. This is well above the Regental mandate. In addition, the new funding from the PDST increase will go towards increasing public interest summer fellowships / externships and post bar public service fellowships. For the last six years, The Office of President has provided the School of Law between \$600,000 - \$800,000 annually to assist students in a career in public service. Beginning in 2023/24 and beyond this funding will no longer be provided to the School of Law.
- (2) **Commitment to Student Services** – we will continue to invest in providing our students the resources and support they need to be successful as law students and as professionals. In 2016, the School of Law launched a partnership with the Division of Student Affairs to provide in-house mental health services at King Hall, in addition to the central campus services. Addition revenue will assist in solidifying mental health services and explore the opportunity to expand. In 2021, we continued to advance our commitment to advancing DEI issues with the addition of a Diversity, Equity and Inclusion Fellow on PDST funding and later promoted this position the Director of Student Affairs, Diversity, Equity and Inclusion. In 2021, we also launched expanded services for students seeking disability accommodations, such as proctoring tests for students and classroom assistance and closed caption services. We added a full-time staff person to assist in the support of the ever-expanding services for students that seek these important services.
- (3) **Support for Clinical Programs and Experiential Learning** – these programs are essential to the UC Davis Law School experience. We want our students to be practice-ready by gaining valuable real-world skills and experiences, at the same time making significant contributions to the broader community. The Immigration Clinic, Civil Rights Clinic, Family Protection Clinic and the Aoki Water Clinic all provide public interest law opportunities for our students. These clinical programs are funded with a combination of PDST revenue and extramural grants. Annually the School of Law provides over \$1.5 million of PDST revenue to support clinical programming.
- (4) **Maintain Teaching Capacity and Retention** – faculty recruiting and retention remain an ongoing and key priority for funds in coming years in order to support the academic mission and ensure our students have access to highly accomplished scholars and teachers. Recruiting and retaining excellent and diverse faculty members is essential to the health of the School. In this

moment many schools are eager to increase the diversity of their faculties, thus a number of our superb diverse faculty are receiving considerable attention from other schools and it is critical for us to make the investments necessary for UC Davis School of Law to remain strong and, if possible, to make this an even greater strength in the years ahead. The current faculty ratio is 6.5:1, we would like to main this ratio.

	2021-2022	2022-2023	2023-2024
JD Students	668	641	658
Fulltime Faculty	44	41	44
Parttime/Adjuncts	63	81	58
Total Faculty	107	122	102

- (5) Continue to be a leader in Diversity, Equity and Inclusion – the UC Davis School of Law has a long history of dedication to diversity, equity and inclusion. From our majority – minority faculty to our diverse student body we work to actively to cultivate a learning community where students engage with a variety of people and ideas different from their own. We have invested and hope to continue to invest in programming for our faculty, students and staff. In the last four years we have invested over \$300,000 in four important programs: 1) The Aoki Center for Critical Race and Nation studies that focus on scholarly research on the intersection of race and law. The Aoki Center draws together faculty throughout the UC Davis campus to advance the fields of civil rights, critical race theory, critical race theory and immigration issues. 2) The Racial Justice Speaker Series, this series gathers leading voices on civil rights, criminal justice, and civic and governmental responsibility to inform, enlighten and engage in meaningful conversation with our King Hall community. 3) Director of DEI and Student Affairs & DEI Committee, a 10-member committee dedicated to identifying opportunities for the law school to address historical and current inequities in resources and services impacting people of color and other minority groups on campus. 4) First Generations Advocates (FGA) a program created to promote diversity and maximize the academic, professional and personal success of students who are the first from their families to earn a college or professional degree. In addition to the four important programs listed above, the UC Davis School of Law has supported and will invest new PDST funds into the community college pipeline program (UC Pathways), student culture weeks, the UCOP Undocumented Student Legal Services Center, Clinical Programming experiential learning (Immigration Law Clinic, Civil Rights Clinic and the Family Protection Clinic) to name a few.
- (6) All of the outreach programs listed above have investment from PDST funds and will require further investment from PDST to keep pace with increasing labor increases and operating expense increases.

(7) Begin to invest in systems renewal and deferred maintenance - investment in our physical plant is important, and beginning in Winter of 2024, we will do some modest upgrades and renovations of restrooms and classrooms, including converting to Gender Inclusive Restroom facilities. The transition to gender inclusive restrooms is an important project for the School of Law and will cost approximately \$500,000 in FY24. As outlined in Table 2, we plan to allocate funding to invest in our facilities beyond deferred maintenance every year on a regular and predictable cycle. We need to be more proactive to improve our space and technological infrastructure, and to plan for the future—not just maintain things as they currently are or as they break down. Fundraising also remains an integral funding source for this goal, so the reliance is not solely on the PDST. In addition to the \$500,000 for gender inclusive restrooms that the School of Law is investing approximately \$300,000 to support systems renewal and deferred maintenance.

Consequences and risks of not increasing PDST

If the proposed PDST increases are not approved, the School of Law will need to cover necessary expenditures on salary mandated cost of living adjustments (COLA's), on deferred maintenance, systems renewal, by making cuts elsewhere in our program, including but not limited to: potentially reducing our financial aid, significantly reducing our investment in public service fellowships (summer/post-bar), reducing our investment in LRAP, scaling back our experiential offerings, reducing our curricular offerings more broadly, and/or deferring our planned investments in important initiatives. We would also potentially have to increase class size in ways that would put additional pressure on our facilities, reduce employment opportunities for our graduates, and stretch our faculty even more thinly.

In summary, if we are unable to keep up with inflation and/or the increases are not approved, painful reductions in other parts of the school's budget would be necessary. Given our cost structure, as described above, these cuts would have to be in financial aid, staff personnel, student programming, faculty teaching or further deferred maintenance. Predictable modest increases to PDST allows for the UC Davis School of Law to continue to support the mission and goals of advancing legal education in the State of California.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank

Table 2 – PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$178,005	\$5,340	\$5,500	\$9,442	\$9,914	\$10,410	\$218,612
Benefits/UCRP Cost	\$3,500,000	\$105,000	\$108,150	\$185,658	\$194,940	\$204,687	\$4,298,435
Providing Student Services	\$8,000,000	\$0	\$240,000	\$0	\$412,000	\$432,600	\$9,084,600
Improving the Student-Faculty Ratio	\$500,000	(\$150,000)	\$10,500	\$18,025	\$18,926	\$19,873	\$417,324
Expanding Instructional Support Staff	\$50,000	\$1,500	\$1,545	\$2,652	\$2,785	\$2,924	\$61,406
Instructional Equipment Purchases	\$50,000	\$1,500	\$1,545	\$2,652	\$2,785	\$2,924	\$61,406
Providing Student Financial Aid	\$13,050,565	(\$372,021)	\$190,094	\$1,012,287	\$648,976	\$682,875	\$15,212,776
Other Non-salary Cost Increases	\$750,000	(\$146,945)	\$18,092	\$31,057	\$32,610	\$34,241	\$719,055
Facilities Expansion/Renewal	\$500,000	(\$145,450)	(\$32,200)	\$16,118	\$16,923	\$17,770	\$373,160
Other (Please explain in the "Additional Comments" below)	\$200,000	\$6,000	\$6,180	\$10,609	\$11,139	\$11,696	\$245,625
Total use/projected use of revenue	\$26,778,570	(\$695,076)	\$549,406	\$1,288,500	\$1,351,000	\$1,420,000	\$30,692,400

Note: The total revenue is projected to decrease because of enrollment see TABLE 3. Enrollment for 24-25 is forecasted to be 47 less students and in 2025-26 and we are projecting 16 less students. Static state for the UC Davis School of Law is 600 FTE for JD students.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The School of Law has instituted a variety of revenue generating and cost cutting efforts over the last ten years. The following is a description of current programs we are engaged in to stabilize the finances with the School of Law outside of PDST increases:

1. Permanent vacancies in staff positions

- a. The School of Law currently have eliminated four vacant staff positions: faculty support, international programs, and two in library operations. These positions have been repurposed into student service areas as previously mentioned, such as a Director of DEI and administrative support for accommodated students. We have continued to hold these positions vacant due to limited resources. In addition, we continue to hold tenure track faculty positions flat. In 2012, the School of Law had a faculty roster with 39 FTE Professor's, in 2023 the School has 37 tenure track faculty members (with plans to hire one more for FY 2024/25).
2. Increase in Extramural Grants
 - a. The faculty at the School of Law have been active in soliciting extramural grants to support experiential learning opportunities for our students, specifically in our clinical programs, the Immigration Clinic, Civil Rights Clinic and Water Justice Clinic. The extramural grants provide transactional opportunities to our students and provide overhead financial support to the administrative units. This past year the School has signed an extramural grant for \$1 million dollars to provide small farmers technical assistance with water rights. In addition, we are the only UC Law School to house the Labor Council \$1.5 million dollar grant (\$500,000 for three years) to the University of California. Both of these tremendous grants provide experiential learning opportunities to our students without using student fees to support.
 - b. As a note, the School of Law at UC Davis continues to house the University of California Undocumented Student Legal Services Center. This important program again provides experiential learning opportunities for current students. The Center receives over \$2 million in funding annually from the State of California.
 - c. The School brings in over \$4.0 million in all grants to help support hands on learning experiences for the students at the law school. This additional funding would otherwise come from student fees to support experiential learning.
 3. Reduction in Travel and Entertainment Expenses and other cost cutting measures
 - a. The goal of staff, faculty and students is to be the best stewards of University money. This past year we have asked for all departments to reduce travel and entertainment spending by 10% to offset expenditures. We are looking for the reduction to be the new baseline in travel and entertainment expenditures.
 - b. We have reduced the number of print materials by moving documents to digital. For example, we moved our law journals to digital copies only in many areas and reduced the printing of journals, such as the Law Review. This is not a one-time cost, this will be the new strategy going forward in publications.
 - c. We have looked to technology to streamline operations and reduce costs. For example, we have invested in more cloud-based solutions and are moving away from purchasing and maintaining our own physical servers, which is much more expensive and less reliable in the long run.

- d. We have embraced the Zoom platform for speakers and events, thus reducing travel and entertainment expenses for programming.
- 4. Increase in Philanthropic Funding – the School will continue to focus of fundraising for student scholarships, endowed chairs, the Immigration Center and a goal of doubling the endowment to \$22 million. The philanthropic goals of the School are continually met and we hope to surpass them with a major gift in FY24.
- 5. Exploring other programs that can provide financial support the Juris Doctorate program
 - a. The School of Law is continually exploring opportunities to provide legal education opportunities in the form of certificates, online programming, and self-supporting degree programs.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

The UC Davis School of Law would like to have consistent, modest increases in the next five years, that are predictable to our students.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	600	566	550	550	550	550
Domestic Nonresident	50	40	40	40	40	40
International	13	10	10	10	10	10
Total	663	616	600	600	600	600

Additional comments:

The School of Law faculty, staff, and facilities are best optimized with an enrollment of 600 JD students. We have been using enrollment consultants the last five years to best shape the admissions process.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

Table 4: Market Comparators

Total Resident Charges to Complete Degree by Cohort Starting in:	TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR															
	Projections						Increases/Decreases									
	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Illinois	123,256	126,954	130,763	134,686	138,727	142,889	3.0%	3,698	3.0%	3,809	3.0%	3,923	3.0%	4,041	3.0%	4,162
University of Indiana	118,774	122,337	126,007	129,787	133,681	137,691	3.0%	3,563	3.0%	3,670	3.0%	3,780	3.0%	3,894	3.0%	4,010
University of Minnesota	151,343	155,883	160,559	165,376	170,337	175,447	3.0%	4,540	3.0%	4,676	3.0%	4,817	3.0%	4,961	3.0%	5,110
University of Washington	134,714	138,755	142,918	147,206	151,622	156,171	3.0%	4,041	3.0%	4,163	3.0%	4,288	3.0%	4,416	3.0%	4,549
Chapman University School of Law	189,429	195,112	200,965	206,994	213,204	219,600	3.0%	5,683	3.0%	5,853	3.0%	6,029	3.0%	6,210	3.0%	6,396
Loyola Marymount	203,727	209,839	216,134	222,618	229,297	236,176	3.0%	6,112	3.0%	6,295	3.0%	6,484	3.0%	6,679	3.0%	6,879
Pepperdine University	210,323	216,633	223,132	229,826	236,721	243,823	3.0%	6,310	3.0%	6,499	3.0%	6,694	3.0%	6,895	3.0%	7,102
Stanford University	225,512	232,277	239,245	246,422	253,815	261,429	3.0%	6,765	3.0%	6,968	3.0%	7,177	3.0%	7,393	3.0%	7,614
University of Pacific	184,156	189,680	195,370	201,231	207,268	213,486	3.0%	5,524	3.0%	5,690	3.0%	5,861	3.0%	6,037	3.0%	6,218
University of San Diego	194,668	200,508	206,523	212,719	219,101	225,674	3.0%	5,840	3.0%	6,015	3.0%	6,196	3.0%	6,382	3.0%	6,573
University of Santa Clara	180,706	186,128	191,712	197,463	203,387	209,489	3.0%	5,422	3.0%	5,584	3.0%	5,751	3.0%	5,924	3.0%	6,102
University of Southern California	241,232	248,469	255,923	263,601	271,509	279,654	3.0%	7,237	3.0%	7,454	3.0%	7,678	3.0%	7,908	3.0%	8,145
Average public comparison	132,022	135,982	140,062	144,264	148,592	153,050	3.0%	3,961	3.0%	4,080	3.0%	4,202	3.0%	4,328	3.0%	4,458
Average private comparison	203,719	209,831	216,126	222,609	229,288	236,166	3.0%	6,112	3.0%	6,295	3.0%	6,484	3.0%	6,679	3.0%	6,879
Average public and private comparison	179,820	185,215	190,771	196,494	202,389	208,461	3.0%	5,395	3.0%	5,556	3.0%	5,723	3.0%	5,895	3.0%	6,072
Your program	172,195	179,722	187,428	195,470	202,983	209,915	4.4%	7,527	4.3%	7,706	4.3%	8,042	3.8%	7,513	3.4%	6,932

Total Nonresident Charges to Complete Degree by Cohort Starting in:	TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR															
	Projections						Increases/Decreases									
	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Illinois	154,165	158,790	163,554	168,461	173,515	178,720	3.0%	4,625	3.0%	4,764	3.0%	4,907	3.0%	5,054	3.0%	5,205
University of Indiana	183,837	189,353	195,034	200,885	206,912	213,119	3.0%	5,516	3.0%	5,681	3.0%	5,851	3.0%	6,027	3.0%	6,207
University of Minnesota	180,496	185,911	191,488	197,233	203,150	209,245	3.0%	5,415	3.0%	5,577	3.0%	5,745	3.0%	5,917	3.0%	6,095
University of Washington	171,907	177,064	182,376	187,847	193,482	199,286	3.0%	5,157	3.0%	5,312	3.0%	5,471	3.0%	5,635	3.0%	5,804
Chapman University School of Law	189,429	195,112	200,965	206,994	213,204	219,600	3.0%	5,683	3.0%	5,853	3.0%	6,029	3.0%	6,210	3.0%	6,396
Loyola Marymount	203,727	209,839	216,134	222,618	229,297	236,176	3.0%	6,112	3.0%	6,295	3.0%	6,484	3.0%	6,679	3.0%	6,879
Pepperdine University	210,323	216,633	223,132	229,826	236,721	243,823	3.0%	6,310	3.0%	6,499	3.0%	6,694	3.0%	6,895	3.0%	7,102
Stanford University	225,512	232,277	239,245	246,422	253,815	261,429	3.0%	6,765	3.0%	6,968	3.0%	7,177	3.0%	7,393	3.0%	7,614
University of Pacific	184,156	189,680	195,370	201,231	207,268	213,486	3.0%	5,524	3.0%	5,690	3.0%	5,861	3.0%	6,037	3.0%	6,218
University of San Diego	194,668	200,508	206,523	212,719	219,101	225,674	3.0%	5,840	3.0%	6,015	3.0%	6,196	3.0%	6,382	3.0%	6,573
University of Santa Clara	180,706	186,128	191,712	197,463	203,387	209,489	3.0%	5,422	3.0%	5,584	3.0%	5,751	3.0%	5,924	3.0%	6,102
University of Southern California	241,232	248,469	255,923	263,601	271,509	279,654	3.0%	7,237	3.0%	7,454	3.0%	7,678	3.0%	7,908	3.0%	8,145
Average public comparison	172,601	177,780	183,113	188,607	194,265	200,093	3.0%	5,178	3.0%	5,334	3.0%	5,494	3.0%	5,658	3.0%	5,828
Average private comparison	203,719	209,831	216,126	222,609	229,288	236,166	3.0%	6,112	3.0%	6,295	3.0%	6,484	3.0%	6,679	3.0%	6,879
Average public and private comparison	193,347	199,147	205,121	211,275	217,613	224,142	3.0%	5,800	3.0%	5,974	3.0%	6,154	3.0%	6,338	3.0%	6,528
Your program	208,930	216,457	224,163	232,205	240,086	247,763	3.6%	7,527	3.6%	7,706	3.6%	8,042	3.4%	7,881	3.2%	7,677

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

The School of Law at UC Davis selected twelve ABA accredited law schools in the State of California and outside of the State as market comparators. The private law schools selected are all California law schools that are considered comparators for recruitment/ retention of students, faculty and staff. The public law schools are all from outside of the State and again are considered comparators in the recruitment and retention of students, faculty, staff. In addition, all of the comparator law schools have similar programming and curriculum. The School of Law at UC Davis did not use the other UC law schools in the comparison chart, as directed. However, our peer schools at UC Los Angeles, UC Berkeley, UC Irvine, and UC College of Law, San Francisco are the institutions we compare ourselves too most often. The top undergraduate feeder schools to the UC Davis School of Law program are typically, UCLA, UCB, UC Davis, UCSB, and UCSC. Over 50% of our first-year class attended a University of California institution for their undergraduate degree and 10% attending a University in the California State University system.

Over 90% of the graduates from the UC Davis School of Law will sit for the California State Bar (traditionally the most rigorous bar examination) and seek employment in the State. We have selected the four national public law schools in addition to eight private Schools in the State. Many of our prospective students are recruited in the State of California or want to practice law in California after graduation, thus they are seeking an institution in the State.

It can be challenging using non-UC public law schools in the market comparison review. Each law school, even within the UC system are funded differently by the “state”. For instance, the “state” money received by UC Davis is roughly 17% of total revenues to the School verses UC Irvine that receive 60% of their total revenues from the “state”.

We no longer use comparison institutions based on the US News Rankings, listed below is a statement from Dean Johnson, on the rational for the UC Davis the School no longer participating in the US News rankings:

November 28th, 2022

From Dean Kevin Johnson:

This year the UC Davis School of Law made the decision to no longer provide data to U.S. News & World Report for use in compiling its law school rankings. This decision has been made after receiving guidance from the law faculty, campus leadership, students, alumni, and others.

Major flaws with the U.S. News rankings are well-documented. Although law schools have in good faith worked with the magazine on improvements, U.S. News has failed to meaningfully change the rankings methodology. The survey techniques, accuracy, and fairness of the rankings remain problematic, which produces a misleading ranking of law schools. Even small changes in one variable can lead to a dramatic shake-up of the rankings. The regular “corrections” of the rankings by U.S. News show their volatility and undermine their legitimacy.

The failures in the ranking’s methodology are too many to mention here but include (1) the failure to treat public service fellowships that spawn public service careers as full employment; (2) the failure to fully account for the resources available at public law schools; and (3) the overemphasis on standardized test scores in evaluating student selectivity. Moreover, the U.S. News scoring system discourages schools from devoting resources to help students pursue public interest careers or assisting students of limited means obtain a legal education.

There is a more fundamental flaw in the U.S. News law school rankings. As I wrote years ago, the U.S. News rankings discourage law schools from enrolling more diverse student bodies and do not in any way value more diverse law faculties. The significant weight given to Law School Admission Test scores of students in the rankings serves to chill individual review of applications, affords undue weight to test scores in the rankings, and effectively discourages the admission of African American, Latina/o, Native American, and Asian American applicants in a country where fewer than 20% of all lawyers are people of color.

Despite discussions over many years, the diversity of a law faculty and student body (as well as teaching effectiveness and student satisfaction), are not considered in the U.S. News law school rankings. In announcing a diversity index last year, U.S. News, to its embarrassment, proposed treating Asian Americans and multiracial students as the equivalent of whites. Understandably, an uproar followed. Asian Americans, who suffered a shocking spike in hate crimes during the pandemic, were added to the group of non-whites. In the end, the U.S. News abandoned its plan to measure law school diversity.

At a public law school at a land-grant university, and a school housed in a building named after Dr. Martin Luther King Jr., our approach is very different from that encouraged by the U.S. News rankings. Most fundamentally, we continue to consider how we might actively promote diversity, equity, and inclusion. Through our words and deeds, we emphasize public service, racial and social justice, and global engagement. We strive to promote upward mobility of first-generation students and the underrepresented in the legal profession. In a time when the nation combats systemic racism and [law schools](#) have attempted to embrace antiracist practices, all institutions should challenge structures that reproduce racial hierarchy in legal education and the legal profession.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

The School of Law at UC Davis has one of the lowest program costs for California residents of the twelve ABA accredited law schools in the State of California. For in-state students, the costs to degree completion for our program is higher than the average of our public comparators and lower than the average of our private comparators. For out-of-state students, the costs to degree completion for our program is higher than the average of both our public and private comparators.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The mission of the School of Law of the University of California, Davis, is to be a nationally and internationally recognized leader in the development and dissemination of legal knowledge, as well as the education of students to become socially responsible lawyers committed to professional excellence and high ethical standards, and to provide significant public service through law reform and professional activities. Through its faculty, students, and graduates, the School of Law seeks to make substantial contributions toward solving the complex legal problems confronting our society and in the State of California. Listed below are some highlights that distinguish the UC Davis School of Law from its comparison institutions:

- **World-Class Reputation of our faculty and students:** King Hall has a [nationally recognized faculty](#), a [world-class student body](#), and an international reputation to match. The School of Law faculty is historical ranked by its peers as a Top 25 law school, at one of the highest-ranking schools (again in the Top 25 for scholarly impact). - <https://leiterlawschool.typepad.com/leiter/2018/08/top-50-law-schools-based-on-scholarly-impact-2018.html>
- **Employer Access:** With its proximity to California's capital, the Bay Area, and Silicon Valley, and an alumni network that stretches from coast to coast, King Hall offers access to [numerous employers of every kind and every size in all locations](#); private law firms, federal, state and local government agencies, public interest organizations, and non-legal businesses alike

greatly respect and value the UC Davis degree. For the Class of 2022 over 93% of students are employed in full time legal jobs with over 90% of these jobs being in the State of California.

- **More Aid, Less Debt:** King Hall's substantial [financial aid and scholarship support](#) have consistently placed the School of Law among national leaders in generosity of financial aid and helped students to attend with lower educational debt.
- **Real World Learning:** King Hall students complement classroom learning with hands-on experience participating in [cutting-edge research](#) and real-world lawyering. Faculty fully integrate students into their ambitious research and practice activities.
- **The King Hall Community:** Our [friendly, supportive, and collaborative environment](#) stands in stark contrast to the cutthroat atmosphere of many other top law schools.
- **Friendly, Brilliant, Diverse:** King Hall, home to [the only "majority-minority" faculty](#) of a leading American law school, has a student body that is both brilliant and diverse. Our vibrant and multicultural environment includes scores of [student groups](#), award-winning student-run [trial programs](#) and [appellate advocacy programs](#), and innovative [clinics](#) and [externship opportunities](#). We are committed to recruiting and retaining a student body that reflects the State of California.
- **Alumni Who Care:** Our graduates' sincere love for their time at King Hall translates to [strong alumni networks](#) in the Bay Area, Los Angeles, San Diego, Sacramento, as well as metropolitan areas throughout the nation and the world.
- **The Legacy of Dr. King:** UC Davis School of Law is committed to the ideals of social justice and equality espoused by [Dr. Martin Luther King, Jr.](#), for whom the law school building is named. This commitment is expressed in our dedication to public service, diversity, and all aspects of [our mission](#).
- **State-of-the-Art Facilities:** Students have 24-hour access to a truly state-of-the-art facility that blends technology with a true community and seriousness of purpose.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics –

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	5.0%	5.0%	4.4%	6.0%	5.0%	5.0%
Hispanic/Latino(a)	16.0%	15.0%	16.4%	16.0%	16.0%	21.0%
American Indian	1.0%	1.0%	0.2%	1.0%	1.0%	1.0%
Subtotal Underrepresented	22.0%	21.0%	21.0%	23.0%	22.0%	27.0%
Asian/Pacific Islander	26.0%	28.0%	28.2%	26.0%	19.0%	15.0%
White	46.0%	44.7%	43.7%	45.0%	47.0%	49.0%
Domestic Unknown	2.0%	1.5%	0.9%	0.0%	5.0%	6.0%
International	4.0%	4.8%	6.2%	6.0%	7.0%	3.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	28.4%	27.8%	24.1%	26.0%		
Gender						
% Female	62.2%	61.4%	61.5%	63.0%	59.0%	57.0%
% Male	37.6%	38.4%	38.2%	35.0%	40.0%	43.0%
% Non-Binary	0.0%	0.2%	0.0%	2.0%	1.0%	0.0%
% Unknown	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

As the chart above indicates with respect to the overall enrollment of underrepresented students, we achieve higher or equal levels of racial and ethnic diversity than our comparison public schools and roughly match our comparison private schools in some areas. Over the past few years, we have also seen modest but meaningful increases in the numbers of African American students. However, in FY 22/23 we did see a slight decrease in African American students, but through strong recruitment efforts from our Admissions team saw increases in FY 23/24, increasing from 4.4% of the student body to 6.0% of the student body. Traditionally, we have seen 5% of the student body identify as African-American, moving this number up to 6% is a small, but important increase. There is still work to be done in the recruitment and retention of historically underrepresented students.

If Asian/East Indian students were included among underrepresented students, we would meaningfully exceed both the publics and privates in terms of total diversity in the student body (and Asian-Americans remain underrepresented in the legal profession). We continue to boast a majority-minority student body. This achievement is particularly notable given the constraints imposed by Proposition 209 on our efforts to recruit students from underrepresented groups. We are dedicated to continuing to explore all permissible options to increase diversity within our student body by advancing the strategies noted below.

The UC Davis School of Law strives to bring together a diverse community of faculty, students, and staff and to create an intellectual community and learning environment in which all members of our community can reach their potential. We have long engaged in efforts to increase the diversity of students who apply to and enroll in the law school. Our strategy includes several long-running programs and modeling, which we believe have successfully contributed to the diversity of our student population and increased diversity across legal education. We are also investing in new creative engagements and initiatives, designed to continue increasing the diversity of our student body.

King Hall Outreach Program (KHOP): UC Davis School of Law understands that building a targeted educational pipeline that leads to law school is an effective strategy for diversifying legal education and the legal profession. Our efforts begin with building the pipeline of first-generation students and students from historically underrepresented groups who apply to law school, through our nationally recognized, award-winning outreach program, KHOP. Established in 2001, the King Hall Outreach Program (KHOP) is a

unique initiative that helps college students from underrepresented communities prepare for the law school admissions process. In addition to providing mentoring and pre-law advising during the school year, the program hosts eligible college juniors and seniors for a series of weekend sessions in which students gain valuable knowledge about the law school admission process, learn writing, analytical, and logical reasoning skills, develop study techniques for taking the Law School Admission Test (LSAT), and explore career paths available to law school graduates.

Among KHOP alumni, ninety-nine percent have graduated from a four-year institution. Forty-one percent are enrolled or have graduated from a law program. Since 2022, UC Davis has accepted 29 former KHOP students into the School of Law on campus. In 2014, the King Hall Outreach Program received the [California State Bar Education Pipeline Award](#) for its important role in diversifying the legal profession and [in 2016 the American Bar Association Council for Racial and Ethnic Diversity in the Educational Pipeline](#) awarded the program its prestigious [Raymond Pace and Sadie Tanner Mossell Alexander Award For Excellence in Pipeline Diversity](#). The Alexander Award recognizes organizations that demonstrate success working along the educational pipeline in a collaborative approach involving more than one segment of the continuum from preschool to high school to college to law school to the practice.

In addition, the University of California, Davis School of Law is proud to be a founding signatory of the Cal LAW (formerly, California State Bar's Community College Pathway to Law School (CCPLS)) initiative. CCPLS is a collaboration between 29 California community college, 16 undergraduate universities and 14 law schools, to create an educational pipeline into the legal profession for students underrepresented in the legal profession. Started in 2011, high school law academies provide a 3-year curriculum starting in 10th grade with a focus on law and/or law related careers and supported by the local legal community through advisory councils, mentoring, internships, classroom presentations, field trips, and other related activities. This program rounds out the full academic journey for underrepresented populations by sending students to California undergraduate programs then California Law Schools. Dean Johnson currently serves on the board for California Law Pathways and the UC Davis School of Law will host annual summit on February 23-24, 2024. The annual summit provides an opportunity for law practitioners, educators, and students for high schools, community college, undergraduate universities and California ABA accredited law schools to come together to exchange ideas, make connections, learn from experts in the field of law that help promote diversity in the legal profession.

Student Recruitment: UC Davis School of Law employs effective recruitment strategies that target students who are members of undergraduate identity-based student organizations, admissions counselors, and pre-law advisors at minority serving institutions and programs. Several years ago, we created a position in our admissions office focused on multicultural recruitment with the goal of reaching and connecting with students from all walks of life, with a significant focus on underrepresented students.

In an effort to continue to increase our student recruitment we engage in the following activities: 1) provide outreach to Historically Black Colleges and Universities (HBCU's), 2) we have a Chancellor event for admitted students on color during admitted students weekend 3) we collaborate with the Native student community centers in the UC system and CA colleges to increase awareness of the Native American Opportunity Program (NAOP), that provides a full tuition waiver to Native students we use PDST fees to cover the full tuition waiver associated with NAOP 4) we have expanded partnerships with the Black Law Student Association to engage with the Black pre-law community at UC Davis and other UC's.

As mentioned earlier, for admitted students, we host several programs to welcome diverse applicants, including the Diversity Welcome Weekend, where we provide a subsidized opportunity for admitted underrepresented students of color to visit the campus, attend law classes, meet members of our community, explore Davis/Sacramento, and gain a firsthand experience of what it might be like to attend UC Davis School of Law.

In addition, we have longstanding full-tuition scholarships, which help to create access for first-generation students and students from historically underrepresented groups. We offer a wide variety of funding options, and our extraordinarily generous merit- and need-based gift aid ensures that UC Davis School of Law remains financially accessible. In 2020, U.S. News & World Report ranked UC Davis School of Law #4 among public law schools awarding the most financial aid. Financial assistance is available for students including: merit-based scholarships, need-based grants, early decision select scholars and Dr. Martin Luther King Jr. public interest scholarships. The law school also offers financial aid for international students, veterans and undocumented students.

First Generation Advocates: First Generation Advocates pairs first-generation UC Davis Law students with faculty mentors.

Committee on Diversity, Equity and Inclusion: Each year the Dean appoints up to ten committee members, comprised of three faculty, three students, three staff members, and one member of the UC Davis Law School Alumni Board. The Dean of Students and the Diversity, Equity and Inclusion Fellow are ex officio committee members.

The charge for the Diversity, Equity, and Inclusion Committee includes the following:

- To develop, review and maintain the School of Law Diversity, Equity and Inclusion (DEI) Strategic Plan;
- To engage students, staff, alumni, and faculty in conversations about DEI issues including needed assessments, resources, programs and events;
- To support students, staff, faculty, and alumni who engage in work, programs, events, and activities that increase accessibility, sense of belonging, and equitable practices within the law school community; and
- To identify opportunities for the law school to address historical and current inequities in resources and services.

Aoki Center for Critical Race and Nation Studies: The mission of the Aoki Center is to honor the memory of Professor Keith Aoki by fostering multi-disciplinary scholarship and practice that critically examine the law through the lens of race, ethnicity, indigeneity, citizenship, and class. By integrating the scholarship of the King Hall faculty with the research of academics in other departments and schools across the UC Davis campus and by connecting critical race theory to the world of practice and policy, the Aoki Center seeks to deepen our understanding of issues that have a significant impact on our culture and society.

Racial Justice Speaker Series: Created in response to the tragic killings by police of George Floyd, Breonna Taylor and others and the widespread protests that followed, UC Davis Law's Racial Justice Speaker Series is now in its fourth year. Reaffirming the law school's longtime commitment to racial justice, the series invites leading scholars from around the country to explore systemic racism as it pertains to all communities of color and areas of law. The goals are to inform, enlighten, and - most important - engage in meaningful conversation with our King Hall community and the larger public.

MLK Day of Service and Celebration: Each year, the King Hall community celebrates MLK Day with a day of service and celebration. Our Black Law Students Association, along with our LSA student government and the MLK Day Student Working Group lead these efforts with support from administration and faculty, to honor the legacy of Dr. King, and highlight the circumstances of our community members who continue to experience oppressed identities. Past events have included a blood drive, essentials drive for a domestic violence shelter, a government benefits clinic, a DACA resource clinic, and a clean-up day for a local food bank.

Focus on Community and an Inclusive Learning Environment for UC Davis Law Students: finally, we believe that our learning environment and community are integral to our ability to recruit and train a diverse group of law students. In 2022, the School hired the first Director of Diversity, Equity, Inclusion / Student Affairs. In our Student Affairs Office, the Dean of Students in collaboration with our Dean of Academic Affairs and Director of DEI design innovative programming and promotes policies to support diversity and inclusion. Programming has included facilitated dialogues about campus climate, student faculty dinner dialogues, community-read events, live music, and other events to promote community and student mental health, networking events for first-generation students, mentorship programs, and outreach to connect students with our diverse alumni and lawyers in the community. Other support includes one-to-one discussions, confidential student conflict resolution, employer mentoring, and job pipeline development with bar associations and judges. These leaders work closely with the Dean, other senior leaders of the school, and our team of student services professionals, to ensure that our commitments to racial equity, community, and inclusive excellence are reflected throughout our program of legal education. Ensuring a campus climate that is inclusive and supports all students, is an ongoing effort and, as we discuss above, we are continuing to develop new strategies and invest in new forms of engagement.

Campus and Law School Leadership: Climate Matters

The best way to demonstrate a School's commitment to diversity, equity and inclusion, is to follow the modeled behavior of the faculty, administration and students: climate matters. As mentioned above, we are one of the few top law schools in the country

that boast a majority-minority faculty (<https://www.chronicle.com/article/how-and-why-we-built-a-majority-minority-faculty/>). The Dean of the UC Davis School of Law, Kevin Johnson has published extensively on critical race theory, civil rights, and immigration law. In addition, this past year Dean Johnson received the inaugural Michael Olivias Award for Outstanding Leadership in Diversity and Mentoring in the Legal Academy by the Association of American Law Schools (AALS). He is viewed as a national expert on advancing diversity in legal education.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

As the table indicates above in V.a., 24-28% of UC Davis Law students received Pell Grants as an undergraduate between 2020-21 and 2023-24. In evaluating applications for admission, we place special emphasis on socioeconomic disadvantage. It is difficult to assess fully how our program compares in terms of socioeconomic diversity, as not all schools share these numbers, but anecdotally, we believe our metrics on this are strong. Our strategies for promoting access for students from low socioeconomic backgrounds are as follows.

Need-Based Aid: we provide substantial need-based aid and have a robust program to support our students who have financial need. Last year (2022), we adjusted the formula to discount certain assets (e.g., value of a parental primary residence for students whose parental resources are considered) and increased the maximum need-based grant amount to \$25,000 per year for our neediest students with the net effect of boosting the overall financial aid package a student would be awarded. For the fall 2023 entering JD class, 63% of the class qualified for need-based aid (up from 55% the class before) with the average amount exceeding \$10,000 per year (the average amount is up almost 25% from the class before). Please note these need-based commitments are the same for all three years of their JD degree.

First-Generation Student Initiatives: UC Davis Law has recently expanded its first-generation initiatives; roughly one in four students (28%) at UC Davis School of Law is the first in his/her family to graduate from college. We believe we are making a difference by enhancing these students' opportunities – based on informal inquiry among some of our peer schools, we determined that we rank near the top of top-tier law schools in our current percentage of first-generation students. We are committed to fostering a sense of support, belonging, and community among law students who identify as first-generation college (neither parent completed a four-year degree at a U.S. university). The First-Generation Program (FGA) promotes the academic success, professional development, and personal growth of our first-generation students. In addition, we established a student group aimed at developing this community in the First Gen Law Students Association and providing mentors.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Gender Parity: as shown in Table V.a., for the past three years, between 61% - 63% of enrolled students at UC Davis School of Law have been female. UC Davis School of Law's gender parity is much better than that of our public/private comparators, whose female student enrollment is below 57%. The strategy is to monitor and evaluate the gender parity outcomes on a year-by-year basis relative to demographic data for the profession and general population state-wide. In addition, the school already promotes a climate of gender equity by fostering a culture and climate with our faculty and staff. Currently 73% of our full time staff are female. The current 40% male vs. 60% female is a metric that we will continue to evaluate on a year-to-year basis. The overall percentage of lawyers in the State of California is 42% - 44%, compared to 50% of the overall population in the State.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

By the end of the plan, we believe we will see continued increases in the percentage of underrepresented students, specifically Native American Students through the NAOP plan and African American students over the next several years. We have long-standing meaningful programs and initiatives to support these cohorts of applicants, as described in previous sections, through pipeline development, and in the recruitment and application stages, and we work hard to support all of our students and to create an inclusive and supportive learning environment during law school. In recent years, we have also launched several new programs, including full tuition scholarships to Native American Students to promote access, and we continue to build on our truly excellent substantive and curricular offerings, which we believe are important aspects of our engagement with a diverse group of applicants, students, and faculty. As we say above, we are committed to bringing together a diverse community and to creating a learning environment in which all members can reach their potential. We devote significant time, effort, and resources to these commitments, working under the parameters and auspices of Prop 209. Thus, we believe that our numbers of students from underrepresented groups and socioeconomically diverse students will continue to trend upward. Given the resources to support our community and to offer robust financial aid, we believe we will succeed.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23	Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	4.9%	5.0%	4.0%	Black/ African/ African American	Domestic	9.4%	9.1%	8.6%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	9.8%	5.8%	6.9%	Hispanic/ Latino(a)	Domestic	12.5%	9.1%	8.6%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	19.7%	18.3%	22.8%	Asian/ Pacific Islander	Domestic	31.3%	30.3%	31.4%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
White	Domestic	53.3%	51.8%	57.4%	White	Domestic	43.7%	45.4%	45.7%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%	Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	10.7%	18.3%	8.9%	Other/ Unknown	Domestic	3.1%	6.1%	5.7%
	International	1.6%	0.8%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23	Percentage by Gender		2020-21	2021-22	2022-23
Female		42.6%	40.8%	36.6%	Female		43.8%	42.4%	45.7%
Male		50.0%	49.2%	55.5%	Male		56.2%	57.6%	54.3%
Non-Binary/Unknown		7.4%	10.0%	7.9%	Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

Since 2018, we have recruited 14 new entry level or lateral members of our ladder faculty. These faculty include eight women (six women from historically underrepresented groups) and six males (four males from historically underrepresented groups) with some overlap between the groups. These are exciting hires, and the representation of woman and faculty from historically underrepresented groups is the result of significant efforts on the part of our appointments committees and our faculty to ensure we are engaging in a broad search to create a deep and widely diverse pool of faculty candidates.

The UC Davis School of Law understands the need to pursue multifaceted approaches to recruiting and retaining diverse faculty, including mandatory training for search committee members, targeted searches, and funding fellowships for entry-level faculty candidates. The recruitment and retention of a superb and diverse faculty has been and will continue to be a top priority for UC Davis Law.

We collaborate closely with the UC Davis Office of Diversity, Equity and Inclusion, Academic Affairs and Graduate Studies to advance the recruitment, retention, and advancement of faculty members whose research, teaching and service advance multicultural perspectives at the School, implementing a series of processes and best practices designed to ensure we have a broad and diverse pool of candidates. These processes include mandatory training sessions for faculty search committee members organized by the UC Davis Academic Affairs in collaboration with the School of Law and the Office of DEI, and designed to provide guidance about broadening the diversity of the pool of candidates, as well as training in the UC Davis guidelines and requirements for diversity in the search process. Before beginning a search, the law school, like other departments, also submits and receives approval on a search plan to the UC Davis Office of DEI and Academic Affairs (which includes the Provost's Office), and approval of both our applicant pool and a short-list of candidates to ensure the search has been sufficiently broad and inclusive.

Finally, as we discuss in Sections II and III, to maintain a minority-majority faculty we are operating in an intensively competitive market for faculty recruitment and retention, in which many of our faculty, including a number of our racially diverse faculty, are getting actively recruited by multiple schools across the country. Recruiting and retaining a diverse and excellent faculty is among our key funding priorities.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What is your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

As stated, numerous times in this proposal, **our goal as a public law school is to continually maintain and expand access to UC Davis School of Law for the strongest and most diverse student body possible, while at the same time allowing students to avoid facing unmanageable debt at graduation.** The UC Davis School of Law has achieved this goal and will continue to be a leader in leader education for providing generous student aid packages and keeping fees as low as possible. We also seek to maintain loan forgiveness and other financial support programs that reduce the educational debt of those who work in public service careers after graduation.

In the most recent completed fiscal year (2022-23), **UC Davis School of Law awarded almost 50% of actual PDST revenue to financial aid and we expect the return-to-aid for the current year to continue to be almost 50%.** This figure exceeds the Regental mandate of 33% and illustrates our commitment to ensuring access and affordability for our students. In addition, we award on average another \$1 million every year from private philanthropy, significantly augmenting the aid that students receive from the PDST. In fact, as we reported to the American Bar Association ABA for 2022-23, almost 75% of our JD students received some form of grant aid with the median grant aid recipient receiving over \$20K per year. The financial aid comes in many forms including need, merit, summer public interest fellowships, academic achievement, programmatic, and post-graduate loan forgiveness.

Need-Based Aid Commitment upon Arriving to Law School: UC Davis Law is one of a minority of top law schools that invest in, and provide to students, need-based aid. Our policy is to provide a three-year scholarship to selected students upon arrival, so that they can know what their expected aid will be each year. We do not require them to fill out an additional FAFSA form in years 2 or 3. That helps with their financial planning because of this predictable amount. We also disclose and educate them on what additional forms of financial aid they can expect while they are in law school and potentially after they complete their degree. Beginning with the new admits in fall 2020, we increased the maximum need-based grant (for our most needy students) by nearly 19% (from \$21K to \$25K). At the same time, we modified the way we count the assets of a borrower to assist needy students, e.g., the way home equity was counted has been reduced from 100% to 50%. Both had the impact of expanding the financial aid award packages for students.

Summer Public Interest Employment Funding during Law School: we fund most students who choose to do unpaid public interest work during their summer after their first year and after their second year of law school. This allows our students to make decisions about whether to pursue a summer associate position at a law firm or choose to serve in a public interest capacity. This is an extraordinary opportunity (formerly funded by the Office of the President through the Presidential Public Service Fellowship

Program, which we now fund with PDST funds). We funded over 90 students in summer 2023, ensuring that anyone who applied was accepted to the program and provided funding.

Loan Repayment Support after Law School: we provide both a Loan Repayment Assistance Program (LRAP) for those pursuing full-time public interest work and we have a post-graduate fellowship program for the recent graduates who work in a public service capacity.

Each of these programs allows our students and graduates to have a sense of their financial options and plan based around that. They also have the confidence that UC Davis Law is there to support their career options, especially if they choose to pursue public interest work. This partnership in financing their legal education reflects a strong commitment of UC Davis Law to assisting graduates who serve the public. LRAP is currently funded by PDST funds.

The King Hall Loan Repayment Assistance Program (LRAP) was established in 1990 to assist recent graduates entering public interest/public benefit legal employment with educational loan repayment. The intent of LRAP is to help graduates overcome the potential financial barrier that loan repayment may cause recognizing the disparity in salary between corporate employment and public interest.

The UC Davis School of Law LRAP program is provided in the form of a forgivable loan.

UC Davis Law has thus made financial aid and scholarships a fundraising priority. In fact, student aid is the highest category of dollars raised. But as discussed previously, fundraising for endowments has enormous long-term benefits but limited immediate impact. On the one hand, an endowment provides money for student support in perpetuity but on the other hand the dollars earned from the endowment is much less than the gift itself. For example, a tremendously generous \$1 million endowment commitment by a donor will generate less than \$45,000/year to award in financial aid. The School of Law currently has \$6 million in student scholarship endowments, providing over \$240,000 annually to support students.

As mentioned earlier, we have six full tuition students that qualify for the Native American Opportunity Program (NAOP).

In summary, the metrics we use to measure our success in meeting affordability goals include the scope of our robust need-based financial aid program, the amount of funding provided to students who take on a public interest summer fellowship, and the extent to which our Loan Repayment Assistance Program offsets the cost of working in public interest after graduation. All three of these financial aid and support programs have been enhanced and expanded in some fashion to make law school and employment interests more affordable. As we look at our overall diversity enrollment numbers, for the 1L class of fall 2023 class nearly 61%

identify as students of color with 19% Latinx, 8% African-American, 2% Native-American, 24% Asian/East Asian. In addition, 33% are from economically disadvantaged and 28% are first in the family to graduate college.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	88.0%	89.0%	97.0%	100.0%	91.0%	78.0%
	Non-URG	74.0%	62.0%	74.0%	53.0%	71.0%	63.0%
	International	0.0%	0.0%	8.0%	25.0%	14.0%	50.0%
	All	72.0%	63.0%	74.0%	61.0%	73.0%	65.0%
Average Debt among Students with Debt*	URG	\$109,529	\$108,109	\$103,483	\$106,944	\$112,835	\$128,393
	Non-URG	\$101,921	\$79,419	\$83,960	\$91,406	\$112,584	\$109,212
	International	\$0	\$0	\$110,000	\$50,717	\$180,000	\$6,667
	All	\$102,907	\$87,732	\$90,225	\$95,565	\$113,174	\$111,124

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

The average indebtedness level at graduation is the lowest among all California Law Schools and we continually rank as one of the top law schools in the country with the lowest indebtedness upon graduation:

<https://www.lawschooltransparency.com/trends/costs/debt-income/schools?y1=2020>. Over the last five years the School has hovered between \$88,000 - \$113,000 range, while the percent of our students taking on debt has somewhat decreased over this period. Some of this decrease likely results from the broader improvement in the economy over this period, and some of it results from our commitment to strong financial aid.

UC Davis Law ranks well on this particular metric relative to our comparators. However, our ability to maintain this standing is at risk without a fee increase because things like basic inflation will continue to chip away at our ability to devote funding to financial aid and our neediest students and to help our students finance their legal education during law school and afterwards (for those who pursue public interest employment).

If the PDST fee increase is approved and we have a stable commitment to an increase in PDST, we do not expect to see a significant increase in the indebtedness of our students upon graduation, given our commitment to need-based aid and other forms of support. And thus, we expect to remain on the low end of this metric and we would be interested in further improving upon our post-graduate debt relief programs for students pursuing public sector positions.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	65%	\$111,124	\$105,000	15%
Public comparisons	66%	\$80,033	\$75,000	15%
Private comparisons	76%	\$153,737	\$85,000	26%

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

As the table above indicates, our average debt amount at graduation is currently the one of the lowest of any law school in the State of California. That is in line with the fact that our cost is some of the lowest of all of our law school peers, in the State of California.

A pillar of the UC Davis School of Law degree is to provide opportunities to work in government and public interest employment. For this group, debt burdens are of course more challenging. As noted previously, we have devoted significant financial resources (almost \$500,000) to fund summer fellowships for students who are pursuing such work and we are hoping to reinvest in the post-Bar public service fellowship opportunities, as well as offering an LRAP Program, coupled with federal loan forgiveness programs to support students pursuing these career objectives.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

UC Davis is committed to our students who pursue or who are interested in doing public interest or public service work. We have developed a comprehensive strategy and resources to support these students and graduates to ensure these are financially viable career options and can manage debt service obligations.

Summer Public Interest Fellowship Stipends: as mentioned throughout this proposal, the School of Law provides stipends to all students who choose public interest work in the summer after their first year and after their second year of law school. In the summer of 2023, we provided almost 100 students with aid through this program. The average amount distributed for summer public service fellowships is \$4,500 for the summer. For the last five years this funding was provided by the Office of the President, but it is now paid for through student fees and philanthropic giving.

Post Graduate Fellowships: for graduates who volunteer for public interest work during part or all of their first year after graduation while they look for longer term public interest positions, we offer a number of competitive and coveted post-graduate fellowships, including the Aoki Center for Critical Race Theory Fellowship. Student are paid approx. \$47,000/annually. The post graduate program has provided between 5 – 10 opportunities for recent graduates, based upon funding. This much-needed funding, significantly supported by the UC President's Public Service Law Fellowship Program for the past five years, allows graduates to work in these organizations and get experience that is invaluable to their future success as attorneys and advocates. In the coming year (and beyond) we are strategizing on how to continue this program with a combination of philanthropic giving from firms and use of PDST fees.

Loan Repayment Assistance Program (LRAP): as mentioned before, the King Hall Loan Repayment Assistance Program (LRAP) was established in 1990 to assist recent graduates entering public interest/public benefit legal employment with educational loan repayment. The intent of LRAP is to help graduates overcome the potential financial barrier that loan repayment may cause recognizing the disparity in salary between corporate employment and public interest. The UC Davis School of Law LRAP program is provided in the form of a forgivable loan.

In calendar year 2022, approximately 50 of our graduates working in public interest received financial assistance through our program and funded every graduate who applied and met the eligibility requirements. Prior to 2019, graduates with incomes of \$60,000 or less would qualify for 100% LRAP assistance where UC Davis School of Law pays for the debt burden of the graduate. In 2019, the LRAP Advisory committee voted to move to an Income Based Repayment model that takes advantage of Federal Program. The income-based repayment model has allowed for an increase in students receiving funds, we have increased from 32 students in 2018 to 53 in 2022 that participate in the program.

Career Counseling and Placement Support: the School of Law currently has two dedicated career counselors to assist students that are interested in public service. The Career Services department has a robust programming schedule for students that are interested in public service including, but not limited to: career fairs specific to public interest legal careers, public interest awards/graduation, guest speakers, and workshops.

Fundraising: student scholarships are a significant fundraising priority for the School and the Dean. Specific support is directed to the LRAP Fund, Public Service Fellowship Program (Summer and Post-Bar), in addition to other public interest legal opportunities such as the Aoki Center Legal Fellow, the UC Immigration Student Center Legal Fellow, and Immigration Law Clinic Fellow. The School also has a strong commitment to fundraising from current programming such as HALO (Humanitarian Aid Legal Organization).

The School of Law works in collaboration with the King Hall Legal Foundation (KHLF) that was founded in 1978. KHLF is a non-profit public interest law foundation that is dedicated to promoting law and law related efforts in public interest and to addressing the needs of those without adequate access to legal services. The KHLF is financed by contributions from King Hall students, faculty, staff, alumni, and community members. The Foundation provides financial and other assistance to community organizations, and students and attorneys involved in public interest projects. The Foundation holds an annual auction in support of the KHLF summer grants program benefiting law students involved in public interest volunteer projects.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Graduates who pursue public interest careers typically earn less than other graduates from our program. As noted above, we aim to ameliorate the impact of the public interest career salaries by providing a Loan Repayment Assistance Program to augment the current Federal program. Also, to minimize the debt that students may accumulate over the course of attending law school, we pay stipends for summer fellowships for qualified work at public interest entities. In addition, over the past few years, and with the support of a generous and innovative program funded by the UC President across all the UC law schools, we provided financial support in the form of post-graduate fellowships to some graduates who work in public interest entities during part or all of their first year after graduation. The majority of these fellowship recipients end up receiving permanent job offers either from their host organization or from some other organization in the field.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

The UC Davis School of Law makes extensive use of the law school's website and hardcopy recruitment publications to market our generous financial aid programs. We have staff dedicated to discussing and reviewing financial aid for prospective students either virtually or in person, this includes admissions recruiters and financial aid officers at prospective student law school events. The goal is to proactively seek out these students and provide sound and effective counseling on "cost of attendance" topics. In addition, once students are admitted their financial need is assessed and then provided with a financial aid recruitment package

with all the aid, they are eligible to receive. Separately, our King Hall Outreach Program (KHOP) a pre-law pipeline program as described previously, is another way in which we help educate prospective applicants on the costs associated with attending law school and how to finance their legal education, whether or not they apply to or attend UC Davis School of Law.

Our aim is to make students aware that UC Davis School of Law is committed to providing access to all admits, regardless of socio-economic circumstances, and increasing freedom of career choice to those who are committed to pursuing public interest jobs. The location on our website can be found at: <https://law.ucdavis.edu/admissions/financial-aid>.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

UC Davis School of Law provides a link to show the current median salary and employment data on the front page of its website as required by the American Bar Association: <https://law.ucdavis.edu/career-services/statistics/current-year-statistics>.

For average debt, we report that information to various entities including the American Bar Association, and the Princeton Review. We also provide that information to any student or prospective student who inquiries about it.

The School of Law at UC Davis promotes its average debt in many marketing materials and communications. Consistently having the lowest debt at graduation of any law school in the State of California is a point of distinction for the law school.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

Maintaining Excellence: it is imperative that UC Davis School of Law maintain the strength of our program and seek to grow still stronger if possible. In coming years, we anticipate continued inflationary pressure on our ongoing operating costs. Even apart from inflation, we have cost pressures including merit and salary increases, and benefits changes. We also want to be able to invest to maintain our excellent faculty and to strengthen areas of policy importance. Without an increase in the PDST as requested above, to keep pace with these rising costs, UC Davis School of Law would need to divert financial resources. This would cause us to face a strategic and tactical disadvantage as we seek to attract a talented and diverse student body, to recruit and retain top-tier faculty, to maintain our commitments to creating access through a combination of financial aid and loan repayment programs, to

modernize our physical space to keep pace with our exceptional program of legal education, and to maintain our cutting-edge curriculum. Some degree of additional tuition revenue is critical to maintain access, excellence and service.

Access and Affordability: UC Davis School of Law is deeply committed to inclusive excellence, and to serving students from all walks of life and supporting their aspirations for a range of careers in the legal profession. To that end, UC Davis School of Law over the years has been conservative in setting its PDST relative to various other UC law schools and has been very generous with financial aid in a market for law students that is highly competitive. Currently, the least expensive law school among our peers in the State of California, what we charge for residents is the lowest in the State. In addition, we are typically ranked as one of the most generous law schools in the country for student aid.

Fundraising Momentum: We are proud of our fundraising momentum, but fundraising and philanthropy cannot serve as a substitute for PDST. Many gifts are paid in slowly over time, and are for targeted purposes and/or for endowments, which are extremely valuable for sustaining the law school over the long term, but are less accessible in the short term.

Note: The financial outcomes associated with the COVID-19 response we relatively cost neutral. We did see an increase in expenditures for mitigating measures such as increased technology for faculty/students/staff, however, we also saw a decrease in some areas such as travel and events.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):
Regular meetings with student representatives that include discussion of the financial health of the program.

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Senior Assistant Dean of Administration meets with a student elected Budget Advisory Committee on a bi-weekly basis to discuss the financial health of the UC Davis School of Law, in addition to meeting with student chairs on a weekly basis.

The School of Law engages with the students regarding the budget and fee process throughout the year. For the last eleven years, the School of Law at UC Davis has met with nine elected students on the Student Budget Advisory Committee on a biweekly basis. The Senior Assistant Dean of Administration meets with the students to discuss resource allocation for the School of Law. Discussion topics for the Advisory Committee include but are not limited to: student fees and PDST proposals, faculty hiring, student services, financial aid (including LRAP), public service fellowships, capital improvements, and the overall financial position of the School.

The School has become a national leader in engaging students in the finances of the institution. Anecdotally, the UC Davis School of Law is the only law school in the country that has a formalized student lead budget committee to advise on the finances and fees. See article - <https://nationaljurist.com/national-jurist-magazine/bringing-students-budgeting-process/>

The feedback provided by the students is essential to resource allocation and provides the student body input into decision making at the School of Law. An example, this important feedback led to the School allocating resources to hire an on-site mental health counselor. Most law schools across the country provide law students mental health counseling through the “central campus.” After robust discussions with students on the budget advisory committee, the UC Davis School of Law decided to invest more in mental health services by having an on-site counselor that exclusively supports law students. At the end of each year the Budget Advisory Committee provides an annual report that is posted to the Intranet. In addition, the School of Law provides a line-item budget for the current fiscal year (and prior five years) on the Intranet, open to the entire School of Law community and the Provost Budget Presentation.

The Senior Assistant Dean has been discussing the 5% PDST increase with students since FY 2022/23, including providing presentations at the first Budget Meeting on September 12th, 2023 at noon in Room 2050. At this meeting the elected

students provided feedback regarding the draft proposal. This feedback was of great assistance and led to an expansion of data collection in the area of comparator Schools and described in greater detail what the School is “doing” to raise more revenue outside of student fees.

The Senior Assistant Dean held an open forum for students to discuss the budget and fees for the School of Law. The open forum was held at noon in room 1002 in King Hall on October 17th, 2023. The School of Law marketed the open forum in collaboration with the Law School Student Association and the Student Budget Committee. Flyers were posted throughout the facility and email reminders were sent from the student body President to the campus population. The forum was open to the entire student body, emails were sent to the entire student body regarding the discussion, posters were placed on bulletin boards throughout King Hall, and messages were displayed on the digital signs throughout the facility.

The forum was attended by 13 students and included participation from the Budget Policy Committee members and the Law Student Association President. The forum started with a 30-minute presentation by the Senior Assistant Dean and included but was not limited to the following: description of the budget/fee process, the guiding principles, the five-year sources and uses document, the proposed fee increases to Professional Degree Supplemental Tuition, the use of the revenue from PDST revenue, the opportunities and challenges if PDST is not increased. In addition, a portion of the presentation highlighted the lowest indebtedness for the students at the UC Davis School of Law for California law schools and where the UC Davis School of Law ranked in overall fees in the State of California (one of the most reasonably priced Schools for legal education in the State).

After the 30-minute presentation, the floor was open to the students for comments and questions. Listed below is a list of questions/comments provided by the students:

- 1) There was a question about merit-based aid and why this is such a large portion of our budget. The School of Law responded that merit based aid assists with the recruitment and retention of a diverse and qualified student body.
- 2) There was a question about the capital debt that is being carried by the school on the renovation of King Hall.
- 3) There was a question regarding the 19900 State Allocation to the School of Law versus other professional schools on campus and other law schools in the UC system. The school responded by discussing the difference between each UC. Example, UC Irvine is a fairly new law school and requires more institutional support to launch its program.
- 4) There was a question about what else is the law school doing to increase revenue outside of JD student fees, such as, have we explored online degrees or part-time programs to diversify revenue streams.

- 5) There was a question about the \$60 Law Student Association Fee, specifically how can the students vote to increase this fee to keep up with the cost-of-living expenses. The LSA \$60 fee has remained flat for at least 20 years. The School responded that it can assist the Law Student Association with this process if this is a direction they would like to go in the future.

As a note, the slide deck for the presentation was uploaded to the Intranet prior to the meeting. The entire School of Law community has access to the presentation and will have access to the PDST Proposal after finalized by the Office of the President.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Ben Ruilin Fong on 10/2/23 (Part A) & 10/23/23 (Part B)
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

The proposal was shared with campus graduate student leadership. Comments were provided generally for all PDSTs and, specifically, on this proposal. Please see Attachment 1.

If applicable, plan shared with _____ on _____
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

Agenda item at a regularly scheduled faculty meeting

- Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Senior Assistant Dean for Administration provided an update at the Faculty meeting on Wednesday, November 8th, 2023 in room 2100A at noon. The faculty meeting was attended by 32 faculty members, 9 staff members and the Law Student Association President.

From the faculty minutes:

Dean Burns reported that the law school has submitted a fee proposal to the Office of the President and is requesting a 4.75% increase for residents and non-residents. Dean Burns reported that he discussed this issue with the Student Budget Policy committee on multiple occasions and also hosted an all-student open forum to hear their concerns and provide information. Dean Burns indicated that UC Davis Law has the lowest indebtedness of graduates of any law school in the state. He also reported that the slides from his presentations are available on the law school intranet. Discussion ensued.

There was one question in the faculty meeting regarding the level of increase for non-Residents.

Prior to the faculty meeting, October 18th, 2023 in the Faculty Workroom, the Senior Assistant Dean for Administration provided a presentation to the faculty on Budget and Fees. The Senior Assistant Dean for Administration meets with the faculty twice a year to discuss budget and fees. Once in the spring semester prior to the Provost Budget Presentation and once in the fall. This year's discussion occurred on October 18th at noon in the Faculty Workroom 2021 at King Hall. The presentation was the same provided to the student body/community a day earlier, October 17th, 2023.

The slide deck for the presentation was posted prior to the meeting on October 16th and will remain in our archived documents.

The open forum for faculty was attended by two faculty members in Fall.

There were no questions regarding the increase in PDST. There were a few questions regarding the investment from campus to the School of Law.

No changes in the proposal resulted from feedback provided.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Jean-Pierre Delplanque on 10/2/23 (Part A) & 10/23/23 (Part B)
Graduate Dean

Plan shared with Renetta Tull on 10/2/23 (Part A) & 10/24/23 (Part B)
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Gary S. May on 11/3/2023
Chancellor

ATTACHMENT 1

Feedback from Campus Graduate Student Leadership

Comments applicable for all PDST

Any increase to cost will add to the economic disparity in higher education and damage diversity. Higher costs create a barrier to entry and will make higher education more and more exclusive for folks from higher economic classes. This will work against the programs' DEI efforts. Student feedback on the Public Health proposal pointed out that annual increases will disproportionately affect students who take longer to complete the program. These are likely students who have to work full-time to support themselves (lower income) or have families, etc. This feedback could be applied across the board.

All programs should provide clear and transparent data around revenue and expenditures.

These proposals seem to be off-loading the increased TA cost back onto students. Many cited the UAW contract as part of the increased costs of running the programs. Importantly, PDST would not be remitted for TAs (only base tuition and campus & student fees). One major point of the UAW contract was to improve the cost of living for students, but if programs just raise PDST then it counteracts what was negotiated. We understand there are deep budget cuts and something must be addressed, but we felt it was a point worth raising. It would be helpful to see an in-depth analysis of program spending to ensure that increases are proportional to costs.

We want to highlight part of the student feedback listed on the Public Health proposal: "Additionally, the drop in the number of TA positions (while not the fault of those proposing the fee increase, is something that should be considered. A more expensive program with less opportunity for flexible income is detrimental to students. I felt that TA positions were advertised as if it was easy to land the position, which helped me decide to come to this program. And yet, I haven't been able to secure an opportunity and it is hard to find them." Programs absolutely should not be claiming to increase PDST to cover higher TA costs while simultaneously removing TA positions.

Every program makes compelling arguments for why they need to increase fees. CPI is up 4.3% in the last year and UCOP gave non-represented employees a 4.6% raise. These programs all propose to increase PDST around the 4-5% mark per year which, though citing UAW increases among others, still isn't a huge disparity given inflation and seems to be reasonably in-line with rising costs. These programs all show a commitment to improved DEI and support for their students (whether through hiring to improve instruction, mentorship, and general support and/or through providing financial aid) and it looks like they have good placement rates for when folks graduate. We don't doubt that every program could use more money. That said, will increasing cost to students really help these programs achieve their DEI goals? How can you claim increased tuition helps DEI if it actually creates a barrier for underrepresented groups? We understand that for most programs, 1/3 of PDST is going to financial aid, but we felt it was worth mentioning.

Several of the proposals were missing data in their tables or just didn't have any data at all in some tables which made it difficult to accurately assess these proposals.

Can current students be grandfathered in and maintain their current fee structure?

Law (JD) Program

Based on the report, the GSA recommends further clarification regarding the increases for in-state and out-of-state hikes. One exec member notes that with the PDST increases, UC Davis would be one of the most expensive public law schools to attend in the state. Continued costs raise concerns about public service and socially responsible lawyers. Based on student and faculty feedback, further outreach to students beyond the town hall is encouraged. We support continued DEI commitments and the transition to gender inclusive bathrooms. Can current students be grandfathered in and maintain their current fee structure? Finally, any increase to cost will add to the economic disparity in higher education and damage diversity. Higher costs create a barrier to entry and will make higher education more and more exclusive for folks from higher economic classes. This will work against the programs' DEI efforts.

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual 2023-24	New Proposed Fee Levels					Increases/Decreases									
		2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$41,670	\$43,750	\$45,940	\$48,240	\$50,650	\$53,180	5.0%	\$2,080	5.0%	\$2,190	5.0%	\$2,300	5.0%	\$2,410	5.0%	\$2,530
Prof. Degr. Suppl. Tuition (Nonresident)	\$41,670	\$43,750	\$45,940	\$48,240	\$50,650	\$53,180	5.0%	\$2,080	5.0%	\$2,190	5.0%	\$2,300	5.0%	\$2,410	5.0%	\$2,530
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$805	\$812	\$818	\$824	\$829	\$835	0.9%	\$7	0.7%	\$6	0.7%	\$6	0.6%	\$5	0.7%	\$6
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$0	\$0	\$0	\$0	\$0	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Est. First-Year Fees (CA resident)	\$55,945	\$58,578	\$61,188	\$63,920	\$66,773	\$69,759	4.7%	\$2,633	4.5%	\$2,610	4.5%	\$2,732	4.5%	\$2,853	4.5%	\$2,986
Est. First-Year Fees (Nonresident)	\$68,190	\$70,823	\$73,433	\$76,165	\$79,018	\$82,004	3.9%	\$2,633	3.7%	\$2,610	3.7%	\$2,732	3.7%	\$2,853	3.8%	\$2,986

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

Celebrating its 15th year, UC Irvine School of Law (UCI Law) is a world class law school that is dedicated to training practice-ready lawyers and legal professionals. Taught by leading interdisciplinary scholars and practitioners, UCI Law offers students a three-year

Juris Doctor (J.D.) degree program that is innovative and comprehensive, while prioritizing public service and a commitment to providing opportunities for first-generation students and other groups underrepresented in the legal profession. To earn the J.D., students must complete six semesters of study and earn 86 law semester credits. The first academic year of instruction was 2009-10, and today there are 472 students enrolled in the program (Fall 2023).

The curriculum is designed to prepare students for the practice of law at the highest levels. The first-year curriculum is distinct in several ways. First, students are taught areas of legal doctrine traditionally taught, but in a unique way that focuses on methods of legal analysis and skills that all lawyers use. Second, all J.D. students practice law under supervision beginning in the first-year Lawyering Skills course, where they do intake interviews at legal aid or public defender offices and culminating with substantial client representation in an in-house legal clinic before graduation. Third, the Legal Profession course teaches first-year students what it is like to practice law in a variety of practice settings, including large law firms, small law firms and government offices. Fourth, all first-year students are assigned a lawyer mentor from the local legal community to provide guidance in academic and career matters. Typically, graduates of the program take various state bar exams and become lawyers in private law firms, government agencies, public interest law, or judicial clerkships.

The Law School also provides students exceptional training in other ways. UCI Law requires at least one semester of clinical education (6 units). The school has eleven core clinics that satisfy the requirement, and several elective clinics that students can take in their second and third year. The Law School also has an extensive pro bono program that allows students the opportunity to do volunteer work beginning in their first year. More than 90 percent of students have been involved in the program since its inception, participating in scores of projects in which they provide legal services under close attorney supervision. Students are encouraged to log at least 120 pro bono hours in three years, which makes the school a leader in community service hours per student among all law schools.

UCI Law's founding principle was to reimagine what a law education should be, and part of that was how to make a law school with an inclusive student body. The school consistently does better than peer institutions in terms of enrollment of first-generation students, students of color, and specifically students from underrepresented groups. Nearly 50% of students at UCI Law are students of color, and approximately, 24% of the student body identify as underrepresented groups. In 2021, UCI Law became the first University of California law school, and just one of a few in the nation, to require that students complete a graded course that includes substantial content relating to race and indigeneity, structural inequity, and the historical bases for those inequities. This requirement is designed to prepare students to serve as competent members of the legal profession. Initiatives such as this and others have earned the school national recognition, including an A grade among top racial justice schools from preLaw Magazine.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

UCI Law submitted its last multi-year proposal in academic year 2018-19. It was a five-year proposal for years 2019-20 through 2022-23, and the six primary goals were:

1. Maintain Inclusive Excellence of the Faculty;
2. Enhance the Student-Faculty Ratio;
3. Enhance the Educational Program and Public Service Mission;
4. Expand Clinical Programs;
5. Sustain and Enhance Inclusive Excellence of the Student Body; and
6. Invest in Academic Support Programs Providing Key Assistance to At-Risk Students.

Despite COVID-19 in the early years of the proposal implementation, the Law School was able to execute our plan while also staying in good financial standing. Here is a brief assessment of each goal from the last proposal.

- 1. Maintain Inclusive Excellence of the Faculty.** From its inception, UCI Law has been committed to equity, diversity, and inclusion, and has always viewed inclusive excellence as central to our mission. Our recruiting strategy has always incorporated this commitment both in our candidate pool as well as the scholarship of the faculty we hire. Each year, the Law School's Faculty Appointments Committee, charged with identifying, reviewing, and recommending faculty candidates to the faculty, consults with the Law School's Equity Adviser to promote best practices for diversity and inclusion in faculty recruitment consistent with California and federal law. All applicants are asked to provide a statement regarding their Contributions to Inclusive Excellence in Research, Teaching and/or Service, which enables the committee and the faculty to consider those contributions during recruitment. The Law School has also pursued faculty recruitment through the campus' Black Thriving Initiative, which aims to recruit scholars who focus on understanding anti-Blackness and interrogate structural racism in its myriad forms. In addition to posting full-time faculty recruitments on the publicly accessible UCI Academic Personnel Recruit system, it posts them in Association of American Law Schools (AALS) recruitment bulletins and a variety of other listserves and webpages to ensure they

are available to a highly diverse pool of applicants. The Faculty Appointments Committee will also often affirmatively reach out to potential applicants to help ensure a diverse pool of applicants for each position.

In the period of the last proposal, the Law School hired 16 new faculty, and of the 16, 44% identified as faculty of color. Our efforts have been recognized by the legal profession and publications. We received a “2023 Diversity Champion Award” from Cal LAW, an A Grade from preLaw Magazine for being among top racial justice schools, and in 2023 were ranked by Princeton Review as #7 in the nation for “most diverse faculty.” Our faculty scholarship is widely recognized, and our faculty are nationally recognized leaders. The result is that our faculty are often sought after by the nation’s most prestigious law schools. Twenty faculty separated from the school in the last 5 years after being offered high-paying positions at top schools, (of those that left, 60% were faculty of color). We are also beginning to see the first of our faculty retire. Our goal going forward is to continue our approach to recruitment, while also looking for opportunities to improve on retention.

PDST revenue was key to maintaining our inclusive excellence goals, given that nearly half of our faculty are paid using PDST, and 42% of the revenue in the last five years went to academic salaries specifically (approximately \$33 million).

- 2. Enhance the Student-Faculty Ratio.** Our goal in the last proposal was a student to faculty ratio of 10 to 1, and at that time we anticipated hiring 58 ladder rank equivalent faculty. In 2022-23, we had 46 full-time faculty, and our enrollment for that academic year was 468, which made the ratio 10.2. Based on this current proposal of an estimated 500 students in year 3, we will need to net four more hires.

Despite not yet achieving our desired student to faculty ratio, the PDST revenue was key to delivering high-quality education to our students. Nearly half of our faculty are paid using PDST, and 42% of the revenue in the last five years went to academic salaries (approximately \$33 million).

- 3. Enhance the Educational Program and Public Service Mission.** The culture of public service is part of the identity of UCI Law and the way we provide an exceptional educational experience. We instilled the importance of students using their legal skills to help their communities, by integrating public service into our curriculum. Even if a student did not intend to practice in the public interest sector, they were exposed to the benefits of public service and giving back before they left the school. For the students that wished to pursue a career in public interest law, we provided programs to support them. The following are some examples of the experience we offered to students: Public Service Scholarships (approximately \$1.5 million from PDST); Public Interest Law Fund (PILF); Bridge to Practice Funding (approximately \$160K from PDST); Post-graduate Public Service Fellowships; and Loan Repayment Assistance Program (LRAP) (approximately \$424K from PDST). The programs are discussed in detail in section VI.e.

During the proposal period, the school hired 16 new faculty, and of those, two helped meet our explicit goal of enhancing the learning opportunities of the students. One hire has expertise in a few areas to include, privacy law, law and technology, sociolegal studies, empirical methods, digital governance, science and technology studies. While the other has expertise in corporate law. The Law School was able to offer students diverse opportunities to develop competencies at the intersection of law and emerging technologies. First, each year, the Law School offered specialized courses on law and technology, such as Electronic Discovery and AI and the Law. Second, the Law School encouraged a pervasive approach to incorporating emerging technologies into the J.D. curriculum. Based on a survey of course learning outcomes, approximately one-third of the Law School's courses incorporated relevant emerging technology topics. Third, in the Intellectual Property, Arts, and Technology Clinic—which is one of the Law School's 10 core clinics—students gained practical experience at the intersection of the public interest and intellectual property, media, and technology law.

- 4. Expand Clinical Programs.** The Law School requires that every student have a clinical experience prior to graduation. The clinical requirement is a core component of our experiential learning model. During the proposal period, students had the option to choose from one of the 10 core clinics and work as primary legal representatives for their clients. Each clinic had at least one full-time faculty as its instructor, and students were guaranteed placement in one of the clinics. Our core clinics included: Ninth Circuit Appellate Litigation; Civil Rights Litigation; Community and Economic Development; Criminal Justice; Domestic Violence; Environmental Law; Immigrant Rights; Intellectual Property, Arts, and Technology; Press Freedom Project; International Justice; and Workers, Law, and Organizing. We also offered six elective clinics: Appellate Tax; California State Tax; Consumer Law; International Human Rights; Reproductive Justice; and Startup and Small Business. Students also had the option to do alternate placements to work under the supervision of an attorney with an outside non-profit or governmental organization such as a district attorney's office or the U.S. Internal Revenue Service, based on their career goals. Those students still had to attend a weekly class taught by a full-time faculty member like the other students. The PDST revenue allowed the school to maintain the appropriate number of clinical professors and other instructors to run the program as well as we did.

Our clinical program is regarded as one of the best in the country. In the National Jurist 2021 list of Best Schools for Practical Training UCI Law ranked No. 9 overall with an A+ grade, one of only 17 law schools nationally to receive top honors. In 2023, U.S. News and World Report ranked our clinical program No. 6 in the United States.

- 5. Sustain and Enhance Inclusive Excellence of the Student Body.** UCI Law's founding principle was to reimagine what a law education should be, and part of that was how to make a law school with an inclusive student body. The school consistently does better than peer institutions in terms of enrollment of first-generation students, students of color, and specifically students from underrepresented groups. According to reports submitted by the American Bar Association accredited schools (ABA Standard

509 for 2022), nearly 50% of students at UCI Law were students of color, and specifically, 24% of the student body identify as underrepresented groups. In comparison, our peer institutions reported that 32% of their students identified as students of color, and 18% would be categorized as underrepresented groups. Furthermore, each year more than 25% of UCI Law’s entering classes are first-generation students and in recent years approximately 30% have identified as LGBTQ+.

Our Admissions and Outreach operations have an annual budget of approximately \$230K, and most of it comes from core funds. To achieve our goal to “help students minimize their financial liability and achieve professional success,” we provided over \$739K of need based financial aid in the period of the proposal. That was on top of any merit aid these students received. Currently, the school provides \$10 thousand per year of need based aid for those who qualify (\$30K maximum).

We have invested in outreach programs and other public service initiatives that help create pipelines for underrepresented groups to consider a career in law and UCI Law as a potential place to attend. Specifically, we have a Pre-Law Outreach Program (POP) that works with primarily first-generation college students in the summer. POP gives them insight into the Law School admissions process, and it also offers mentorship and guidance from the law community in Irvine. The Saturday Academy of Law (SAL) targets high school students from economically challenged communities and helps them improve their reading, writing and critical thinking skills while learning about the law and legal profession. SAL helps these students prepare for college and specifically targets the skills needed to be strong applicants to law school upon completion of their undergraduate degree. We are currently in the process of creating additional partnerships with prelaw groups on the UCI campus and other partnerships with a range of organizations designed to build pipelines to law school.

	Applications			Admits			Yield (Enrollees)			% Admitted		Admit to Enroll	
	URG	All	% URG	URG	All	% URG	URG	All	% URG	URG	All	URG	All
2018-19	861	3001	29%	149	731	20%	42	233	18%	17%	24%	28%	32%
2019-20	825	3244	25%	155	670	23%	45	163	28%	19%	21%	29%	24%
2020-21	749	3164	24%	128	626	20%	36	147	24%	17%	20%	28%	23%
2021-22	953	3668	26%	153	617	25%	45	174	26%	16%	17%	29%	28%
2022-23	816	2870	28%	136	554	25%	45	174	26%	17%	19%	33%	31%

According to UCOP pipeline data, the share of underrepresented groups in our total applicant pool increased two years in a row (26% in 2021-22 and 28% in 2022-23). Both their share of the admitted and yield have stayed at 25% and 26% respectively. The school has consistently admitted above 15% of the URG applicants that apply, and last year, one-third of the URG applicants we

admitted chose UCI Law. Since 2019-20, our URG student yield has been higher than the total yield (33% for URG students versus 31% for all applicants in 2022-23).

- 6. Invest in Academic Support Programs Providing Key Assistance to At-Risk Students.** UCI Law has an Academic Skills Program (ASP) whose mission is to provide all students strategies to maximize their academic success. The 2021-22 academic year was the first full year of the Law School's reinvigorated Academic Skills Program. Under the leadership of the Assistant Dean, programming begins in pre-orientation and continues throughout the first year of the J.D. curriculum, with an emphasis on teaching students the fundamentals of legal analysis, including how to synthesize various sources of law and how to identify, deconstruct, and organize legal rules. The Assistant Dean also implemented a first-year workshop series, arranged collaborations with first-year law faculty, and updated the Law School's upper-division skills courses—all based on science-based best practices. Additionally, after they graduate, alumni have access to bar preparation services that include practice exams. ASP is important to student success because it is a dedicated team focused on helping students navigate the rigors of law school, and it also helps them prepare for the bar exam at the end. Most of the positions our graduates pursue require passing at least one state bar, (private law firm, government, or judicial clerkship). Approximately \$2.6 million was spent to operate the program during the prior period (\$1.2M of PDST). Currently, most of the operating costs of the program have shifted to PDST.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

Our current proposal aims to do two things: (1) continue to provide a high-quality education through the new goals stated below; and (2) ensure that our tuition rate keeps up with inflation and the need to provide robust financial aid to our students. Much of the increase is to respond to inflationary pressures, both for compensation expenses and student financial aid assistance. Total collected PDST revenue in Academic Year 2023 was 18% higher than what we collected in Academic Year 2019 (year 1 of the last proposal). In comparison, faculty average compensation has increased by 20% since the last proposal, because of cost-of-living increases, merits, promotions, and retention. Approximately 55% of the spending on PDST was tied to salary and benefits, and most of that was faculty salaries. The recent COLA increases, future required faculty merit, and cuts to campus funds must be accounted for when considering a rate increase for PDST. Excluding Contracts & Grants, compensation and student aid make up 90% of what the school spent in Fiscal Year 2023. The school will look for efficiencies to reduce the remaining 10%, but that by itself will not allow us to

offset the impact of the compensation increases and the cuts. The school also sees opportunities to do more than just keep up with inflation and will maximize the use of the non-inflation portion to continue to improve the quality of our program. The proposal is to increase the fee by 5% each of the next five years.

Our goals for this five-year proposal are itemized below along with a brief explanation for each.

1. Maintain Affordability & Access. We estimate that an average of 52% of the PDST generated will go towards financial aid throughout the duration of this proposal. Of the scholarships we provided in Academic Year 2023, 71% of the funding came from PDST, and we anticipate that this stream of funds will continue to be a core part of our student support. Throughout the five years of the previous proposal, \$41 million of the revenue generated (43% of the total) went to scholarships. Most of the aid we give out is merit-based, to convince admitted students who meet our desired class profile (undergraduate GPA and LSAT score) to pick UCI Law over other schools. A competitive aid offer upfront will increase the school's chances of the person attending UCI Law, and once here, it will also reduce their out-of-pocket costs. Since this is a full-time program, most students do not work while attending law school. This makes it difficult to identify true need versus those who may have support from family. To account for this, our process requires students to provide parents' information on the FAFSA, unless the student meets one of the following criteria: 30 years of age or older at the beginning of the applying academic year; can provide documentation that parents did not claim the student on their tax returns for the last seven years; the student has a dependent other than a spouse; is a veteran; or considered as independent by undergraduate institution through dependency override. Those who meet eligibility in this process, receive an additional \$10K per year (total of \$30K for three years) on top of merit-based aid they were given. We incorporate the need-based process and information in our recruiting presentation, to encourage those that would be eligible to apply to the program. The school also accounts for need in the reconsideration process for rising 2nd and 3rd year students. Should their financial situation change, and they become eligible for need-based aid, it would be added. In the prior 5-year period, we provided approximately \$739K of need-based aid. We also anticipate increased payouts from 5-year loan repayment program once graduates go back to paying their student loans because of changes in federal repayment programs.

Note, the table does not allow a place to enter assumptions about waivers given to specific groups. About 4% of our students have their PDST fees waived, and we include the waiver in our student aid assumptions. In AY2023, the school waived \$725K of PDST for students eligible for programs such as CalVet, AB540, and others. Many of these students would otherwise be eligible for student aid, so even if the waivers are less than anticipated that portion would still go towards student aid. If the PDST levels are not approved, the Law School would be at competitive disadvantage considering hyper-competition around providing robust financial aid.

- 2. Bolster Student Support & Success.** We will continue to invest in our academic support and skills, student wellness, and other student success programs. We are also adjusting to the needs of our newer cohort of students since many of them may have had a portion of their high school and college learning during the pandemic. Part of our goal is to help them adjust to the rigors of an in-person law education given that a portion of their prior schooling may have been remote during the pandemic. To that end, the school has increased its student services to include more counseling services and bring student wellness to the forefront of how we engage with students. As examples, the school partnered with the campus to have dedicated mental health counselors for law students, and our Students Affairs office created a Wellness Wednesday program.
- 3. Maintain Quality of Clinical, Experiential, and Pro Bono.** The depth of our experiential learning opportunities is one aspect of our program that helps set UCI Law apart from other schools. We will use the revenue generated to continue to recruit and retain professors that bolster our programs and provide desired student-to-faculty ratios. In the coming years, we anticipate that some of our senior clinical professors may retire, and we will need to recruit a mix of experience levels to maintain our reputation. We also will continue to invest in our other community outreach and pro bono programs that provide our students exceptional learning opportunities, while providing essential legal services for those most in need in Orange County and beyond. This support enhances both the school's legal education and service/community engagement missions.
- 4. Maintain Faculty Quality & Interdisciplinary Focus.** We also anticipate using some portion of these funds to recruit and retain highly qualified, interdisciplinary, doctrinal faculty. One of the school's goals is to expand its role as a leader in legal scholarship, influencing law and policy through research, service, legal practice, policy advocacy, and public intellectual engagement. The quality of our faculty's research and scholarship, and the work done through various centers and initiatives, are essential for our national rankings and reputation, and provide distinct and meaningful opportunities for our students. Other law schools actively recruit our faculty, and we are forced to either counter their offer or recruit replacement faculty. The revenue generated will allow us the flexibility and resources to be proactive as it relates to the quality of our research-intensive faculty.
- 5. Sustain Inclusive Excellence of Faculty & Students.** We intend to use the revenue generated from the fee increase in two ways that meet this goal: one, continue to recruit and improve retention of inclusive excellence-oriented faculty; and two, implement new pipeline initiatives for students in underrepresented groups. With the help of campus initiatives, along with funds within the Law School, 44% of our faculty hires in the last five years were consistent with our inclusive excellence goals. While this was commendable, it was mitigated by those who left the school that also identified as underrepresented groups. The school actively reviews its recruitment practices to ensure it is a welcoming place for everyone. As it relates to retention, administrators are engaged with ideas on how to improve, such as better mentoring of junior faculty and setting aside specific research fund pools

dedicated to junior faculty. The school continues to partner with the campus and regional community to better the pipeline of students from communities underrepresented in the legal profession to pursue careers in law.

- 6. Address Facilities and Technology Needs.** We intend to use a small portion of the funds for necessary facilities and technological improvements. Aside from modest improvements to our facilities, it's important for the school to have the flexibility to take advantage of opportunities to reimagine space that help build community (e.g., common spaces for student and faculty interactions) and meet current learning needs of our students (e.g., wellness room, updating of classrooms). As for technology, the pandemic partly changed the way we provide instruction to our students. While we have returned to 100% in-person learning, we need to remain innovative about how we incorporate lessons-learned from remote learning into the classroom. Additionally, to ensure we are inclusive and accessible to all learners, we will need to continue to invest more in technology to accomplish that goal (e.g., make class recording available as accommodation to a student, adapt to new learning pedagogies involving AI and technology).

The main consequence if the proposed levels are not approved is that it would be harder to maintain the quality of our program. The inflationary costs increases cannot be absorbed with the current rates, and the school would have to consider eliminating faculty lines to offset the impact. The school anticipates compensation increases to compound to over 5% for faculty once you factor in COLA and merit increases. We were also hoping to address facility and technology needs with the funds and would need to rethink the timing on those improvements.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$6,861,400	\$366,600	\$386,200	\$406,800	\$428,600	\$451,500	\$8,901,100
Benefits/UCRP Cost	\$1,633,100	\$87,200	\$91,900	\$96,800	\$102,100	\$107,400	\$2,118,500
Providing Student Services	\$107,800	\$5,400	\$5,700	\$6,000	\$6,300	\$6,600	\$137,800
Improving the Student-Faculty Ratio	\$310,000	\$16,600	\$17,500	\$380,900	\$38,800	\$40,900	\$804,700
Expanding Instructional Support Staff	\$599,700	\$21,000	\$21,800	\$22,500	\$23,300	\$24,100	\$712,400
Instructional Equipment Purchases	\$75,000	\$3,800	\$4,000	\$4,200	\$4,400	\$4,600	\$96,000
Providing Student Financial Aid	\$10,006,240	\$564,860	\$1,104,180	\$825,820	\$597,100	\$625,300	\$13,723,500
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$75,000	\$3,800	\$4,000	\$4,200	\$4,400	\$4,600	\$96,000
Other (Please explain in the "Additional Comments" below)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$19,668,240	\$1,069,260	\$1,635,280	\$1,747,220	\$1,205,000	\$1,265,000	\$26,590,000

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

Inflationary costs increases are assumed within each line-item, which is why no amounts are listed in the "Other Non-salary Cost Increases".

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The Law School has taken multiple steps to enhance efficiencies, reduce costs, and ensure spending makes the most impact. Last year, we sought to implement three strategies to realize operational savings: faculty recall arrangements, restructuring specialty positions, and efficiency and expense reductions. We have made significant reductions in overall costs in light of campus budget stability plans and university cuts.

To save on instructional costs but maintain educational quality, there was a general call to anyone that was considering retirement but wanted to maintain some connection with the school. The faculty would be able to keep their office and access to research funds, in exchange for teaching a class. One faculty did participate in the program this year, and there may be more this year. We have worked with campus Human Resources on several specialty, non-faculty appointments, as a way to realize savings that allow the school to recruit and retain critical staff. The school had three administrative positions that made sense when it was a newer school, but when we transitioned to a new dean, they did not fit into the reporting structure. We were able to restructure those positions and achieved salary savings. Third, we have closely reviewed budgets and carefully review any position openings prior to filling positions. Fourth, we continue to explore alternative revenue-generating programs (e.g., in our graduate degree programs and with certificate programs as part of a collaboration with the Division of Continuing Education).

We are aggressively pursuing alternative ways to support our programs and activities through private philanthropy. This has included rebuilding our advancement office, hiring new staff, and implementing new advancement strategies. We have begun outreach to a broader range of potential donors, while launching new alumni engagement plans. Scholarship fundraising remains a top priority for the school and is the primary request made to alumni and others in one-on-one gift discussions and in annual giving efforts (for example, our 2023 Giving Day gift options include the Law Scholarship Fund as the first giving option). Since May 2020, we've secured 18 new donor-funded scholarships (this is outside the general Law Scholarship Fund). We are in donor negotiations to add to this number and are engaging in ongoing strategic cultivation of other prospective donors we believe may support law school scholarships. Of those 18, 16 are permanent endowments. These 16 add to the one endowed scholarship that existed prior to May 2020. Once all pledges have been paid, these funds will add approximately \$2 million in permanent scholarship endowment funding. A significant number of those will also benefit from a campus match we were able to utilize during gift negotiations, effectively increasing that endowment to approximately \$3.8 million. Note these numbers refer to tuition scholarships and do not reflect other student support for which we also fundraise (PILF and the Student Emergency Relief Fund).

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Our proposal is to increase the rate by 5% each of the next five years.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	379	380	390	401	401	401
Domestic Nonresident	59	59	61	62	62	62
International	34	35	36	37	37	37
Total	472	474	487	500	500	500

Additional comments:

We do not anticipate a drastic change in the proportion of residents to non-resident students. The goal is total enrollment of approximately 500 in the JD program, which will require a modest increase from this year’s entering class (but consistent with the prior year’s entering class number and lower than prior levels). Given the current class size, we expect to reach these goals by year 3 of the proposal, assuming that enrollment trends nationally remain relatively stable.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table on the following page, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

Table 4: Market Comparators

	TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR															
	Projections						Increases/Decreases									
	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2024-25		2025-26		2026-27		2027-28		2028-29	
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:							%	\$	%	\$	%	\$	%	\$	%	\$
Illinois, University of	123,256	126,954	130,763	134,686	138,727	142,889	3.0%	3,698	3.0%	3,809	3.0%	3,923	3.0%	4,041	3.0%	4,162
Indiana, University of	118,774	122,337	126,007	129,787	133,681	137,691	3.0%	3,563	3.0%	3,670	3.0%	3,780	3.0%	3,894	3.0%	4,010
Iowa, University of	97,135	100,049	103,050	106,142	109,326	112,606	3.0%	2,914	3.0%	3,001	3.0%	3,092	3.0%	3,184	3.0%	3,280
Minnesota, University of	151,343	155,883	160,559	165,376	170,337	175,447	3.0%	4,540	3.0%	4,676	3.0%	4,817	3.0%	4,961	3.0%	5,110
Washington, University of	134,714	138,755	142,918	147,206	151,622	156,171	3.0%	4,041	3.0%	4,163	3.0%	4,288	3.0%	4,416	3.0%	4,549
Emory University	205,279	211,437	217,780	224,313	231,042	237,973	3.0%	6,158	3.0%	6,343	3.0%	6,533	3.0%	6,729	3.0%	6,931
Pepperdine University	210,323	216,633	223,132	229,826	236,721	243,823	3.0%	6,310	3.0%	6,499	3.0%	6,694	3.0%	6,895	3.0%	7,102
Southern California, University of	241,232	248,469	255,923	263,601	271,509	279,654	3.0%	7,237	3.0%	7,454	3.0%	7,678	3.0%	7,908	3.0%	8,145
Vanderbilt University	223,114	229,807	236,701	243,802	251,116	258,649	3.0%	6,693	3.0%	6,894	3.0%	7,101	3.0%	7,314	3.0%	7,533
Washington University of St. Louis	209,606	215,894	222,371	229,042	235,913	242,990	3.0%	6,288	3.0%	6,477	3.0%	6,671	3.0%	6,871	3.0%	7,077
Average public comparison	125,044	128,796	132,659	136,639	140,739	144,961	3.0%	3,751	3.0%	3,864	3.0%	3,980	3.0%	4,099	3.0%	4,222
Average private comparison	217,911	224,448	231,181	238,117	245,260	252,618	3.0%	6,537	3.0%	6,733	3.0%	6,935	3.0%	7,143	3.0%	7,358
Average public and private comparison	171,478	176,622	181,920	187,378	192,999	198,789	3.0%	5,144	3.0%	5,299	3.0%	5,458	3.0%	5,621	3.0%	5,790
UCI Law Resident	175,781	183,820	192,075	200,707	208,684	215,946	4.6%	8,039	4.5%	8,255	4.5%	8,632	4.0%	7,977	3.5%	7,262

	TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR															
	Projections						Increases/Decreases									
	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2024-25		2025-26		2026-27		2027-28		2028-29	
Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:							%	\$	%	\$	%	\$	%	\$	%	\$
Illinois, University of	154,165	158,790	163,554	168,461	173,515	178,720	3.0%	4,625	3.0%	4,764	3.0%	4,907	3.0%	5,054	3.0%	5,205
Indiana, University of	183,837	189,352	195,033	200,884	206,911	213,118	3.0%	5,515	3.0%	5,681	3.0%	5,851	3.0%	6,027	3.0%	6,207
Iowa, University of	160,588	165,406	170,368	175,479	180,743	186,165	3.0%	4,818	3.0%	4,962	3.0%	5,111	3.0%	5,264	3.0%	5,422
Minnesota, University of	180,496	185,911	191,488	197,233	203,150	209,245	3.0%	5,415	3.0%	5,577	3.0%	5,745	3.0%	5,917	3.0%	6,095
Washington, University of	171,907	177,064	182,376	187,847	193,482	199,286	3.0%	5,157	3.0%	5,312	3.0%	5,471	3.0%	5,635	3.0%	5,804
Emory University	205,279	211,437	217,780	224,313	231,042	237,973	3.0%	6,158	3.0%	6,343	3.0%	6,533	3.0%	6,729	3.0%	6,931
Pepperdine University	210,323	216,633	223,132	229,826	236,721	243,823	3.0%	6,310	3.0%	6,499	3.0%	6,694	3.0%	6,895	3.0%	7,102
Southern California, University of	241,232	248,469	255,923	263,601	271,509	279,654	3.0%	7,237	3.0%	7,454	3.0%	7,678	3.0%	7,908	3.0%	8,145
Vanderbilt University	223,114	229,807	236,701	243,802	251,116	258,649	3.0%	6,693	3.0%	6,894	3.0%	7,101	3.0%	7,314	3.0%	7,533
Washington University of St. Louis	209,606	215,894	222,371	229,042	235,913	242,990	3.0%	6,288	3.0%	6,477	3.0%	6,671	3.0%	6,871	3.0%	7,077
Average public comparison	170,199	175,305	180,564	185,981	191,560	197,307	3.0%	5,106	3.0%	5,259	3.0%	5,417	3.0%	5,579	3.0%	5,747
Average private comparison	217,911	224,448	231,181	238,117	245,260	252,618	3.0%	6,537	3.0%	6,733	3.0%	6,935	3.0%	7,143	3.0%	7,358
Average public and private comparison	194,055	199,876	205,873	212,049	218,410	224,962	3.0%	5,822	3.0%	5,996	3.0%	6,176	3.0%	6,361	3.0%	6,552
UCI Law Nonresident	212,516	220,555	228,810	237,442	245,786	253,794	3.8%	8,039	3.7%	8,255	3.8%	8,632	3.5%	8,344	3.3%	8,008

Source(s):

School	Website
UC Irvine Law	https://www.law.uci.edu/admission/tuition-aid/
Illinois, University of	https://law.illinois.edu/admissions/tuition-aid/
Indiana, University of	https://law.indiana.edu/admission/jd-apply/financial-info/index.html
Iowa, University of	https://law.uiowa.edu/admissions/costs-and-financial-aid
Minnesota, University of	https://law.umn.edu/admissions/jd/tuition-financial-aid-2023-2024
Washington, University of	https://www.law.uw.edu/admissions/financing/tuition
Emory University	https://law.emory.edu/admission/tuition-and-financial-aid/jd-tuition.html
Pepperdine University	https://law.pepperdine.edu/admissions/financial-aid/cost-of-attendance-juris-doctor.htm
Southern California, University of	https://gould.usc.edu/academics/degrees/jd/financial-aid/cost/
Vanderbilt University	https://law.vanderbilt.edu/jd-program/costs-financial-aid/costs/
Washington University of St. Louis	https://law.wustl.edu/admissions/tuition-financial-aid/

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

Nationally, we chose several schools that are generally similar in perceived quality and reputation (e.g., Emory, USC, Vanderbilt, Washington University) or are law schools that are similar in size that are part of large research intensive or AAU/R1 institutions (e.g., Indiana-Bloomington, Illinois, Iowa, Minnesota, and Washington). With the national schools we compete for top, interdisciplinary, research faculty. We also chose Pepperdine University as a school located geographically in the Los Angeles area, but that is not considered a peer competitor for faculty, students, or staff. While they are not listed in our comparator list, it should be noted that we also compete with the other UC law schools for faculty, staff, and students (since most of our students are California residents).

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

UCI Law's charges to complete the degree are comparable to the private comparators chosen, and for California residents UCI law is 24% cheaper than their average charges to students. Many of the students that attend UCI Law, especially California residents, also considered other UC law schools. Compared to the public comparators, as shown in the table above, UCI Law charges are higher, but four of our five comparators are in the Midwest. The lower costs of living allow those schools to pay faculty significantly less than what UCI Law pays its faculty. The higher charges to students by UCI Law compared to the public comparators is offset by the fact that our graduates' median salary is higher than those schools. The analysis assumes that the comparators will raise tuition by only 3% per year, but that may not keep up with inflationary costs, and they may have to increase their tuition by more than 3%.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The quality of our educational program is strong compared to peer schools in California. Our program is distinguished by: (1) a distinct curriculum providing instruction on the Legal Profession; (2) a deep commitment to pro bono work and community partnerships, providing students significant volunteer opportunities not available in the same depth and breadth at most schools; (3) substantial experiential and clinical opportunities. Our faculty stand out in their quality of their interdisciplinary research, the quality of the instruction in the classroom, and the caring and supportive community (from classmates, faculty, staff, and alumni).

The first-year curriculum is distinct in several ways. First, students are taught areas of legal doctrine traditionally taught, but in a unique way that focuses on methods of legal analysis and skills that all lawyers use. Second, all J.D. students practice law under supervision beginning in the first-year Lawyering Skills course, where they do intake interviews at legal aid or public defender offices and culminating with substantial client representation in an in-house legal clinic before graduation. Third, the Legal Profession course teaches first-year students what it is like to practice law in a variety of practice settings, including large law firms, small law firms and government offices. Fourth, all first-year students are assigned a lawyer mentor from the local legal community to provide guidance in academic and career matters.

The Law School also provides students exceptional training in other ways. UCI Law requires at least one semester of clinical education (6 units). The school has eleven core clinics that satisfy the requirement, and several elective clinics that students can take in their second and third year. The Law School also has an extensive pro bono program that allows students the opportunity to do volunteer work beginning in their first year. More than 90 percent of students have been involved in the program since its inception,

participating in scores of projects in which they provide legal services under close attorney supervision. Students are encouraged to log at least 120 pro bono hours in three years, which makes the school a leader in community service hours per student among all law schools.

This year, Princeton Review ranked UCI Law number 8 overall for Best Law Schools of 2023. Princeton Review also ranked UCI Law No. 10 for Best Professors and No. 7 for Most Diverse Faculty. U.S. News and World Report ranked the Law School's clinical program #6 nationally and our Lawyering Skills Program within the top 10 nationally. UCI Law is also recognized for its faculty interdisciplinary research and scholarly impact. The results are graduates that are ready to contribute to the legal profession on day one. For example, our California bar first time takers bar passage rate has been 88% and 89% the last three reported years.

Additionally, UCI Law is known for its strong commitment to inclusive excellence. Specifically, nearly half of our students identify as people of color, with 24% being from underrepresented groups, around 30% identify as LGBTQ+, and often 25-30% of our students are first-generation. While our peer institutions reported that 32% of their students identified as students of color, and 18% would be categorized as underrepresented groups. The school provides tremendous support for students from lower socio-economic backgrounds. In 2021, UCI Law became the first University of California law school, and just one of a few in the nation, to require that students complete a graded course that includes substantial content relating to race and indigeneity, structural inequity, and the historical bases for those inequities.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	7.0%	8.7%	9.0%	8.7%	5.0%	7.0%
Hispanic/Latino(a)	14.9%	16.3%	15.8%	14.6%	10.0%	11.0%
American Indian	0.8%	0.9%	0.6%	0.6%	0.0%	0.0%
Subtotal Underrepresented	22.7%	26.0%	25.4%	23.9%	15.0%	18.0%
Asian/Pacific Islander	25.7%	23.7%	24.4%	25.8%	8.0%	11.0%
White	42.8%	41.8%	41.5%	41.0%	63.0%	58.0%
Domestic Unknown	4.0%	3.1%	1.9%	1.9%	8.0%	9.0%
International	4.8%	5.4%	6.8%	7.4%	6.0%	4.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	34.0%	28.2%	39.8%			
Gender						
% Female	57.4%	57.5%	55.8%	51.8%	48.7%	52.7%
% Male	42.0%	41.4%	42.3%	45.0%	51.3%	46.9%
% Non-Binary	0.6%	0.7%	0.9%	1.3%	0.0%	0.0%
% Unknown	0.0%	0.4%	1.1%	1.9%	0.0%	0.4%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: ABA 509 Standard Information Forms

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

UCI Law has maintained its commitment to inclusive excellence. In the past three years, the school has enrolled nearly 50% students of color. We outperform our comparators within all underrepresented groups, and we also have nearly 26% Asian-Americans students, compared to 8 to 11% for our comparators. Asian Americans are underrepresented overall in the legal profession. The percent of URG applicants has increased since 2020-21 and was 28% in 2022-23. Also, the group's share of admitted and enrolled students has been consistent the last two reported years. From year to year, the percentage of students in a given group may change, especially given our class size, but we remain committed to a diverse applicant pool.

To continue our commitment to diversity in our applicant pool, we will build on the strategies that have worked in the past. The Law School has invested and is continuing to invest in prelaw programs (and even high school programs) to help increase representation of underrepresented groups in our applicant pool. Our goal is to increase the diversity in our applicant pool.

Our enrollment strategies are multiple and include expanding the pool of applicants while maintaining strong yield rates. We will continue to identify feeder schools across the country that are known for their diversity. These schools include Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs). We will continue to participate in pre-law conferences hosted by Black, Latino, Asian, and other affinity organizations. In addition, the school also has a Community College Pathway to Law School Initiative. This innovative program provides a clear educational pipeline for diverse students from high schools, community colleges, and four-year institutions into law school or law-related careers.

Our affinity student organizations are partnered with prelaw student organizations, and our Admissions Office engages in wide-ranging recruitment efforts around the nation. An Associate Dean of Diversity, Equity, and Inclusion, in collaboration with a faculty committee, helps ensure students of all backgrounds feel welcomed and included. Following the leading literature on the importance of peer-to-peer interactions, the Admissions Office supports a large Admissions Ambassadors program, where current students volunteer their time to serve as a resource to prospective and admitted students. The ambassadors allow students of all backgrounds and experiences, especially first-generation college students, to speak to someone with similar journeys to theirs to

guide them through the process. The prospective students may ask the ambassadors questions they would not be comfortable asking an administrator, and the ambassadors may offer advice that an administrator would not know to mention.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The percentage of students who received Pell as undergraduates was 40% for 2022-23, which was the highest percent in the years cited in the two proposals. The Law School has a high percent of first-generation students, and there is a correlation with the two groups. These high percents point to our commitment to provide access to these groups. The support we provide are made known through the application process, through admission fairs and workshops, on our website, and through one-on-one conversations. An extensive admissions view book further underscores the support provided. Financial aid counseling and advising is available for all applicants.

Significant financial support is provided to students, with over \$12 million in student aid distributed each year (71% from PDST). Students with financial need are supported in additional ways, including: (1) the school has no application fees to apply; (2) a needs-based grant program, including a UCI Law Need-Based Grant; and (3) that the Law School considers financial need in certain scholarship decisions. Separately, all students have access to Max by AccessLex, a financial literacy-based online program designed to provide personal finance lessons to students. Additional support is provided to students to work during the summer in public interest organizations and later, after graduation, for students who have not secured jobs (through fellowships, bridge to practice funding, and other support through an innovative loan forgiveness program). The Law School and University provides affordable on-campus graduate student housing, which in Irvine and Orange County is critically important to students.

Access is further enhanced through the support we provide designed to ensure that students from low socio-economic backgrounds can succeed after they join the Law School. The Law School's Student Affairs and Student Services Office provides support for students with financial, mental health, or food insecurity needs. Additional mentorship and other programs, along with a tight knit, collegial, and supportive campus community culture (of faculty, staff, and alumni) promote access for students from low socioeconomic backgrounds. An extensive clinical program and a pro bono program—where students work with attorneys to provide legal assistance to low-income and the poor—is part of how the Law School creates a culturally relevant, engaging curriculum that is supportive and conducive to learning for all students. An extensive Academic Support Program provides intervention and additional support to ensure success in Law School and later the bar exam, and an extensive Orientation as well as

pre-attendance online introduction to law school courses help ensure a more level playing field designed to ensure students of all backgrounds are successful.

The Law School has strong collaborations and partnerships with campus. UCI is strongly committed to providing a step up for disadvantaged students. The New York Times ranked it the No. 1 school in the nation for doing the most for low-income students.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

UCI Law has continued to enroll more women than men, and the last three years, about 56% of those enrolled are women. For this year's class, 3% of those currently enrolled identify as non-binary or did not specify a gender. Given the small class sizes, we do not see the changes in percent as a downward trend, especially given the shifts in gender identity that explains some percents. The school continues to enroll a slightly higher percentage of women than men compared to our comparators, but consistent with national trends that see more women than men applying to law school. Last year approximately 35,000 women applied to law schools (approx. 56.5% of the applicant pool), compared to 25,000 men (approx. 40% of the applicant pool), with the remaining either not indicating gender or identifying as gender diverse. In recent years, 53% of new attorneys in California were women, according to studies by the California State Bar. From a recent study, women are over half of California's adult population, but just 44 percent of California attorneys, so the larger population of women applicants/matriculants is a relatively new phenomenon. Through our continued outreach efforts, the school expects to increase the size and quality of the applicant pool, which will assist with stabilizing gender parity in entering classes.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

We expect it to remain relatively stable. In the final year of the proposal, we anticipate sustaining our percentages of underrepresented minority students and general gender parity. We have done very well compared to national application numbers, so we are not expecting major increases among these groups in the national pool, and competition for top law students is expected to intensify as we see demographic shifts (fewer students applying to undergraduate programs). There is no indication in the short-term that we will see less women (or more men) applying to law school, so we expect the numbers to be relatively stable.

The Law School plans and participates in a robust recruiting calendar each fall, including during the pandemic. This includes engaging with students in a wide-range of educational contexts and backgrounds, including 2-year community colleges, 4-year colleges, and universities; and through various modalities including in-person, Zoom meetings, Zoom webinars (solo or with multiple schools), and virtual recruitment events. In-person and virtual recruitment has taken place at individual colleges and universities and through larger organizations. Individual college recruitment has included HBCUs, Predominantly Black Institutions, and Hispanic-Serving Institutions. Larger organizationally based recruitment has been through local, regional, and national organizations through the Law School Admissions Council, Cal Bar Community College Pathways Initiative (2+2+3 Program), LatinoJustice (PRLDEF), National Black Pre-Law Conference & Fair, National HBCU Pre-Law Conference & Fair, National LGBT Bar Association, the West Coast Consortium of Private Law Schools, and the National Consortium of Public Interest Law Schools, among others. Finally, the Law School uses the LSAC Candidate Referral Service to identify potential applicants from a wide variety of backgrounds, experiences, and accomplishments.

In addition to more traditional recruiting events, the Law School has taken concrete steps to collaborate and develop pipelines to the Law School and the legal profession. The Law School has maintained the Saturday Academy of Law (a program for 9th grade students) and created and maintained the Pre-Law Outreach Program, which educate students from disadvantaged socioeconomic backgrounds about opportunities in the law and how to apply for law school. Student organizations at the Law School have mentorship and partnership programs with prelaw groups on the UCI campus. The Law School has recently entered into scholarship and partnership programs with the UCI School of Humanities, the UCI School of Engineering, and the UCI campus-wide honor collegium that are designed to help recruit students from underrepresented groups given the significant diversity found in UCI's undergraduate program. UCI is known nationally among universities for its efforts at advancing upward social mobility and doing the most for the American dream. Additional outreach and work is being done with Community Colleges. The Law School is currently seeking to hire a Director of Pipeline Initiatives to oversee the Saturday Academy of Law, the Pre-Law Outreach Program, our collaborative scholarship programs, 3+3 programs, and partnerships with national mentor and scholarship programs designed to support college success of students from underrepresented groups.

To promote access to legal education, the Law School does not charge an application fee. It also has a program to assist with travel costs for admitted students to come for Admitted Students Weekend.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23	Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	3.5%	4.4%	4.6%	Black/ African/ African American	Domestic	4.4%	5.9%	6.1%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.8%	5.5%	8.1%	Hispanic/ Latino(a)	Domestic	6.7%	5.9%	6.1%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	14.0%	13.2%	14.9%	Asian/ Pacific Islander	Domestic	13.3%	13.7%	14.3%
	International	1.2%	1.1%	0.0%		International	2.2%	2.0%	0.0%
White	Domestic	58.1%	61.5%	65.5%	White	Domestic	68.9%	68.6%	69.4%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Two or More Races	Domestic	1.2%	1.1%	1.2%	Two or More Races	Domestic	2.2%	2.0%	2.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	16.3%	12.1%	5.8%	Other/ Unknown	Domestic	2.2%	2.0%	2.0%
	International	0.0%	1.1%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23	Percentage by Gender		2020-21	2021-22	2022-23
Female		42.0%	44.0%	45.0%	Female		47.0%	49.0%	49.0%
Male		43.0%	41.0%	45.0%	Male		47.0%	43.0%	43.0%
Non-Binary/Unknown		15.0%	15.0%	10.0%	Non-Binary/Unknown		6.0%	8.0%	8.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

UCI Law is committed to equity, diversity, and inclusion, has always viewed inclusive excellence as central to our mission and has furthered those goals in a way that is fully compliant and consistent with Proposition 209. While the school has seen considerable success, the school must be deliberate in the way it recruits and retains talented, diverse faculty. In the period of the last proposal, the Law School hired 16 new faculty, and of the 16, 44% identified as faculty of color. Consistent with this effort, 2022-23 shows higher percents of Black, Hispanic, and Asian-American faculty. Currently, competition for top faculty nationally is intense with faculty receiving offers from multiple schools. Cost of living, housing, and other factors outside the Law School's control can make recruitment difficult.

Each recruitment year, the Law School's Faculty Appointments Committee, charged with identifying, reviewing, and recommending faculty candidates to the faculty, consults with the Law School's Equity Adviser to promote best practices for diversity and inclusion in faculty recruitment consistent with California and federal law. All applicants are asked to provide a statement regarding their Contributions to Inclusive Excellence in Research, Teaching and/or Service, which enables the committee and the faculty to consider those contributions during recruitment.

The Law School has also pursued faculty recruitment through the Irvine campus's Black Thriving Initiative, which aims to recruit scholars who focus on understanding anti-Blackness and interrogate structural racism in its myriad forms. In addition to posting full-time faculty recruitments on the publicly-accessible UCI Academic Personnel Recruit system (see below), it posts them in the Association of American Law School recruitment bulletin and a variety of other listserves and webpages to ensure they are available to a highly diverse pool of applicants. The Faculty Appointments Committee will also often affirmatively reach out to potential applicants to help ensure a diverse pool of applicants for each position.

As for retention, the school understands the need for development opportunities that help our faculty develop professionally and advance their scholarship. Extensive support is also provided to support new faculty: (1) orientation programs for new faculty; (2) extensive faculty support for research and teaching; (3) significant financial support through competitive salaries; (4) housing loans and mortgages at favorable interest rates; (5) favorable teaching releases and sabbaticals; (6) workshops and social events to promote community engagement; (7) faculty mentoring programs; (8) support provided through Associate Deans (for research, equity) and for specific programs (clinical, lawyering skills). The school has various workshops series and social events that promote community engagement. It also dedicates specific funds to junior faculty for them to host conferences of their own, which in the law

community is part of the scholarly growth process. The school also mentors junior faculty, including helping them plan their merit and advancement process in the UC system. Lastly, the campus has also helped with efforts to retain faculty that were being recruited by other schools. The biggest challenge to retention is that the Law School has a strong scholarly and teaching reputation, which makes our faculty highly sought after by top law schools. Cost of living, housing, traffic, and other issues outside the Law School's control, along with a recent trend of certain schools offering significantly higher base salaries, can make relocation to other parts of the country attractive. We will continue to refine and reassess the efficacy of our existing programs, to continue our track record of success.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

UCI Law remains committed to preparing students to enter the legal profession at the highest levels and to develop a lifelong commitment to public service. Our main financial aid and affordability goal is to help students minimize debt and achieve professional success. Success is measured in overall debt levels of our graduates, the pass rates on the California Bar Exam, the success of our alumni, and alumni engagement through various outreach programs.

The very significant financial support the Law School provides, including additional support of students while in law school (e.g., funding for summer jobs and in pro bono programs), and after law school (e.g., our loan forgiveness program for students earning less than \$90,000 a year) help achieve our goals. The very significant resources devoted to students during law school—from Student Affairs, Student Success, our Academic Support Program, our Career Development Office—are designed to ensure students are academically successful and launch rewarding and financially sustainable legal careers.

The school offers the following scholarship options for students:

1. UCI Law Scholarship. Offered to students whose academic records demonstrate exceptional promise for outstanding law school performance.
2. Public Service Scholarship. Requires a separate application and admitted students are considered for this scholarship by demonstrating their history of public service and dedication to entering a career in public interest law after graduating.
3. Need Based Grant. Eligibility is based on filing FASFA and submitting verification documents.
4. Other Scholarships. There are other gift based scholarships available to students. Similar to the public service scholarship, they require an application and may have criteria prescribed by the gift.
5. Yellow Ribbon Program. Provides funding to assist nonresident students for any gap in their nonresident tuition and fees not already covered by the Veterans Affairs Administration.

More than 25% of the school’s expenditures go towards student aid, and approximately 43% of the PDST revenue collected from the last plan went to scholarships. That is 10% higher than the recommended 33% return to aid. Furthermore, our average scholarship per student is approximately \$27,500 for this current academic year, which is 15% higher than what it was when we wrote the last proposal.

The Law School has ambitious fundraising goals that would provide additional financial assistance to support students and reduce overall debt levels, and the campus provides significant support to the Law School to help meet these goals. Scholarship fundraising remains a top priority for the school and is the primary request made to alumni and others in one-on-one gift discussions and in annual giving efforts. Since May 2020, we have secured 18 new donor-funded scholarships, with an estimated value of \$3.8 million. While tuition has increased, the overall average debt levels of graduates (among borrowers) have decreased in recent years, and approximately 30% of our graduates do not need to borrow (i.e., are not listed as taking out federal student loans).

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	94.0%	82.0%	81.0%	71.0%	87.0%	86.0%
	Non-URG	73.0%	59.0%	71.0%	73.0%	70.0%	56.0%
	International					8.0%	
	All	76.0%	63.0%	72.0%	70.0%	69.0%	61.0%
Average Debt among Students with Debt*	URG	\$103,055	\$116,694	\$130,440	\$142,620	\$134,141	\$123,992
	Non-URG	\$126,371	\$117,288	\$123,920	\$127,497	\$121,577	\$111,233
	International						
	All	\$121,303	\$117,093	\$125,346	\$131,562	\$124,151	\$116,212

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

Average debt per student has decreased the last three years, while the percent of students with debt varies by race. It is also noted that URG students are more likely to borrow, and they tend to have more debt on average. This may have more to do with the family supports non-URG students receive, and the lower percent taking debt is a good indicator of that. The school is committed to

closing the gap using the types of aid we offer, but we are limited by law and cannot direct aid based on race. To the extent students are eligible, we will attempt to close the gap using need-based or other aid.

Including waivers, approximately 52% of the fees to be collected in the next five years will go towards student aid. The school administrators will work together to ensure that there is a proportionate increase to aid per student corresponding to the size of the fee increase per year. Much of the aid increase will go to students as merit-based aid. This may help URG students maintain debt levels, but it probably will not address the gaps in amount of debt or percent of URG students who take on debt.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	61%	\$116,212	\$172,500	10%
Public comparisons	66%	\$88,023	\$126,000	10%
Private comparisons	63%	\$125,159	\$184,400	10%

Sources: See table

UC: Corporate data

Comparison institutions: National Association of Law Placement (NALP) and US News & World Report (see table below)

Additional comments:

Source of UCI Law salary data: <https://www.law.uci.edu/careers/students/employment-info/statistics/NALP2022.pdf>

The preferred source for this data for law schools is National Association of Law Placement (NALP) summary reports of the same class year. However, some schools do not update their websites with the latest report or make it hard to find. In those cases, US News & World Report data was used instead.

School	Website
Illinois, University of	https://www.usnews.com/best-graduate-schools/top-law-schools/university-of-illinois-at-urbana-champaign-03053
Indiana University	https://www.usnews.com/best-graduate-schools/top-law-schools/indiana-university-bloomington-03054
Iowa, University of	https://www.usnews.com/best-graduate-schools/top-law-schools/university-of-iowa-03059
Minnesota, University of	https://law.umn.edu/careers/where-grads-go/2022-career-facts-statistics
Washington, University of	https://www.polisci.washington.edu/graduate-professional-school#:~:text=42%25%20received%20salaries%20of%20%2455%2C000,median%20starting%20salary%20is%20%2459%2C000.
Emory University	https://www.usnews.com/best-graduate-schools/top-law-schools/emory-university-03039
Southern California, University of	https://gould.usc.edu/assets/docs/careers/NALP_Report_2021.pdf?091623000814
Vanderbilt University	https://law.vanderbilt.edu/excel/#:~:text=Private%20sector%20median%20salary%20%24190%2C000,National%20private%20sector%20median%20%24115%2C000.
Washington University in St. Louis	https://www.usnews.com/best-graduate-schools/top-law-schools/washington-university-in-st-louis-03092
Washington, University of	https://www.polisci.washington.edu/graduate-professional-school#:~:text=42%25%20received%20salaries%20of%20%2455%2C000,median%20starting%20salary%20is%20%2459%2C000.

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

More than 25% of the school’s expenditures go towards student aid, and approximately 43% of the PDST revenue collected from the last plan went to scholarships. Those that enter the private sector should be able to service the debts related to the program. Graduates that go into public sector employment, the school does have programs to help them manage the debt:

- 1. Bridge to Practice Funding.** Select graduates pursuing careers in public defense or criminal prosecution careers receive financial support while volunteering in qualifying unpaid post-bar programs.
- 2. Post-graduate Public Service Fellowships.** Select graduates pursuing a year-long volunteer placement at a non-profit or government agency receive fellowship funding from this program. The Office of the President supplemented this program, but

that funding has ended. The school anticipates continuing a variation of this program, and recently, employers have started to directly pay these placements.

- 3. Loan Repayment Assistance Program (LRAP).** This program helps graduates working in public interest jobs with student loan repayments (including undergraduate loans) for up to 10 years after law school. The school recently raised the income limit for this program to \$90,000 as an adjustment for inflation on salaries. This ensures more students are still eligible for the program.

It should also be noted that many of the students that go into public service may eventually be eligible for loan forgiveness programs. These programs have been in-transition the past few years, but it is anticipated that versions of them will still be available to graduates that go into public sector work. The school will adjust programs we offer based on any changes to federal forgiveness programs.

The school requires entrance counselling for all new students, which is meant to help them understand their debt obligations as well as how to manage their debt based on their anticipated career path. This also offers a chance for students to learn about scholarships or loan repayment programs they may be eligible for after graduation. While at the school, all students have access to Max by AccessLex, a financial literacy-based online program designed to provide personal finance lessons to students. Exit counseling is also required, and that is another opportunity to discuss repayment programs and financial planning.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

Twenty-five percent of our recent graduates pursued careers in the public sector, which is consistent with our commitment to public service. All students are required to complete at least six units of clinical work, and many of the clinical placements relate to public service. Additionally, the school strongly encourages students to participate in pro bono work, and nearly 90% of students have done pro bono work before graduation. This exposes even students who chose private sector work to the culture of giving back and supporting their communities with the degree they earned.

The Career Development office dedicates time and resources to public sector employment. There is a dedicated assistant director of career development for public sector work who has worked in the public sector. They meet with students, provide advice, review application materials, perform mock interviews, and other supports to students. Public career options are part of the recurring career development programming in the school, including dedicated public sector career fairs and regular visits from larger public sector employers (e.g., military Judge Advocate General's Corps).

Here are five ways the school supports those who pursue public interest careers.

- 1. Public Service Scholarships.** These scholarships are dedicated to students who have exceptional commitment to public service and plan to pursue a career in the public interest sector. These scholarships are usually on-top of merit-based aid, which helps lower the amount of debt these students incur while at school.
- 2. Public Interest Law Fund (PILF).** Students that choose to work for a public interest organization during their summers at law school can apply for stipends to supplement their income while on these summer assignments. Without such assistance, these students may have chosen to take higher paying assignments (potentially not in the public sector), especially students from disadvantaged backgrounds that need the summer pay to cover law school expenses.
- 3. Bridge to Practice Funding.** Select graduates pursuing careers in public defense or criminal prosecution careers receive financial support while volunteering in qualifying unpaid post-bar programs.
- 4. Post-graduate Public Service Fellowships.** Select graduates pursuing a year-long volunteer placement at a non-profit or government agency receive fellowship funding from this program. The Office of the President supplemented this program, but that funding has ended. The school anticipates continuing a variation of this program, and recently, employers have started to directly pay these placements.
- 5. Loan Repayment Assistance Program (LRAP).** This program helps graduates working in public interest jobs with student loan repayments (including undergraduate loans) for up to 10 years after law school. The school recently raised the income limit for this program to \$90,000 as an adjustment for inflation on salaries. This ensures more students are still eligible for the program.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Those who pursue public sector work after law school earn significantly less than those who pursue private sector legal work, as measured by median salary of recent graduates. Here are five ways the school supports those who pursue public interest careers.

- 1. Public Service Scholarships.** These scholarships are dedicated to students who have exceptional commitment to public service and plan to pursue a career in the public interest sector. These scholarships are usually on-top of merit-based aid, which helps lower the amount of debt these students incur while at school.
- 2. Public Interest Law Fund (PILF).** Students that choose to work for a public interest organization during their summers at law school can apply for stipends to supplement their income while on these summer assignments. Without such assistance, these

students may have chosen to take higher paying assignments (potentially not in the public sector), especially students from disadvantaged backgrounds that need the summer pay to cover law school expenses.

3. **Bridge to Practice Funding.** Select graduates pursuing careers in public defense or criminal prosecution careers receive financial support while volunteering in qualifying unpaid post-bar programs.
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5. **Loan Repayment Assistance Program (LRAP).** This program helps graduates working in public interest jobs with student loan repayments (including undergraduate loans) for up to 10 years after law school. The school recently raised the income limit for this program to \$90,000 as an adjustment for inflation on salaries. This ensures more students are still eligible for the program.

It should also be noted that many of the students that go into public service may eventually be eligible for loan forgiveness programs. These programs have been in-transition the past few years, but it is anticipated that versions of them will still be available to graduates that go into public sector work. The school will adjust programs we offer based on any changes to federal forgiveness programs.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

UCI Law provides detailed information on its website related to cost of attendance, types of aid, debt management, the financial aid process, and outside scholarships. The school provides this information in all their information sessions with prospective students. The financial aid office makes themselves available for individual meetings to answer specific questions from students or graduates. The office also has brochures and social media presence to provide multiple options for those who want the information.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

UCI Law provides American Bar Association required disclosures consumer information on its website: <https://www.law.uci.edu/about/consumer-info/>. The school also makes available salary information that is compiled and reported by the National Association of Law Placement (NALP). The school takes a transparent approach to such information and is in constant contact with prospective students and provides additional information as needed.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Law School conducted three separate meetings with students to discuss the proposal and receive their feedback.

1. Prior to writing the proposal, the school scheduled an in-person town-hall with all students on April 14,2023.

The school sent invitations to students for a meeting on the PDST fees. The meeting was scheduled during the lunch break, and students were told that lunch would be provided at the meeting, as an incentive for them to attend. They were also encouraged to submit questions ahead of the meeting.

Five students attended the meeting, and there were a few questions submitted prior to the meeting. At the meeting, the Chief Financial Officer (CFO) went through a presentation of the purpose of the fees and a summary of how the school used the funds from the last proposal. The presentation also contained the school's initial thinking on the proposal: the anticipated rates of increase and potential goals for the next five years. After the presentation, the floor was open for questions, comments, and discussions.

There were two pre-submitted questions. One, "what is the current cap for need based scholarships?" The Director of Financial Aid explained that the current cap is \$10,000 per year for a total of \$30,000 over the three years at the school. The Director also summarized how to apply for need based aid and the eligibility requirements. Two, "what steps is the school taking to fundraise money for scholarships?" The development office summarized fundraising as it relates to student aid. Since May of 2020, the school has had 18 new donor-funded scholarships (outside the general Law Scholarship Fund). Of those 18, 16 are permanent endowments, and the campus will match some of those endowments. They estimated that scholarship endowments increased to approximately \$3.8 million.

The in-person participants' questions were also mainly about student aid, with a few other questions on how the funds are spent. The overall takeaway for the school from that meeting was the importance of aid to the students, and that was considered when drafting the proposal. We anticipate providing proportional increases in student aid to help offset the fee increases over the 5 years. The school will continue to look for other ways to fund scholarships, which will provide more options for supporting students financially.

2. Once the proposal was drafted, the CFO met with the Student Bar Association (SBA) on September 27, 2023, to update them on the actual drafted proposal and receive their input.

The CFO presented a summary of the draft proposal to the co-presidents and vice president of SBA, and at the end of the presentation there was a discussion with the three student leaders. Overall, the group understood the school's position and reason to propose a 5 percent increase for 5 years. The presentation referenced the requirement that at least 33% of the PDST fee must go towards student aid. One member asked if all students should get the 33% discount on PDST because of this rule or is there a minimum of aid for all students. The CFO explained that return-to-aid is pooled, and that the school applies various criteria when providing aid. It was also explained that nearly 100 percent of students in the school receive some type of aid, but there is not a set minimum level of aid guaranteed to all students. There was a discussion about the average aid per student (approximately \$27,000 per student). The CFO explained that the goal is to increase the average aid per student proportional to the fee increases, all things being equal (enrollment trends and class profiles).

Another member asked about the number of years being proposed – does it need to be five years? The CFO explained that it does not need to be five years, but the rate and number of years is consistent with inflation and what other law schools are doing. It was also explained that the school will review the rate increase each year before the increase is to take place, as we did the previous years. If it is deemed that a 5% increase is more than needed, the school pledges to modify the increase to a more appropriate level.

The CFO provided each student with his contact information, and the students were encouraged to reach out with additional questions or comments if they had them.

3. The CFO also met with the school's Affinity Council on October 2, 2023 to receive their feedback on the drafted proposal.

Like the SBA meeting, the CFO presented a summary of the draft proposal to leaders of the various affinity groups in the school, and at the end of the presentation there was a discussion with the leaders. The Law School has about 35 various student organizations and involvement opportunities. The intention for meeting with this group of students was to get feedback from a diverse group of students, including underrepresented minority groups. There were six students representing various groups there: Asian Pacific American Law Student Association; Latinx Law Students Association; and OutLaw. The group did not provide as much feedback as anticipated, but it did not seem that they had issues with the school's approach. Like the SBA meeting, the CFO emphasized the current per student aid and the percentage of the PDST that goes towards student aid (44%), which is 11% higher than the required 33%. The CFO also restated the pledge to keep student aid proportional to the increases and to review the rate increases each year.

The CFO also provided each student with his contact information, and the students were encouraged to reach out with additional questions or comments if they had them. We also intend to do a follow-up meeting with the affinity groups we missed in the first meeting later in the semester.

It should also be noted that the Dean conducts a town hall with students each semester. The town hall is an open forum where students can ask questions directly to the Dean. On occasion, students have brought up student aid but not specifically the sticker price of the school. In the most recent town hall (Fall 2023), they wanted to know about aid reconsideration for continuing students, and if the pool of funds available for them could be increased. The Dean mentioned that the “reconsideration pool” is mostly savings from students who transfer out after year one – not a separate pool of funds. Therefore, to provide more dedicated funds to reconsideration for continuing students, the school would need to make less funds available for incoming students. The Dean explained that the school’s goal is to look for ways to make the initial aid offered when entering an optimal amount for students, including using better methods for determining need-based aid.

The students expressed the importance of aid to them, especially more need-based consideration. The Law School revised the current need-based formula and amount based on previous student feedback. We anticipate further review of our need-based formula in the coming years, to continue helping students that need that support.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program’s student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Zoe Miller-Vedam on 9/21/23 and 10/14/23 .
Campus graduate student organization (i.e., your campus’ GSA president)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

If applicable, plan shared with Student Bar Association on 09/27/2023.
Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.

Nature of feedback or full comments: Feedback was summarized in question prompt IX.b.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

- Agenda item at a regularly scheduled faculty meeting
- Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Dean and the CFO of the school presented a summary of the drafted proposal to the faculty at a faculty meeting on September 19, 2023. At the meeting, which had 34 attendees, the CFO went through a presentation of the purpose of the fees and a summary of how the school used the funds from the last proposal. The presentation also contained a summary of the current proposal: the proposed rates of increase and the goals for the next five years. After the presentation, the floor was open for questions, comments, and discussions.

Overall, the group understood the school's position and reason to propose a 5 percent increase for 5 years. But one faculty member asked if the school has the option to adjust the rate downward if the percentage of the rate increase deviates from what was expected. The Dean explained that while the 5 percent trends with inflationary increases, the school will review the fee increases each year, and the school will adjust downward if needed. Another faculty member asked if the fee increases will impact admissions. The Dean explained that the quality of the institution is a better predictor of admission trends, and that the fee increases will help the school maintain and improve its quality. Furthermore, the school will continue to provide financial aid to help keep students' debt loads below the median starting salary of our graduates.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Gillian Hayes on 9/21/23 and 10/14/23 .
Graduate Dean

Plan shared with Dyonne Bergeron on 9/21/23 and 10/14/23 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Howard Gillman on 11/20/23 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$9,234	\$9,510	\$9,795	\$10,089	\$10,392	\$10,704	3.0%	\$276	3.0%	\$285	3.0%	\$294	3.0%	\$303	3.0%	\$312
Prof. Degr. Suppl. Tuition (Nonresident)	\$9,234	\$9,510	\$9,795	\$10,089	\$10,392	\$10,704	3.0%	\$276	3.0%	\$285	3.0%	\$294	3.0%	\$303	3.0%	\$312
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$805	\$838	\$862	\$888	\$914	\$941	4.1%	\$33	3.0%	\$25	3.0%	\$25	2.9%	\$26	2.9%	\$27
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***																
Est. First-Year Fees (CA resident)	\$23,509	\$24,364	\$25,087	\$25,833	\$26,600	\$27,389	3.6%	\$855	3.0%	\$724	3.0%	\$745	3.0%	\$767	3.0%	\$789
Est. First-Year Fees (Nonresident)	\$35,754	\$36,609	\$37,332	\$38,078	\$38,845	\$39,634	2.4%	\$855	2.0%	\$724	2.0%	\$745	2.0%	\$767	2.0%	\$789

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

UCI's rigorously interdisciplinary 2-year Master of Public Policy (MPP) program, housed within the Department of Urban Planning and Public Policy in the School of Social Ecology, trains students from diverse backgrounds to become leaders in formulating, evaluating, and implementing sound public policy. The program was established in 2011, and in recent years has enrolled between 40 and 55 students annually. Our training focuses on providing students with the analytical toolkit necessary to undertake critical evaluation of existing research and policy and to develop and implement new policies. Additionally, as potential employers value communication skills, especially the ability to write concise policy memos, we emphasize short, critical writing assignments in our curriculum and provide additional professional seminars delivered by working policy professionals who are well versed in the analysis and writing of policy memos. Students have the option to focus on one of several distinct policy specializations (Environment and Sustainability, Health, Education, or Inequality and Social Justice), or to create their own focus area. In addition, students are afforded the opportunity to take advantage of our campus's strengths by offering training in a wide array of social science methods to address today's most pressing policy issues. At its heart, the MPP program is committed to facilitating creative exchange between researchers, policymakers, practitioners, and students. The program develops and advances policy applications in Southern California and beyond, training the next generation of policy experts and practitioners to meet the multifaceted challenges that will confront society in the decades to come. They are mentored by faculty who are important voices in local, national, and international policy circles, and they are positioned to become leaders in public, private, and nonprofit sectors who will make meaningful contributions to the common good. UCI MPP graduates have gone on to pursue various career paths in consulting, non-profits, and government. Due to the nature of public policy, alumni work in various policy sectors including education, environmental, social, and health policy. Examples of placements include healthcare consultant, United Nations officer, climate change analyst, congressional aide, and numerous placements in city, state, national, and international government.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

In our last multi-year plan (covering AY2019-2020 to AY 2023-2024), the MPP program was approved for 5% annual PDST increases and proposed to use increased PDST to support program excellence in part by funding a biennial policy trip to Sacramento, hiring a practitioner to support students' professional development, creating a Public Policy Forum and expanding student-focused colloquia, expanding funding for students to attend conferences, and increasing our financial aid offers. We used PDST revenue to advance these goals as follows:

- (1) Sacramento Policy Trip (*Linked to Excellence and Career Development*):** During the pandemic, the MPP program's biennial trip to Sacramento for students to observe the policy process firsthand and to network with policymakers and lawmakers was placed in abeyance. Many state agencies would not permit us to visit, and their own employees worked remotely. The program is planning to re-commence the biennial trips starting spring 2024 (the last year of the current plan). The trips that took place prior to the pandemic were extremely valuable in connecting students to site agencies and legislators and providing them useful knowledge apt policy implementation which was very useful for a number of internship and in many instances career tracks, as several of our alumni have been placed in, or had internships in e.g., California Division of Labor Standards, California State Auditor's Office, Legislature Analysts Office, and CalPERS. While we did not replace the Sacramento trip with a formal substitute, we directed the earmarked PDST funding to launch a series of virtual meetings and colloquia with MPP program alumni who work for state agencies who shared their current work, career opportunities and challenges with current students.
- (2) Visiting Professor/Practitioner Hire (*Linked to Excellence and Career Development*):** The MPP program engaged a new lecturer, Nikole Seals, a local expert on social services management and policy to create a new MPP Professional development seminar (UPPP 275). Offered in spring 2022 and spring 2023, and scheduled for spring 2024, the course has been extremely valuable in introducing students to three broad areas of professional development: (1) identifying workforce trends and organizational challenges and understanding how culture and diversity impact organizational function; (2) mapping out their career path and exploring their strengths and growth areas through personal inventory and the

examination of interpersonal skills; and (3) demonstrating understanding of management and leadership roles within organizations and engaging in practice of managing challenges and conflict in the workplace through discussions, group work, and case presentations. In the class, students create a portfolio for landing interviews and selling their story; identify meaningful work activities and select potential employment opportunities that align with their goals; and present a digital portfolio displaying their skills and experience to potential employers. The first course offerings had 33 and 35 students enrolled respectively, and student evaluations were very positive.

- (3) Public Policy Forum (*Linked to Excellence and Career Development*):** In Spring 2021, the program hosted a Public Policy Forum on Health and Housing in Southern California. The forum was student led and co-sponsored by American Family Housing, a nonprofit focused on affordable housing and other supportive services. The virtual workshop in April 2021 had over 75 participants from local governments and NGOs. The program also extended our offerings of internal colloquia for students. Beginning fall 2020, the program director – working directly with the Public Policy Student Association – has held a series of colloquia with program alumni to better acquaint students with career opportunities and practical suggestions for training, internship, and related opportunities – including future job market prospects. Panel topics have included Working in Government, Internship & Job Interview skills, Non-Governmental Career Opportunities, Resume Writing, and Conflict Resolution in Your Job. Students have valued these panels, anecdotally reporting a clearer sense of job opportunities and knowledge about how to land the job and succeed once there. We also co-hosted several guest speakers in conjunction with the School of Social Ecology's Center for Urban Sustainability, including Daniel Mazmanian, the founding Dean of the Sol Price School of Public Policy at USC, and Bill Watt, formerly of the Irvine Company, currently a residential design consultant.
- (4) Funding for Student Participation in Conferences (*Linked to Excellence and Career Development*):** MPP offered all students a \$400 annual stipend to cover the cost of attending policy-relevant conferences. The intention of this stipend was to allow students to experience public policy outside of the classroom and to network with policy professionals. Students used the stipend to cover conference registration and travel costs. In recent years, MPP students utilized the stipend to attend various policy, political science, and water-related conferences nationally, such as the Western Political Science Association Conference and the Water Law Symposium.
- (5) Increased Offers of Financial Aid (*Linked to Excellence, Access, Inclusion and Affordability*):** New PDST funds were used to offer fellowships to admitted students. During academic year 2023-2024, 46% of MPP students are receiving fellowships from the program, with the average amount being \$11,170 per academic year. The fellowships range from \$2,000 to \$20,000 per year. For reference, in 2018-2019 (the year prior to the expiring plan), the average fellowship was \$9800. Fellowships are awarded based on a combination of merit and need, and the amount is determined during the admissions process and based

on the applicant’s academic competitiveness and financial need. No students receive purely need-based fellowships—all must meet a minimum academic bar (which we therefore consider to be merit based fellowships). As a result, we cannot separate the need-based percent of fellowship dollars awarded from the merit-based ones. In spring 2023, the program introduced a new aid innovation: we matched the highest offers from competitive institutions with evidence of award amounts being offered to our highest GPA applicants. We were able to secure commitments of several students who were offered substantial funding from higher-ranked peers (UCLA, USC). Our strong use of PDST for fellowships has enabled us to recruit students with higher GPAs than at the program's inception and to compete more effectively with older, more established MPP programs in the region.

The last PDST plan did not include explicit goals to use new PDST funds related to **diversity**, apart from our increased offers of merit- and need-based financial aid. However, as our application and enrollment data show, the program has consistently had a higher yield (and much higher admit rate) among members of underrepresented ethnic groups. This is likely due to our program and department’s strong focus on social equity and justice across our teaching and research activities. (A brief note on the trends across years in this table. While comparing the first year—2019—to the most recent year—2023—might suggest a decline trend in the percent of applicants, admitted students, and enrollment of underrepresented groups, if we include all intervening years it points to variability rather than a decline. For instance, the highest % of URG applicants was in 2021, as was the highest admit rate; the highest enrollment was in 2019, but the highest yield was in either 2020 or 2023.)

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
UCI MPP	2019-20	20	116	17%	19	80	24%	95%	69%	9	16	56%	47%	20%
	2020-21	14	136	10%	14	96	15%	100%	71%	5	25	20%	36%	26%
	2021-22	34	185	18%	29	140	21%	85%	79%	8	30	27%	28%	21%
	2022-23	11	163	7%	11	93	12%	100%	57%	4	17	24%	36%	18%
	2023-24	21	171	12%	18	84	21%	86%	49%	6	22	27%	33%	26%
	All	100	771	13%	91	493	18%	91%	64%	32	110	29%	35%	22%

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

This five-year plan proposes a 3% increase in PDST each year, and a minimal increase in enrollment (1 additional resident and one non-resident student annually). These funds will go to maintaining student support, continuing aid for recruitment and retention of students (with an added focus toward increasing program diversity), and expanding professional development opportunities for students. While none of our goals represent a significant departure from previous activities, rapidly increasing costs due to inflation have meant that the same funds cannot cover as many activities; the minimal increase of 3% will allow us to make up for some of these increasing costs.

(1) Continuing student support (*Linked to Excellence, Access, and Inclusion*): Our first objective is to enhance support for our students. The MPP program has an active student association, the Public Policy Student Association (PPSA), which organizes mentoring, professional development, and social activities for students in the program. The program provides PDST funds to support PPSA's student-driven events, workshops, and networking opportunities. Faculty and staff support is also critical in meeting the needs of our diverse student population. PDST funds support a full-time staff Assistant Director, who mentors and assists all students throughout the program, from counseling meetings with incoming students to ensure their success in the program, to assistance in applying for summer internships and jobs, to successfully completing capstone projects. Finally, since 2022, we have hired a lecturer to offer a week-long virtual statistics "bootcamp" for incoming students. While statistics is a core skill for policy analysis, our students enter the program with a wide array of math and computer coding skills; the bootcamp introduces students to self-paced exercises on basic statistical concepts (drawing on real-world policy examples) and has been effective in helping students succeed in one of the more challenging first-year courses. Without the PDST increase, we would likely not be able to continue offering the statistics bootcamp.

(2) Continuing aid for recruitment and retention of students (*Linked to Excellence, Affordability, and Diversity*): We propose to continue using a majority of our PDST funding for student aid, specifically in the form of (1) merit-based and need-based fellowships for incoming students, which have been critical in enabling us to attract strong students from diverse backgrounds, and (2) summer stipends while students complete required summer internships. **We currently use 50% of our funding for fellowship aid, but project that will increase to over 59% by the end of the plan.** Going forward, we propose three additional aid innovations to further enhance the affordability and diversity of our program. First, we will formalize a

rubric for allocating fellowships based on a student's academic and professional experience, contributions to diversity, and socioeconomic background. Second, we will create a new "**MPP Diversity in Policy Fellowship**", which will be awarded to rising second-year MPP students who are making contributions to diversity, equity and inclusion within our program and the policy profession. We anticipate awarding up to five fellowships of \$2,000 each. While the main goal of the fellowship will be to offset program costs for students focused on diversity and social justice, students awarded the fellowship will be expected to host an event of their choosing focused on diversity in policy—allowing other students within the program to learn more about the need to focus on DEI in the policy field. Third, we will formalize an application process for students completing unpaid summer internships to receive summer stipends. While we currently endeavor to support students in unpaid positions with additional summer funding, having a formal application for all students will both give them practice in applying for grant funding and enable the program to ensure equitable distribution of summer stipends.

(3) Expanding professional development and networking opportunities (*Linked to Excellence, Affordability*): To expand professional development opportunities for our students, we will firstly continue offering the highly-praised professional development class and providing funding for students to attend policy-relevant conferences (as described in Part II.a.). Starting in Spring 2024, we also plan to reinstate the biennial Sacramento policy trip as proposed in our existing plan, which supplements MPP coursework with a real-world public policy experience. Over two days, students meet with lawmakers and administrators during the trip, which provides students with both important educational lessons as well as networking opportunities in the field. In prior trips, the MPP covered all travel, lodging and dining expenses. If the proposed increase is not approved, the trip would likely be offered as an optional excursion for students pending their willingness to pay their individual travel expenses. Importantly, this could create inequity in participation, as students from lower- to middle-income socioeconomic backgrounds may not be able to afford the trip and would thus not be able to benefit from the real-world learning and networking opportunities, compared to those who can more readily finance the trip. It should be noted that the costs incurred by each student for lodging and airfare alone (estimated at over \$300) would be greater than the proposed annual increases in PDST (~\$275). Finally, we will be active in creating networking opportunities with our alumni network. As the MPP program is now 12 years old, we have a moderate network of alumni working in policy-related work across California and beyond. We plan to (1) create a mentoring program between program alums and current students and (2) invite alumni to networking events and professional development seminars for current students.

Since the last PDST plan, the MPP program has switched from being jointly administered across multiple schools and departments at UCI to being fully housed in the Department of Urban Planning & Public Policy. While classes are still taught by faculty from multiple departments (critical to supporting the interdisciplinary nature of the program), the shift in administration means the MPP program benefits from more consistent and targeted faculty and staff attention beyond the Faculty Director and Assistant Director. However,

the program is almost entirely funded by PDST, including salary for the Assistant Director, all lecturers, fellowship aid, and all program expenses.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST	Incremental 2025-26 PDST	Incremental 2026-27 PDST	Incremental 2027-28 PDST	Incremental 2028-29 PDST	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Services	\$162,967	(\$3,994)	\$6,847	\$8,407	\$10,021	\$11,700	\$195,948
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$190,792	\$34,208	\$25,000	\$25,000	\$25,000	\$25,000	\$325,000
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional Comments" below)	\$24,835	\$165	\$0	\$0	\$0	\$0	\$25,000
Total use/projected use of revenue	\$378,594	\$30,379	\$31,847	\$33,407	\$35,021	\$36,700	\$545,948

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

The \$25,000 in Other is earmarked for the Sacramento policy trip, which will resume in Spring 2024 (including flights, hotels, local transportation, and food). While the total estimated cost is \$50k, we will carryover two years' revenue to fund the trip.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The MPP Program actively pursues cost-cutting and expense offset opportunities. The MPP program runs a lean staff model whereby primary support is managed by a single staff Assistant Director. In 2021, a Leadership board was formed for the MPP. Its mission is both advancement (i.e., fundraising) as well as student career advising/counseling, "grounding" our program in real-world policy

experiences, and assisting in identifying capstone and internship opportunities. The School has also assigned an advancement officer to work with the program and the leadership board in facilitating fund-raising and other advancement activities. The current members work for the California Special Districts Association, Disneyland, Charitable Ventures, Townsend Public Affairs, and the South Coast Air Quality District. The board has assisted considerably in identifying capstone and internship opportunities for our students, and future interactions with the board will hopefully expand our fundraising capabilities as well. Finally, the Director has initiated direct contact with agencies and non-for-profit organizations within the region to develop a regular stable of paid internship opportunities. Agreements have been developed with the following agencies: Tessie Cleveland, Inc. (Riverside), the Bail Project (Los Angeles), City of Irvine, Moulton Niguel (CA) Water District, Irvine Ranch (CA) Water District, California Community Behavioral Health Association (Sacramento, CA), and Higher Ground Youth and Family services (Orange County, CA).

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

N/A – we propose even 3% increases each year.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	26	27	28	29	30	31
Domestic Nonresident						
International	15	16	17	18	19	20
Total	41	43	45	47	49	51

Additional comments:

Our projected enrollment reflects an increase of one resident and one international (nonresident) student annually. Since 2011, over half of MPP applications have been international (725 of 1355 total applications). Average selectivity for all applications over the same period of time is 57% - with 85% of CA residents, 84% of domestic, and 39% of international applicants being admitted. Average increases of resident and international students assume an increased effort to yield domestic students through competitive financial support offers.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan, Ann Arbor	67,774	69,807	71,901	74,058	76,280	78,568	3.0%	2,033	3.0%	2,094	3.0%	2,157	3.0%	2,222	3.0%	2,288
Arizona State University	67,744	69,776	71,869	74,025	76,246	78,533	3.0%	2,032	3.0%	2,093	3.0%	2,156	3.0%	2,221	3.0%	2,287
UNC Chapel Hill	42,700	43,981	45,300	46,659	48,059	49,501	3.0%	1,281	3.0%	1,319	3.0%	1,359	3.0%	1,400	3.0%	1,442
University of Maryland	51,081	52,613	54,191	55,817	57,492	59,217	3.0%	1,532	3.0%	1,578	3.0%	1,626	3.0%	1,675	3.0%	1,725
USC	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	57,325	59,044	60,815	62,640	64,519	66,455	3.0%	1,720	3.0%	1,771	3.0%	1,825	3.0%	1,880	3.0%	1,936
Average private comparison	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public and private comparison	68,329	70,379	72,490	74,665	76,905	79,212	3.0%	2,050	3.0%	2,111	3.0%	2,175	3.0%	2,240	3.0%	2,307
Your program	47,018	48,678	50,088	51,538	53,032	54,568	3.5%	1,660	2.9%	1,410	2.9%	1,450	2.9%	1,494	2.9%	1,536

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan, Ann Arbor	115,017	118,468	122,022	125,683	129,453	133,337	3.0%	3,451	3.0%	3,554	3.0%	3,661	3.0%	3,770	3.0%	3,884
Arizona State University	71,665	73,815	76,029	78,310	80,659	83,079	3.0%	2,150	3.0%	2,214	3.0%	2,281	3.0%	2,349	3.0%	2,420
UNC Chapel Hill	79,833	82,228	84,695	87,236	89,853	92,549	3.0%	2,395	3.0%	2,467	3.0%	2,541	3.0%	2,617	3.0%	2,696
University of Maryland	102,188	105,254	108,412	111,664	115,014	118,464	3.0%	3,066	3.0%	3,158	3.0%	3,252	3.0%	3,350	3.0%	3,450
USC	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	92,176	94,941	97,790	100,723	103,745	106,857	3.0%	2,766	3.0%	2,848	3.0%	2,934	3.0%	3,022	3.0%	3,113
Average private comparison	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public and private comparison	96,210	99,097	102,070	105,132	108,286	111,534	3.0%	2,886	3.0%	2,973	3.0%	3,062	3.0%	3,154	3.0%	3,249
Your program	71,508	73,168	74,578	76,028	77,522	79,058	2.3%	1,660	1.9%	1,410	1.9%	1,450	2.0%	1,494	2.0%	1,536

Source(s):

U of Michigan: <https://ro.umich.edu/tuition-residency/tuition-fees>

ASU: <https://admission.asu.edu/cost-aid>

UNC: <https://cashier.unc.edu/wp-content/uploads/sites/259/2023/06/graduate-and-professional-tuition-and-fees-fall-2023-spring-2024.pdf>

Maryland: <https://spp.umd.edu/admissions/tuition-fees>

USC: <https://priceschool.usc.edu/2008/08/4.-Master-Programs-Tuition-and-Fees-PDF.pdf>

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

Our list of comparators includes four public institutions and one private institution that are similar in terms of curriculum and time to degree, and which draw from similar groups of applicant pools. USC is chosen as a private comparison school, as historically many of UCI's MPP applicants have accepted offers at this institution. They are, indeed, a direct competitor with our program. For public institutions, we have chosen four schools (Michigan, Arizona State, UNC Chapel Hill, and Maryland) which share a similar curriculum and identical timeframe to UCI MPP of two years. We have not included programs with condensed one-year timeframes or programs that do not share the same core curriculum. Michigan, which is a top-ranked MPP program, is included as an aspirational peer.

Per UCOP's instructions, we did not include other UC programs since other public comparators are available. Nonetheless, we would like to note that the true comparators—the schools that directly compete for students admitted to our program and the schools we feel would make most sense to reference in terms of affordability and diversity—are all other UCs: UCLA, UC Riverside, and UC San Diego.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

Relative to our peer public institutions, costs for UCI's MPP program is about \$10,000 less expensive than the average tuition and fees for resident students and \$20,000 below the average for nonresidents. Our program is much less expensive than our selected private comparator.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

UCI MPP is distinct from all comparison programs in that it focuses on Southern California as a laboratory for public policy issues. The greater Orange County community provides our students with the perfect laboratory to study critical policy issues that are affecting the nation (and beyond). California is recognized as a policy innovator because it has faced pressing issues such as immigration, housing affordability, prison overcrowding, minimum wage reform, and sea-level rise. Orange County is becoming increasingly diverse with a multicultural population base that varies greatly in terms of social and economic status. The varied landscape highlights the need to create policies that carefully balance the competing interests of local constituencies. Our focus on the local community, however, does not inhibit students' ability to take the training we offer and apply it to a national or international context. Students are given the opportunity to delve into Southern California-based policy issues within their coursework and during the two-quarter Capstone Project where they are assigned with a Southern-California-based client.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	5.0%	4.0%	7.0%	5.0%	15.0%	1.1%
Hispanic/Latino(a)	26.0%	21.0%	18.0%	20.0%	11.0%	24.5%
American Indian	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%
Subtotal Underrepresented	31.0%	27.0%	25.0%	25.0%	26.0%	25.6%
Asian/Pacific Islander	7.0%	12.0%	20.0%	20.0%	9.0%	11.4%
White	33.0%	35.0%	31.0%	35.0%	54.0%	26.6%
Domestic Unknown	5.0%	0.0%	2.0%	0.0%	9.0%	2.7%
International	24.0%	26.0%	22.0%	20.0%	2.0%	33.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	22.0%	66.7%	18.2%			
Gender						
% Male	33.0%	32.0%	36.0%	36.0%	37.0%	43.0%
% Female	67.0%	68.0%	62.0%	62.0%	63.0%	57.0%
% Non-Binary	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Unknown	0.0%	0.0%	2.0%	2.0%	0.0%	0.0%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions:

Public:

- Maryland: <https://public.tableau.com/shared/KDCZY7T83?:showVizHome=no> (Fall 2022)
- Michigan: <https://fordschool.umich.edu/about> (gender data included in table above; race/ethnicity not reported by individual race, but 26% is "students of color")

Private:

- USC: <https://priceschool.usc.edu/students/facts/> (Fall 2023)

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

The MPP program supports consistent enrollment of underrepresented groups (>25% over the past four years), and we are on par with competitor programs in terms of racial and ethnic diversity. While there has been a decline in the percentage of underrepresented ethnic minorities (31% to 25% over four years), it is important to note that with our small program size, a 3% change represents one student; a total decrease of two students may not be indicative of a systemic decline.

Our main strategy for increasing enrollment from these groups is increasing our participation in recruitment activities that give access to U.S. domestic underrepresented minority students. As noted in the table on application and enrollment trends (see section II), our program has a strong record of admitting students from underrepresented ethnic groups if they apply, and a relatively higher yield of those students to our program compared to our overall yield. Where the program falls short is in attracting diverse students to apply in the first place. The MPP program has historically participated in Idealist Graduate Recruitment Fairs across the country since the inception of the program. The fairs, held in major cities around the US, include strong attendance by this target demographic. MPP aims to introduce the program to these students in order to encourage them to apply, and ultimately, to attend UCI MPP. We also attend/recruit at the annual California Forum for Diversity in Graduate Education, which attracts diverse students from across the state. Going forward, we will expand our recruitment efforts with Minority Serving Institutions in Southern California, including with undergraduates at the UCs and CSUs.

To further enhance the enrollment and retention of underrepresented groups, the MPP program is in the process of formally joining the Public Policy and International Affairs (PPIA) program, which is a nonprofit organization that supports efforts to increase diversity in public service. By joining the consortium, our program will be more visible to undergraduate students participating in their summer institutes and PPIA alumni will receive \$5000 financial awards if they enroll in our MPP program. We have also identified a number of professional policy organizations that cater to specific underserved populations such as the Latino Congressional Caucus and the Legislative Black Caucus, and intend to build relationships with these organizations.

Finally, as detailed in our PDST goals, we plan to create a new MPP Diversity in Policy Fellowship, which will recognize second year students who are exemplifying work that supports the goals of diversity, equity, and inclusion in policy. As noted earlier, we anticipate awarding up to five fellowships of \$2,000 each.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

Enrollment of students who received Pell Grants as undergraduates fluctuates substantially year to year (from a low of 18% to a high of 67%), which is partially a function of our relatively small program (17-25 students per cohort). In allocating fellowships for admitted students, we consider economic need alongside academic merit. Furthermore, at program information sessions, we also describe our process for allocating fellowship awards and summer stipends (while students complete their required internships) so students know about funding that may be available. The also program highlights UCI campus resources like the Financial Aid office and the Basic Needs Hub during application information sessions and the MPP new student orientation in order to ensure that students have access to services they need to succeed.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

UCI MPP consistently enrolls cohorts that are approximately two-thirds female and one-third male, which is identical to our comparator institutions. Given that the public policy profession is predominately male, we will continue our efforts to diversify the profession at large by maintaining our successful recruitment of female students.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

The MPP program expects that current trends in student composition will continue (i.e., the MPP program is expected to enroll underrepresented minorities, Pell recipients and woman at a percentage rate comparable, if not exceeding, the rates of our competitor programs). However, with our added attention to recruiting and supporting students from underrepresented ethnic

groups we hope the percentage of these groups will increase. MPP intends to expand our participation in diversity-focused recruitment activities, including Idealist Fairs and outreach to local Minority Serving Institutions, which create opportunities for communication with interested prospective students from all demographics. As noted in our program goals, we are also creating a new MPP Diversity in Policy Fellowship, which will support students who are working to advance diversity, equity, and inclusion related goals; this fellowship will hopefully both attract students from diverse background to our program and support broader education about diversity across all students in the program.

V.f. In the tables on the following page, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	0.0%	0.0%	3.8%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	20.0%	18.0%	19.2%
	International	4.0%	4.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	20.0%	22.0%	23.1%
	International	0.0%	4.0%	0.0%
White	Domestic	48.0%	44.0%	50.0%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	4.0%	4.0%	3.8%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	4.0%	4.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		44.0%	48.0%	42.0%
Male		52.0%	44.0%	54.0%
Non-Binary/Unknown		4.0%	8.0%	4.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	23.8%	21.8%	23.8%
	International	4.8%	4.3%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	19.0%	21.8%	28.6%
	International	0.0%	4.3%	0.0%
White	Domestic	47.6%	43.5%	42.9%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	4.8%	4.3%	4.8%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		43.0%	43.0%	43.0%
Male		52.0%	52.0%	52.0%
Non-Binary/Unknown		5.0%	5.0%	5.0%

V.g. What are your campus efforts and, specifically, your program’s current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

The Department of Urban Planning and Public Policy (UPPP) has made substantial progress in diversifying its ladder-rank faculty. From fall 2015 to fall 2023, the Department has grown from 16 to 22 ladder-rank faculty and significantly increased ethnic and gender diversity. In 2015, 75% of faculty members were White and 81% were male. This year (AY2023-24, not reflected in Table 6), 45% of our ladder-rank faculty are White, 23% are Latino/a, 27% are Asian, and 5% are Black, making UPPP one of the few “majority

minority” urban planning and public policy departments at an R-1 university. UPPP has also made important gains on gender diversity, with women comprising 41% of the ladder-rank faculty.

Over the last five years, UPPP has hired faculty through three open lines provided by the school and made additional hires through the UC Presidential Postdoctoral Fellowship hiring incentive and UCI’s partner hiring incentive. In 2021-2022 and 2022-2023, UC Irvine initiated the Black Thriving Initiative Cluster Hiring Program. The program invited academic units to submit interdisciplinary team proposals that addressed issues confronting Black communities. UPPP led proposals for both rounds. The second proposal on Infrastructure Equity was awarded four faculty positions. These were allocated to the academic units that made up the proposal team: UPPP, the Department of Civil and Environmental Engineering, the Department of Earth System Science, and the School of Law.

In addition to increasing faculty diversity, UPPP has sought to obtain support for new research centers that address the challenges of low-income communities of color in California. In 2022, a group of UPPP faculty secured funding (\$1.5 million) from the California legislature to create the UC Irvine Labor Center. The Labor Center will allow faculty and students to work with regional labor unions and community organizations on projects addressing the inequalities in Southern California. In 2023, another group of UPPP faculty submitted a proposal to the Department of Housing and Urban Development (\$4 million) to create the UC Irvine Center for Housing Equity (decision pending). With one center focusing on inequalities in California and another addressing the state’s housing crisis, UPPP will have the capabilities to engage and support the region’s diverse, low-income communities.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our primary goal is to make UCI MPP affordable and accessible to all students regardless of need. Specifically, our strategies are to (1) provide competitive fellowship offers to incoming students in need and to (2) assist students in acquiring employment after graduation. In order to achieve these goals, we will continue to use a plurality of the PDST revenue to support student financial aid, taking into account both merit and need-based qualifications. During the application review process, a comprehensive look at each student allows the admissions committee to determine the fellowship financial award, considering academic and professional preparation, economic hardship, contributions to the program’s diversity, and potential for contributions to the policy profession. The fellowships will allow students to focus on coursework and professional development during their time in the program, increasing their opportunity for students to succeed academically and build their skills and network. Combined with our goal of

enhancing professional development opportunities, we believe this will enable our graduates to be increasingly competitive in the job market.

We will evaluate our performance with respect to program affordability by:

- Tracking the number of admitted students from low socioeconomic backgrounds who matriculate and graduate
- Tracking the percentage of students receiving fellowship aid and average fellowship amount
- Conducting alumni surveys to track employment, salary, and debt burden at graduation and over time
- Tracking the percentage of alumni employed in public interest careers

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	67.0%	80.0%	100.0%	78.0%	100.0%	80.0%
	Non-URG	29.0%	50.0%	83.0%	75.0%	75.0%	42.0%
	International	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All	29.0%	44.0%	56.0%	59.0%	69.0%	38.0%
Average Debt among Students with Debt*	URG	\$45,996	\$38,713	\$55,663	\$37,357	\$51,838	\$42,678
	Non-URG	\$62,605	\$36,180	\$49,883	\$44,311	\$63,908	\$44,305
	International						
	All	\$51,532	\$37,447	\$52,452	\$40,567	\$55,861	\$43,582

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

The percentage of students graduating with debt, as well as the average amount of that debt, fluctuates substantially year-to-year. This is partly a function of the relatively small size of our program and variable size of each class (e.g., 2020-21 saw 69% graduating with debt, while 2021-22 saw only 38% -- despite both representing a total of 9 students with debt). Students from underrepresented groups are consistently more likely to graduate with debt, but in the last three years (and owing to our increased offers of fellowship aid) their average debt is lower than other groups. While we already use 45% of our PDST revenue to support

fellowships and summer stipends, our proposed plan increases that proportion to 57% over the five years, which will enable us to offset an even higher amount of student costs. Moreover, our focus on increasing professional development opportunities and networking should help our students land jobs after graduation more quickly.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	38%	\$43,582	\$73,000	9%
Public comparisons	N/A	\$39,848	\$91,214	6%
Private comparisons	N/A	\$81,516	\$86,507	13%

Sources:

UC: Corporate data. Median salary at graduation is not available for UCI, so we have used the median salary for a Public Policy Analyst with 0-1 years' experience in California according to Glassdoor.com

Comparison institutions: https://collegescorecard.ed.gov/search/fos?sort=name:asc&page=0&cip4=4405&cip4_degree=5. Estimates reflect pooled data for 2018-2019 and 2019-2020 cohorts; median salary is only for students who took out loans, not all students. Data available for USC, Maryland, and Michigan.

Additional comments: N/A

VI.c. Please describe your program's perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

The manageability of student loan debt for our graduates is a concern. The average debt at graduation is similar to that of our peer public institutions, *despite* significant cost-of-living discrepancies between Orange County and the regions where our comparison institutions are located. Additionally, as many of our students go on to work in the public and nonprofit sectors, many graduates are eligible for Public Service Loan Forgiveness. We believe further investment in professional development activities – supported by an increase in PDST funding – will ultimately provide improved income opportunities for graduating students.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

The MPP program supports enrolled students who pursue unpaid public interest internships by providing summer stipends between year one and year two. Students who take on unpaid internships are usually granted a larger summer stipend than other students in

order to offset the challenges that come with an unpaid position. In addition, the majority of students receive a fellowship during the academic year. The goal of this fellowship is to mitigate financial burdens and to allow students to take on internships, which are usually unpaid opportunities with non-profit organizations and local government; these positions usually focus on underserved populations. Finally, we will be creating a new, targeted MPP Diversity in Policy Fellowship, which will directly support students who are working on issues relating to social justice and equity.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Given the nature of public policy, the majority of our program's graduates go on to work in either government or the nonprofit sector. These public sector jobs generally do pay less than private sector jobs. However, we believe public sector employment remains a viable option for UCI MPP students given (1) the parity in tuition and indebtedness rates at our peer institutions and (2) that the program costs significantly less than MBA programs focused on the private sector. To ensure public sector employment remains a viable option, we plan to build a comprehensive database of alumni income and employment data. This information is incomplete, but we will share those data with campus officials once the collection is completed. Anecdotally, our graduates' pay is commensurate with what students from other California MPP programs are being offered, especially given that most salary ranges are tied to a government scale. We also direct students to UCI's Office of Financial Aid for financial aid counseling and information about Public Service Loan Forgiveness.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

During all recruitment activities, the MPP Director and Assistant Director share information about financial aid. Topics include fellowship awards, summer stipends, and TA opportunities. Students are also referred to the UCI Financial Aid Office for information about loans and outside scholarships.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

Once we complete the survey of alumni noted above, these data will be made available to all current and prospective students on the program website, and will be shared during recruitment activities.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

Between 2020 and 2022, the MPP program weathered the COVID-19 pandemic and shift to remote teaching. While MPP students were affected heavily by the pandemic outside of the classroom like all other students and the general population, the MPP program underwent a relatively smooth transition during the pandemic. Additionally, the nature of public policy as a discipline allowed students to utilize their studies to examine the pandemic-related challenges that were being endured globally. One enduring legacy of the pandemic is growing demand for a part-time, and perhaps partly remotely delivered, MPP program. Such a program would give students the option of completing the degree in more than two years, depending upon their life situations. The program director and assistant director have engaged in preliminary conversations with the School on this possibility.

Admissions: In 2020, the UCI MPP had essentially concluded the application cycle and held our usual in-person open house days before the March 2020 lockdowns began. As a result, incoming students were able to visit the campus and meet with faculty, students, and staff in person. Therefore, the admissions process for the first year of Covid was not heavily impacted. For the following year, we did pivot to zoom for recruitment activities, and our application numbers remained steady. We speculate that the global policy implications of the pandemic made public policy an attractive field for prospective students.

Retention: The pandemic had a particular impact on retention of, and requests for leaves-of-absence for, a number of our international students (especially Korean and Chinese) due to problems with family separations and travel difficulties, visa hurdles, and general personal hardships. A few students took short-term leaves of absence, and we had two students who failed to complete the program during the pandemic.

Program quality and course delivery: Every course and instructor successfully transitioned their classes to remote learning during the pandemic. The most difficult challenge, however, was when the campus returned to various forms of "hybrid" instruction in 2021-2022. Many of our faculty insisted on in-person only instruction given the need for student-instructor contact for research and other projects in their courses. This sometimes caused friction for those students who became acclimated to remote instruction and wanted that option to continue due to family, child care, and part-time employment constraints. It took considerable coaxing in some instances to convince students that they had to return to in-person day classes (with night and evening options being impossible given the numerous teaching obligations required for UPPP faculty members, as the department houses five degree programs).

The biggest challenge with respect to program quality and delivery were capstones and internships – which had to endure the unprecedented impacts of remote-only work. The program met this challenge admirably and effectively in two respects.

- First, almost every MPP summer internship experience during the pandemic (a required 400 hours for first years) had to be conducted remotely because regional employers and agencies, just like UCI, went to remote work for their own staffs. In addition, many agencies simply could not participate in an internship program at all because they had no one to supervise interns. Despite this, every student was able to obtain an internship. Some internships had to continue during a portion of the regular academic year in order to satisfy the 400 hours requirement, and the MPP program director adopted a highly-flexible allowance for what could constitute an internship experience – including administrative work for local charities, various duties in homeless shelters, food pantry supervisory work, and the like – so long as they were policy and public service related. Allowing novel internships also was beneficial for students from under-represented groups whose interests often resonated more closely with social service and volunteer-type community organizations as opposed to large government agencies. Another upside is that some internships were able to be stationed in organizations at a great distance from the campus because students did not need to be able to travel to the internship site.
- Second, capstone projects – for two consecutive second-year classes – were likewise conducted remotely, as were final presentations by students to their clients and to the faculty. As one measure of success, one capstone project during the pandemic actually involved policy evaluation of the "virtual government services sector" in South Korea. Ironically, this was our first international capstone project; such an opportunity could not have been afforded our students were it not for the option of "remote" project work. Clients, students, and capstone course instructors prevailed well with remote capstone projects. Students also benefitted from new learning opportunities in using various media like online videos and remote "conversations" with clients for their presentations. This also benefitted students from historically marginalized groups by providing opportunities for more effective networking and options for working in small, intimate "learning cells."

Services provided to students: Other than the pivot to zoom and other virtual means, services to students were unchanged. Academic advising continued and the program held quarterly virtual town halls. In fact, we saw an increase in academic advising appointments in comparison to pre-Covid. It is possible that the flexibility of meeting virtually from anywhere made it easier for students to schedule advising appointments instead of having to come to campus like they did pre-Covid. While we have reinstated in-person academic advising since, students continue to prefer the virtual appointments that we began offering during the pandemic-era.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

On September 20, 2023, we held a virtual focus group with the Public Policy Student Association leadership, representing five rising second-year students in the MPP (30% of the cohort) with extensive experience collecting student opinions and advocating on their behalf. We were unable to discuss the PDST with the first-year (incoming) cohort because campus deadlines for our PDST proposal were due prior to the start of the quarter. The majority of attendees are from underrepresented backgrounds. The PDST written plan was circulated via email the day before the meeting. The meeting opened with a short presentation by the Program Director overviewing the proposed PDST increases, the plan goals, and a summary of the program's diversity and affordability metrics. We then had an open discussion with students about what they saw as the benefits and challenges of the plan.

Feedback received was uniformly positive. Students did not raise any concerns about the PDST increases, and were enthusiastic about the goals stated in the plan. Students were very excited for reinstatement of the Sacramento policy trip, and had many questions about the timing and format of the trip. They also emphasized the value of the Professional Development class and program colloquia, and were pleased those activities would continue. Finally, they felt the program will benefit from building more systematic data on alumni placements and salaries, which they feel will be beneficial for recruitment. No proposal changes resulted from their feedback, as it all aligned with what was already in the proposal.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. *Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities.* The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Zoe Miller-Vedam on 9/21/23 and 10/14/23 .
Campus graduate student organization (i.e., your campus' GSA president)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

If applicable, plan shared with Public Policy Student Association on 9/20/2023 .
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments: Feedback summarized in IX.b. above.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

Agenda item at a regularly scheduled faculty meeting

Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback

Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback

Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback

Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received

Other (please describe): Text

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The PDST plan was discussed as an agenda item at the Urban Planning & Public Policy annual faculty retreat (September 21, 2023). The written plan was circulated via email two days prior to the meeting. At the meeting, the program director gave a short presentation describing the proposed plan goals, as well as an overview of the MPPP program's performance with regards to diversity and affordability. There was then open discussion of the proposed plan.

Overall, faculty supported the plan. The one substantive concern raised regarded the challenge that some MPP students can struggle to find good elective classes (especially for students relying on classes taught outside our department, i.e., education policy or health policy). It was suggested that we consider using some of the PDST funding to support lecturers to provide additional elective classes targeted at the MPP. In the discussion following, we decided not to commit to hiring additional lecturers within the proposed PDST

plan, but will consider doing so if enrollment grows beyond that described in the plan. We will also work toward helping students identify good classes outside the department by developing a list of classes students have used for their electives, along with student notes about any special enrollment requirements and the professor's receptiveness to MPP students.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Gillian Hayes on 9/21/23 and 10/14/23.
Graduate Dean

Plan shared with Dyonne Bergeron on 9/21/23 and 10/14/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Howard Gillman on 11/20/23.
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2024**

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$11,307	\$11,871	\$12,465	\$13,086	\$13,740	\$14,427	5.0%	\$564	5.0%	\$594	5.0%	\$621	5.0%	\$654	5.0%	\$687
Prof. Degr. Suppl. Tuition (Nonresident)	\$12,060	\$12,663	\$13,296	\$13,959	\$14,655	\$15,387	5.0%	\$603	5.0%	\$633	5.0%	\$663	5.0%	\$696	5.0%	\$732
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$413	\$426	\$438	\$452	\$465	\$479	3.0%	\$12	3.0%	\$13	3.0%	\$13	3.0%	\$14	3.0%	\$14
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***																
Est. First-Year Fees (CA resident)	\$25,190	\$26,313	\$27,333	\$28,394	\$29,499	\$30,650	4.5%	\$1,122	3.9%	\$1,021	3.9%	\$1,060	3.9%	\$1,106	3.9%	\$1,151
Est. First-Year Fees (Nonresident)	\$38,188	\$39,350	\$40,409	\$41,512	\$42,659	\$43,855	3.0%	\$1,161	2.7%	\$1,060	2.7%	\$1,102	2.8%	\$1,148	2.8%	\$1,196

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments:

As was the case with our last multi-year plan, this proposal seeks to maintain the differential between resident and nonresident PDST levels and adjust the PDST levels of both populations by 5% over the next five years.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The UCLA Master of Public Policy (MPP), which was established in 1996, is a two-year, interdisciplinary graduate program offered by the Department of Public Policy in the Luskin School of Public Affairs. The MPP program includes roughly 80 students per cohort totaling 160 students. Our analytically rigorous curriculum is interdisciplinary and rooted in the social sciences. It draws on a variety of fields, including microeconomics, political science, sociology, policy analysis, statistics, econometrics, engineering, and management. Our coursework, taught from an applied perspective, equips students with a set of analytical skills that enable them to understand the causes and consequences of societal problems, and then design and rigorously evaluate the effectiveness of public policies, including those promoting social justice. The program also offers concurrent (joint) degrees in law, management, medicine, public health, and social welfare.

UCLA MPP graduates find employment in a wide array of careers, including local, state, and federal government departments and agencies; domestic and international non-governmental organizations; community-based and national non-profit organizations; policy research institutions; and policy-oriented private companies and consulting firms. These positions span the globe but most are in California.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

The Public Policy Department submitted its last multi-year plan in 2018 for the five-year period of 2019-20 through 2023-24. The plan was approved with 5% annual PDST increases and included five primary goals:

1. Maintain need based-financial aid
2. Expand student recruitment efforts and increase diversity
3. Maintain student services, student career services, and faculty support

4. Develop data source classes and certification program
5. Offer smaller, skill-specific courses

The Public Policy Department was fiscally careful over this time period even when faced with the massive disruption to education and the economy caused by COVID. Toward the end of the multi-year plan period, inflation also increased substantially. We made progress towards each of the goals listed in the multi-year plan even in face of these major difficulties. The goals that we set in 2018 continue to represent significant priorities for funding in the coming multi-year period, as we will discuss in Section III.

Below is an assessment of our work toward the previous goals over the last few years and a brief description of the impact of COVID-19 on each goal. Had COVID not affected our goals, PDST would have been used on recruitment, need-based fellowships/hardship awards, and expanding department staff. See section V.b.

- 1) **Maintain need based-financial aid:** The first listed goal was to increase degree affordability and return PDST to those with highest need. **This goal was met as one-third of the Department's PDST was returned to the students as need-based financial aid, and distributed broadly across each cohort in multiple forms.** On average, each year for the past five years, 60% to 70% of MPP students received a PDST-funded award based on FAFSA-determined unmet need which varies, but in Fall 2023, averaged about \$5,000 per student award. In addition to FAFSA-determined awards, PDST funds were distributed even further to students in forms including emergency funding, hardship assistance, and professional development grants (e.g., conference travel assistance, career training grants, unpaid internship support, etc.) which ranges from \$250 to \$7,500 per award. Most recently, PDST need-based funds were used to increase diversity by supporting the Native American Opportunity Program (NAOP) and part of the University's Graduate Opportunity Fellowship Program (GOFP) award. Departments are now responsible for covering one-third of each GOFP Award and all of NAOP support, awards that assist MPPs from underrepresented groups (URGs).

COVID Impact: *PDST funding provided crucial support in the past five years for degree completion. During the pandemic, students needed immediate funding to shift to and sustain remote learning (e.g., computers, software, and high-speed internet). Because many students cared for family and did not have paid employment, PDST was also used for hardship assistance (larger awards for essential expenses such as rent, food, and mobile communication). Near the end of the time period when we were moving out of the restrictions of the pandemic, due to general inflation and the sharp increase in Los Angeles's cost of living, the Department expanded its PDST hardship and emergency assistance (smaller awards for a range of unexpected needs, such as computer repair, course materials, etc.), and broadened the distribution of professional development awards due to the higher costs of travel to and registration fees for conferences and workshops.*

2) Expand student recruitment efforts and increase diversity: The Department used PDST to fulfill its goal of more wide-ranging student recruitment efforts (detailed in sections Vb. and Vc.). Public Policy developed online ads via search engines, social media, and—during COVID—remote recruitment and outreach. Along with online efforts, it continued in-person participation at the California Diversity Forum in Graduate Education. The Department additionally held its own PDST-funded Diversity Day for prospective students. It established national partnerships leading to recruitment efforts with organizations such as Congressional Hispanic Caucus (CHCI) and Congressional Black Caucus Foundation (CBCF), and it strengthened its ties with Public Policy and International Affairs (PPIA) (URG-oriented programs on national and regional levels). It held PDST-funded recruitment mixers for professionals with the Southern California region PPIA. Moreover, annually since summer 2019, the Department organized and hosted a PPIA Public Service Weekend (PSW) with PDST funds. This event is a three-day recruitment and development workshop focused on fostering policy analytic skills; it is open to everyone and tends to attract many URG students. Furthermore, as will continue in the future, PDST-funded fellowships were given to active and academically achieving PPIA, CHCI, and CBCF participants who were admitted to the MPP program. Within the Department, PDST funds were, and will continue to be, used to fund a wide array of recruitment events and efforts, including hiring MPP peer coordinators who networked and provided application assistance to prospective students, mixers, and workshops. In total, over the past five years, the Department used approximately 8% of its PDST revenue for student outreach and recruitment.

As a direct consequence, the Department met its goal of increasing MPP diversity. Since the last multi-year proposal, URG student numbers have grown: From 2017-18 to 2022-23, the proportion of enrolled African American students increased from 6% to 11.3%; the proportion of enrolled Latinx students grew from 13% to 30.8%; and the total URG percentage rose from 19% to 36.9%. UCOP's PDST Program Pipeline data underscores this growth, noting the percentage of admitted URGs increased from 18% in 2017-18 to 32% and 24%, respectively, in 2021-22 and 2022-23. The percentage of enrolled URGs increased from 21% in 2017-18 to 49% in 2021-22 and 30% in 2022-23. Although there was overall URG growth in 2022-23, the declines relative to 2021-22 were due in part to a historically high number of domestic graduate applicants—across the board—during COVID (2021-22). The following year (2022-23), many students returned to the workforce as businesses reopened and employment opportunities grew.

COVID Impact: *During COVID, due to restrictions on international visas and travel, the number of international students declined; however, with PDST-funded recruitment workshops and efforts, the percentage returned to near pre-COVID numbers in Fall 2023.*

3) Maintain student services, student career services, and faculty support: PDST was used to support—in full or in part—all four Public Policy staff, which included their work in student recruitment, student services, student career guidance, alumni

relations, faculty support, and department operations. Public Policy's PDST also directly funded School-wide programs that are run through the Dean's Office for the benefit of MPP students. Specifically, Department PDST revenues were used to support the Luskin Office of Student Affairs and Alumni Relations (OSAAR), which assists MPP students directly with career planning. Career planning services included an academic course for MPPs on career planning and management (PUB PLC M297F; the course lecturer was also PDST-funded), internship and job placement, professional development (e.g., pairing MPPs with Senior Fellows, City Hall Day, and headshot sessions), fellowships and funding, student wellness events, and alumni engagement. The Department and the Dean's Office used PDST revenues directly on events (e.g., orientation, open houses, and commencement), alumni relations, public lectures, and mentoring programs that benefited MPP students.

Since the last multi-year plan, PDST also contributed to funding the recruitment of four ladder faculty (including the appointment of three female and two URG faculty, further diversifying Public Policy faculty), faculty retention packages, research funding, conference travel, course development, the Department's Public Policy and Applied Social Science Seminar (PPASS), and a junior faculty development lecture series in 2022-23.

***COVID Impact:** The shift to remote learning during the pandemic and its associated costs (noted above), increased student services and career services expenses overall. Career development services were more challenging to provide as in-person recruiting, networking, and interviewing training declined. Additional efforts were made to sustain internships, as many organizations were hesitant to take on students. As social distancing restrictions eased, the Department organized more in-person events, but new health requirements made these events more expensive to host than before the pandemic.*

- 4) Develop data source classes and certification program:** The Department used PDST funding to meet its goals of developing advanced data analytics classes and establishing (in Fall 2021) the Luskin-wide Data Analytics Certificate program. Public Policy alone offers 12 courses—over half of the total—that fulfill the certificate requirements. The Department not only developed, but created and is now offering all classes put forth in the last multi-year plan (specifically, PUB PLC 272: Tools for Causal Inference; PUB PLC 273: Survey Analysis; PUB PLC 274: Social Media and Public Policy; PUB PLC C275: Advanced Technology: Public Policy, Regulation, and the Law; PUB PLC C277: Network Science Using R; PUB PLC C279: Social Movements in Theory and Practice; and PUB PLC 291A: Digital Governance). PDST annually supported (and continues to support) four Public Policy data analytics lecturers, six classes, five TAs, and four readers for the certificate program. Over 80% of the students in the data analytics certificate program have been MPPs (thus 20% of the program is supported by other department funds). In Spring 2022, at the end of the first year of the program, 15 MPPs graduated with the certificate, and in Spring 2023, 21 MPP graduates—a little over 20% of the cohort—received the certificate.

COVID Impact: *Fortunately, the development of these new data analytics courses and certificate programs were not substantially affected by COVID. Other than pandemic-influenced inflationary costs, this goal had no additional costs associated with COVID.*

- 5) Offer smaller, skill-specific courses:** Since the last multi-year proposal the Department developed and offered PDST-supported skills-specific courses beyond the core curriculum that could not otherwise be offered by the Department's relatively small number of ladder faculty. Since Fall 2018, PDST-funded instructors regularly taught four to five smaller Public Policy courses each year, including the two-course advanced economics core series (PUB PLC M201A and PUB PLC M201B), economics seminars (e.g., PUB PLC 291A: New Economics of Equity and Sustainability), and management seminars (e.g., PUB PLC 290: Persuasion and PUB PLC 291A: Management Challenges and Solutions).

COVID Impact: *Similar to the previous goal, there were no substantial costs associated with COVID other than inflationary pressures.*

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

This multi-year plan proposes to increase PDST by 5% annually for five years (2024-25 through 2028-29). The MPP program is proposing this level of increase to cover inflationary costs, meet our main goals, and solve various problems associated with planned enrollment growth.

Inflationary pressures are a major concern. Consumer Price Index (CPI) data from the Bureau of Labor Statistics indicate that annualized inflation levels averaged 6% for the second half of 2021, 8% for 2022, and 5% for the first half of 2023.¹ Inflationary pressures in California and Los Angeles, especially because of rapidly rising housing costs in the area, have been higher. Forecasts by the California Department of Finance cite inflation levels of 3% for the next few years, but there continues to be much uncertainty in

¹ The CPI data were retrieved from <https://www.bls.gov/> on October 10, 2023.

the economy due to high interest rates, continued labor shortages, volatile oil markets, and two major conflicts in the world.² The economy could quickly return to the levels of inflation experienced in 2022. Inflation at any level cuts into the proposed increase in PDST and any amount above 5%, even for a short period of time, would represent an immediate budget cut. In addition to these pressures on costs due to general inflation, the Public Policy Department is facing major additional pressures through Teaching Assistant (TA) and Graduate Student Researcher (GSR) cost increases, along with higher costs associated with offering additional higher-priced data analytics programs and classes (which are essential for maintaining program quality).

The proposed PDST increases will ensure that the Public Policy Department is able to maintain its offerings and current strengths even with inflationary pressures, economic uncertainty, and mandatory personnel-based cost increases. Without these increases in PDST, the Department would have to cut back on its offerings and services to students, possibly limiting our ability to remain one of the very best MPP programs in the country. Although we have made progress on our goals since 2018, some programmatic goals remain the same as those identified in our last multi-year plan. The proposed increase in PDST funds would be used to support the following six goals.

- 1) Enhance affordability, access, and diversity:** Public Policy seeks to use PDST to maintain, and where possible expand, need-based aid through FAFSA-based awards, hardship aid, professional development grants, unpaid internship support, and diversity partnership fellowships (e.g., PPIA). As in previous years, all additional financial aid generated from future PDST increases will be returned to students as need-based aid. The Department will also continue to aid MPP students through PDST-funded recruitment fellowships, which are also need-based, with names that underscore and attract leadership, diversity, equity, and inclusion, such as the Emerging Leader Fellowship, the First-Generation Luskin Fellowship, the International Policy Leadership Fellowship, and the Undocumented/DACA Luskin Fellowship. Additionally, the program will explore fellowships for non-traditional and military-experienced students. As noted in Section II, late in the prior review period, the Department expanded its PDST-supported hardship and emergency assistance (smaller awards for a range of unexpected needs such as computer repair, course materials, etc.), and broadened the distribution of professional development awards due to the higher costs of travel to and registration fees for conferences and workshops. Given inflationary pressures and new causes for cost volatility, we anticipate a need for PDST increases to continue this assistance. With respect to enhancing diversity, we propose to maintain our current allocation of PDST revenue to outreach activities. See the “Providing Student Services” and “Providing Student Financial Aid” rows in the table below for details.
- 2) Maintain student services and faculty support:** Revenue from the proposed PDST increases would be used to support—in full or in part— all four Public Policy staff. These staff members support student recruitment, student services, student career guidance,

² Inflation forecasts were retrieved from <https://dof.ca.gov/forecasting/economics/economic-forecasts-u-s-and-california/> on October 10, 2023.

alumni relations, faculty needs, and department operations. Public Policy's PDST also directly funds School-wide programs that are run through the Dean's Office for the benefit of MPP students, such as the Capital Fellows Program (a program that provides mentorship, engagement, and experience for careers in public service) and Luskin City Hall Day. This "City Hall Day" is a quarter-long program that prepares and takes students to Los Angeles City Hall; at City Hall, students interview and learn from local political leaders and analysts; nonprofit agencies; and the community about policy action and constraints. Lastly, PDST revenues would continue to be used to host events for students (e.g., orientation, open houses, commencement), alumni relations events, public lectures, and mentoring programs. See the "Benefits/UCRP Costs" and "Providing Student Services" rows in the table below for details.

- 3) Increase staff and update facilities:** Over the past 25 years, the MPP program has tripled its enrollment and faculty increased by a third. At the same time, the number of Public Policy staff remained the same. Beyond the quantitative growth in demands on the Department's staff, the character of the work has become more complex as well. Needs of professional graduate students have changed, particularly due to the adverse experiences of the pandemic and with enriched student diversity. Staff support now requires a greater focus on student crisis support, wellness, and expanded financial assistance. Effective and informed advising for the growing numbers of first-generation and URG students is crucial. Academic personnel, union agreements, and appointments have also grown in complexity. To meet the pressing demands of this next stage in the Department's evolution, it must find the financial means, from PDST funding and other sources, to add more Public Policy staff and update their offices; expand shared department space; and acquire adequate equipment and technology to address the needs of a growing department, an expanded faculty, a more diverse and larger student body, increased classes, and more intricate policies and procedures. See the "Expanding Instructional Support Staff" and "Facilities Expansion/Renewal" rows in the table below for details.
- 4) Reevaluate and expand MPP curriculum:** During the next couple years, given the transformations underway in multiple policy domains, analytical methods, technologies of analysis and communication, and demographics of the population, Public Policy plans to evaluate and use PDST to make necessary changes in the overall design of the current core curriculum. This work will entail assessing and appropriately adjusting existing core courses, and implementing the most effective means for incorporating more Diversity, Equity, and Inclusion (DEI) issues in the core requirements. Given the recent increases in the size of MPP cohorts, the Department will also identify the best ways to provide for additional instructional and advising support for the capstone Applied Policy Project series. Furthermore, it intends to expand and introduce new courses in economics and global policy. See the "Other Non-Salary Cost Increases" row in the table below for details.
- 5) Further develop and expand practitioner-led courses:** Responding to student interest in experiential-based learning, Public Policy is using PDST to develop practitioner-led courses throughout the academic year with flexible unit options (2.0 and 4.0

units). The courses will cover non-profit strategies and lobbying. Practitioner instructors will be hired from the same PDST funding pool as current adjunct faculty and lecturers. See the “Improving the Student-Faculty Ratio” row in the table below for details.

- 6) Expand data analytics and global studies options for students:** To meet growing pressures in the labor market for the workforce to understand and use data, the Department is further broadening options for students in data analytics. To address student interest in global issues such as climate, energy, governance, development, and social change, we are also developing global studies courses. PDST revenues will allow the Department to develop and pay for these higher-cost courses and instructional opportunities. See the “Other Non-Salary Cost Increases” row in the table below for details.

Consequences if Proposed PDST Levels are not Approved: If the proposed PDST increases are not approved, there would be a number of detrimental consequences to the program quality and student experience. Staff layoffs would occur, resulting in workload increases on already overburdened staff and a decline in quality and range of student services and recruitment (the 2022-23 Eight-Year Review of the Department by the UCLA Academic Senate underscored that the Department is already substantially understaffed). In addition, even fewer Academic Student Employees (ASEs) and temporary faculty (lecturers and adjunct faculty) would be supported, particularly in light of recent salary increases, resulting in fewer and larger classes for MPP students, with less substantive feedback being provided to students on assignments, thus degrading their professional training. The Department would not be able to support effectively faculty, students, curriculum, research, and academic events, making it difficult to retain faculty and graduate students, as well as hindering growth, learning, training, and quality-maintenance of the MPP program. It would also limit the Department’s ability to move in the directions of higher-cost (but also high-student demand) programs in global studies and data analytics as proposed by the School. Our MPP students will enroll in classes in these programs, which will help fulfill the requirements for their degrees.

Recruitment efforts that have proved so successful would likely be reduced, and need-based student financial aid would decrease, which would likely erode graduate recruitment, yield, time-to-degree, and graduation rates. Post-pandemic increases in costs of living, especially due to the expensive housing market in Los Angeles, would severely limit our ability to recruit students in need of aid. PDST helps the Department recruit and support MPP students from a wider range of backgrounds, reflecting the demographic profiles of California and Los Angeles, including those from families with no prior exposure to higher education or professional graduate training and of limited financial means.

The support from PDST revenue is especially important to the MPP program. When comparing to other programs and schools, the Department faces a few unique constraints. First, unlike many other professional schools (e.g., law, business, and dentistry schools),

we have limited opportunities for extensive fund raising. The majority of our graduates go into public-sector positions and nonprofits. Second, there are not federal or state programs specifically intended to promote the training of public policy professionals. For example, in Social Welfare, there are major state grants to expand the ranks of social workers. Third, research funding raised by faculty in Public Policy often comes from state contracts or private foundations with either low or no associated overhead, limiting it as a source of funding for the Department.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$256,581	\$48,816	\$49,370	\$17,496	\$18,510	\$19,508	\$410,281
Providing Student Services	\$568,423	\$50,757	\$30,959	\$32,507	\$34,132	\$35,839	\$752,617
Improving the Student-Faculty Ratio	\$200,511	\$14,036	\$44,834	\$12,969	\$13,618	\$14,298	\$300,266
Expanding Instructional Support Staff	\$106,414	\$7,449	\$5,693	\$5,978	\$6,277	\$6,591	\$138,401
Instructional Equipment Purchases	\$10,000	\$700	\$535	\$562	\$590	\$619	\$13,006
Providing Student Financial Aid	\$590,963	\$61,301	\$66,665	\$35,826	\$37,686	\$39,606	\$832,048
Other Non-salary Cost Increases	\$15,000	\$1,050	\$803	\$843	\$885	\$929	\$19,509
Facilities Expansion/Renewal	\$25,000	\$1,750	\$1,338	\$1,404	\$1,475	\$1,548	\$32,515
Other (Please explain in the "Additional Comments" below)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$1,772,892	\$185,859	\$200,197	\$107,585	\$113,172	\$118,939	\$2,498,643

* Benefits costs and UCRP contributions should be reported as a single line item.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

Since the last multi-year proposal, Public Policy worked on a variety of revenue-generating and fundraising efforts to avoid PDST increases at an even higher percentage than proposed. As a permanent cost cutting measure, the Department has put on hold its quarter-long Public Policy and Applied Social Science Seminar (PPASS) series, which brings scholars across the country together with Public Policy faculty and colleagues from the UCLA Department of Economics, Department of Political Science, Anderson School of Management, and California Center for Population Research. Instead, the Department is currently working with the Luskin School's Development Office to raise funds for faculty research, including PPASS.

In terms of fundraising, the Department is deliberately acting to increase alumni donations and produce effective giving campaigns, particularly in the area of student fellowships, to assist students with the rising cost of tuition and fees. Specifically, UCLA Public Policy holds fundraising campaigns each year in honor of the retirement of the program's long-time Director of Student Services, as well as the twenty-fifth anniversary of its first cohort. In September, the Luskin External Relations staff requested information about gaps in funding for graduate students on behalf of the Luskin School Board of Advisors. The Board is setting their fundraising strategy and goals for the year and is seeking to assess the students' financial need. Furthermore, the newly-appointed chair has significant experience building alumni relations in his previous position as chair and through committee work at another UC campus.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

The UCLA Department of Public Policy is not proposing uneven increases.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	96	101	106	106	106	106
Domestic Nonresident	14	15	16	16	16	16
International	43	45	47	47	47	47
Total	153	161	169	169	169	169

Additional comments:

The Department plans to increase its incoming cohort by approximately 5% in 2024-25 and in 2025-26, increasing the number of students in its first-year cohort from about 75 in 2023-24 to approximately 85 students by 2025-26. The Department anticipates the enrollment of international students to return to pre-COVID numbers, especially as the Department rebuilds its longstanding relationship with and recruitment from Japanese ministries. Students from abroad enrich the professional education of all students in the program by sharing their experiences as government officials and offering detailed comparative perspectives on varied national approaches to social welfare, environmental sustainability, economic development, technology regulation, and other policy issues

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table on the following page, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ford School	67,774	69,807	71,901	74,058	76,280	78,568	3.0%	2,033	3.0%	2,094	3.0%	2,157	3.0%	2,222	3.0%	2,288
University of Minnesota - Humphrey School	44,213	45,539	46,905	48,312	49,761	51,254	3.0%	1,326	3.0%	1,366	3.0%	1,407	3.0%	1,449	3.0%	1,493
University of Washington - Evans School	56,923	58,631	60,390	62,202	64,068	65,990	3.0%	1,708	3.0%	1,759	3.0%	1,812	3.0%	1,866	3.0%	1,922
Georgetown University - McCourt School	119,539	123,125	126,819	130,624	134,543	138,579	3.0%	3,586	3.0%	3,694	3.0%	3,805	3.0%	3,919	3.0%	4,036
University of Chicago - Harris	125,424	129,187	133,063	137,055	141,167	145,402	3.0%	3,763	3.0%	3,876	3.0%	3,992	3.0%	4,112	3.0%	4,235
University of Southern California - Price School	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	56,303	57,992	59,732	61,524	63,370	65,271	3.0%	1,689	3.0%	1,740	3.0%	1,792	3.0%	1,846	3.0%	1,901
Average private comparison	119,104	122,677	126,357	130,148	134,053	138,074	3.0%	3,573	3.0%	3,681	3.0%	3,791	3.0%	3,905	3.0%	4,021
Average public and private comparison	87,704	90,335	93,045	95,836	98,711	101,673	3.0%	2,631	3.0%	2,710	3.0%	2,792	3.0%	2,875	3.0%	2,961
Your program	51,680	53,814	55,871	58,013	60,243	62,301	4.1%	2,134	3.8%	2,057	3.8%	2,142	3.8%	2,230	3.4%	2,058

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ford School	115,017	118,468	122,022	125,683	129,453	133,337	3.0%	3,451	3.0%	3,554	3.0%	3,661	3.0%	3,770	3.0%	3,884
University of Minnesota - Humphrey School	64,481	66,415	68,407	70,459	72,573	74,750	3.0%	1,934	3.0%	1,992	3.0%	2,052	3.0%	2,114	3.0%	2,177
University of Washington - Evans School	95,936	98,814	101,778	104,831	107,976	111,215	3.0%	2,878	3.0%	2,964	3.0%	3,053	3.0%	3,145	3.0%	3,239
Georgetown University - McCourt School	119,539	123,125	126,819	130,624	134,543	138,579	3.0%	3,586	3.0%	3,694	3.0%	3,805	3.0%	3,919	3.0%	4,036
University of Chicago - Harris	125,424	129,187	133,063	137,055	141,167	145,402	3.0%	3,763	3.0%	3,876	3.0%	3,992	3.0%	4,112	3.0%	4,235
University of Southern California - Price School	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	91,811	94,566	97,402	100,324	103,334	106,434	3.0%	2,754	3.0%	2,837	3.0%	2,922	3.0%	3,010	3.0%	3,100
Average private comparison	119,104	122,677	126,357	130,148	134,053	138,074	3.0%	3,573	3.0%	3,681	3.0%	3,791	3.0%	3,905	3.0%	4,021
Average public and private comparison	105,458	108,621	111,880	115,236	118,694	122,254	3.0%	3,164	3.0%	3,259	3.0%	3,357	3.0%	3,457	3.0%	3,561
Your program	77,714	79,925	82,063	84,290	86,609	89,109	2.8%	2,211	2.7%	2,138	2.7%	2,227	2.8%	2,319	2.9%	2,500

Source(s):

University of Michigan, Ford School: <https://fordschool.umich.edu/admissions/cost-financial-support>

University of Minnesota, Humphrey School: <https://www.hhh.umn.edu/masters-degrees/cost-aid>

University of Washington, Evans School: <https://evans.uw.edu/admissions/tuition/>

University of Southern California, Price School: <https://priceschool.usc.edu/programs/masters/mpp/admission/tuition/>

University of Chicago, Harris School: <https://bursar.uchicago.edu/tuition-and-fees/tuition-and-fees-2022-23/tuition-and-fees-2022-23-harris-school-of-public-policy>

Georgetown University, McCourt School: <https://mccourt.georgetown.edu/new-students/tuition-financial-aid-and-scholarships/>

Additional comments: The tuition level growth assumed for the comparator programs is 3% each year. Given increasing expense growth it is likely that these programs will increase tuition by more per year. We used the following publicly-available sources to obtain cost information for each comparator program:

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

The UCLA MPP program emphasizes the instruments of policy analysis, as do the comparator schools selected above. The chosen public and private schools are also similar in the size and academic focus of their faculties and student bodies. They have similar faculty in terms of research profiles (and even movement between schools), teach comparable curricula, draw many of the same applicants, and like UCLA, are in the top twenty (they range from second to twentieth) of the public affairs programs ranked by *U.S. News and World Report*. When Public Policy has undergone Eight-Year Reviews by the UCLA Academic Senate, the external reviewers have tended to come from these programs. The USC Price School is included because its faculty and curriculum are similar to public policy programs (as opposed to public administration programs) and it is the main alternative for students who wish to come to Southern California for their educations and careers. University of Chicago's Harris School is large compared to our program and has vast fellowship resources, but it has comparable faculty (two faculty in our department had prior appointments at Harris). The University of Michigan's Ford School is similar to our program in research and curricular orientation but much older and larger. Georgetown's program and the University of Washington's program are ranked similarly to ours, whereas the University of Minnesota's program is somewhat lower ranked.

Some of the Department's comparator schools, along with UC Berkeley's Goldman School, were models for the Department's initial development and curriculum. The main factors that separate the UCLA program from these comparison institutions are their distinction as readily recognized schools, typically named and endowed, rather than as embedded departments, age (UCLA is the youngest among the comparators), and size of the faculty (UCLA is the smallest among our comparators). Even with these challenges the UCLA program is still one of the highest ranked ones in the country (top 5% of all the programs ranked by *U.S. News and World Report*).

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

UCLA MPP resident and nonresident tuition and fees are higher than only one of the comparison public institutions (University of Minnesota), lower than the other two (markedly so for the University of Michigan), and dramatically lower than all the private comparators (well less than half the cost for residents). In all cases Californians attending any of these institutions would pay substantially more for their education— *by tens of thousands of dollars* — than if they obtained a UCLA MPP degree. Furthermore, although University of Minnesota charges lower resident and nonresident tuition, it does not provide the same scope of local, regional, and international opportunities for graduates as our program does, being located in Los Angeles.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

UCLA's MPP program is distinguishable in several ways. For example, UCLA's Department of Public Policy does not maintain an undergraduate departmental major and offers a relatively large MPP graduate degree instead. UCLA's MPP program is also more quantitative (i.e., statistics and economics) than our comparators USC and the University of Minnesota (these programs require fewer courses in statistics and economics than UCLA's program). UCLA Public Policy requires two courses in statistics and two courses in economics, and students have several options to take courses that advance their use of these disciplines in policy analysis. Furthermore, relative to our comparators, a larger portion of UCLA Public Policy faculty are tenure-stream research faculty who not only teach in the field, but also produce scholarship that is published among the most prestigious venues and has significant policy impact. Private comparators Chicago, Georgetown, and most significantly, USC, are able to provide larger funding packages to their students, and have more flexibility in faculty and student recruitment.

It is also important to note that of the comparator institutions, all but USC's Price School are free-standing schools that offer public policy degrees, as opposed to individual departments like UCLA's Public Policy. Consequently, our comparators are able to offer their students funding and resources at the school level rather than the departmental level. At the same time, as a department embedded within a larger public affairs school with complementary departments (i.e., Social Welfare and Urban Planning), UCLA Public Policy has an arguably greater capacity to offer interdisciplinary programs, foster multidisciplinary research, provide mentorship opportunities with senior fellow practitioners, and deliver a wide range of classes, speakers, and programs across departments. In turn, our program offers students access to joint programs and courses across the vast number of professional schools and programs at UCLA.

Additionally, UCLA MPP's capstone, the Applied Policy Project (APP), is a feature that distinguishes us from our chosen list of comparison educational institutions. While the other public policy programs have culminating projects that focus on building research skills and the ability to formulate policy recommendations, our capstone project mirrors on-the-ground policy work. For an entire academic year, students work in teams as policy consultants with real-world clients. The opportunity to work in teams allows students to exercise their management and leadership skills, while working with a client exposes them to the intricacies of developing policy-related research to conduct their evaluation and policy recommendations. Few policy programs engage MPP students for an entire year on their culminating project, let alone provide students with the chance to become consultants and ultimately bridge theory into practice. By the end of the APP, our MPP students are graduating as scholar-practitioners, with the ability to be critical thinkers in data, evaluation, and management, while speaking to the on-the-ground issues and decisions in which public agencies and nonprofit organizations are engaged.

Students are also presented with a number of pathways for building out policy areas of concentration and focus. The curricular flexibility offered through the MPP program allows students a greater degree of autonomy over their studies, and they are encouraged to take courses from across campus, including in the Graduate School of Education and Information Studies, the Law School, the Anderson School of Management, the Institute of Environmental Sciences, and the Fielding School of Public Health. Students can also blend their policy concentrations and take courses from the humanities that dive into discrimination, social justice, social awareness and community activism. Finally, being a part of the Luskin School of Public Affairs allows MPP students to take courses from the Department of Social Welfare, the Department of Urban Planning, and provides access to teaching experience through Teaching Assistant positions offered by the Luskin Public Affairs Undergraduate major. Teaching Assistant positions come with tuition fee remission and a stipend, which greatly alleviates students' financial burden as they work their way through the program.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	7.6%	9.6%	11.3%	8.3%	Please see note under Additional comments and the table in Question Prompt V.b.	
Hispanic/Latino(a)	19.1%	31.7%	30.8%	22.8%		
American Indian	0.8%	0.0%	0.0%	5.8%		
Subtotal Underrepresented	27.5%	41.3%	42.1%	36.9%		
Asian/Pacific Islander	9.9%	13.2%	13.8%	15.1%		
White	26.7%	21.0%	17.6%	22.2%		
Domestic Unknown	4.6%	4.2%	5.0%	0.0%		
International	31.3%	20.4%	21.4%	25.9%		
Total	100.0%	100.0%	100.0%	100.0%		
Socioeconomic						
% Pell recipients	37.5%	54.8%	40.0%			
Gender						
% Male	35.9%	37.1%	36.5%	35.0%		
% Female	64.1%	62.9%	62.9%	65.0%		
% Non-Binary	N/A	N/A	0.6%	N/A		
% Unknown	N/A	N/A	N/A	N/A		

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: See the table below in question prompt V.b. for comparisons.

Additional comments:

Public Policy Analysis and Management (APPAM) and Network of Schools of Public Policy, Affairs, and Administration (NASPAA), are the only Public Policy national organizations that have collected and presented diversity data across programs, but they have not

done so in the past five years. Furthermore, we could not appropriately match the categories provided above with publicly-available data from comparator programs.

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

Since the last multi-year proposal, our enrollment has diversified substantially (see V.c.). Nearly 40% of students are from underrepresented groups, largely because of the broad distribution of PDST-funded awards (see II.a.). In terms of trends, although the proportion of underrepresented MPPs has increased since the last multi-year plan (from an average of 13% to an average of 37%), the Department's enrollment of Latinx, Chicana, African American, and indigenous students continues to vary. Financial considerations are likely the primary reason for fluctuating numbers among these groups of prospective students. Underrepresented admits typically receive far larger, multiple-year funding packages from competing Public Policy programs, particularly from private universities and schools of public policy (versus UCLA Public Policy's stand-alone department). While the Department generates applications from underrepresented students, persuading them to accept offers of admission remains a challenge. Only on very rare occasions have admits turned down larger (often private university) financial awards to accept the Department of Public Policy's substantially lower fellowships/financial aid packages. Given this reality, the Department and the Luskin School of Public Affairs Dean have set fellowship support as a primary goal (see III.a.1. and VI.a.).

Comparison to Other Programs

Comparable race/ethnicity, gender, and international student data for our set of comparator programs are limited. The table below shows the latest publicly-available information for each of our comparator programs. Detailed information by race/ethnicity is only available for USC. For the total URG percentage, our program has a much higher percentage than each of the public and private programs. The average URG percentage for our public comparators is 22% and the average for our private comparators is 26%.

Publicly Available Comparator School Data on Student Demographics

Ethnicity 2023-2024	Ford (UMich)	Humphrey (UMin)	Evans (UWash)	Public Average	Price (USC)	Harris (UChicago)	McCourt (Gtown)	Private Average
Underrepresented								
African American					1.1%			
Hispanic/Latino(a)					24.5%			
American Indian								
Subtotal								
Underrepresented	26.0%	19.0%	28.0%	24.3%	25.6%	27.0%	N/A	26.3%
Asian/Pacific Islander					11.4%			
White					26.6%			
<i>Domestic Unknown</i>					1.1%			
International	38.0%	16.7%	19.0%	24.6%	33.7%	51.0%	39.0%	41.2%
Two or More Ethnicities					1.6%			
Total								
Gender								
% Male	44.0%		36.0%	40.0%	43.0%	43.0%	44.0%	43.3%
% Female	56.0%		63.0%	59.5%	57.0%	57.0%	56.0%	56.7%

Notes: Data for each program are the most recently available and were downloaded from each program's web page on October 10, 2023. Numbers for Harris and McCourt are aggregated across all of the school's degree programs and are not specific to MPP programs.

Recent Trends and Recruitment Efforts

Fall 2023 estimated enrollment numbers are based on UCLA Public Policy admissions application data (table V.a.). The MPP application gender ratio is consistent with previous years' UC Corporate data, while the percentage of international applicants increased after a dip during COVID (i.e., due to student visa restrictions and home country travel and re-entry).

Although African American, Latinx, and URG percentages increased overall since the last multi-year proposal, these percentages are estimated to have decreased in fall 2023 relative to 2022-23. Students from African American Latinx, Multi-ethnic, and URG backgrounds often demonstrate the greatest financial need. As a department of public policy rather than a *school*, UCLA Public Policy is limited in countering award offers from much larger and better resourced schools—private **and** public. The shortage of award and counter-offer funding is further exacerbated now that UCLA departments cover one-third (that is, one academic quarter) of GOFP awards. This mandate resulted in \$106,268 of Public Policy's PDST need-based award supporting GOFPs alone (see VI.a.). In past years, these funds were spread broadly to award and increase/counter competing URG award offers. Moreover, the GOFP fellowship stipulates that a student cannot seek employment during their first Fall quarter, a time when they not only tend to experience the greatest transition from paid employment to full-time student status, but also during a term with greatest financial need, particularly as they relocate to Los Angeles with its high cost of living.

In addition, unlike in recent years, the Department was unable to guarantee TAs for our second-year MPP award packages in 2023-24. For this reason, some URGs admitted to the program decided instead to attend programs that offered full funding (versus partial funding from UCLA Public Policy), guaranteed second-year funding, and/or fellowships (i.e., they receive stipends rather than working for funding).

For these reasons, the Department of Public will continue to take a ground-up approach to reach a wider array of prospective students and to grow the size and diversity of the applicant pool. The Department's approaches and recruitment strategies are outlined below:

Approaches for Enhancing Program Diversity

Strategic Outreach: Faculty, students, and staff will continue to work to increase the pipeline of underrepresented applicants through in-person and virtual contact (e.g., meetings, phone calls, video calls, and class audits); peer mentoring (prospective students are matched with current students with similar policy interests); and targeted online advertising and student engagement videos to cater to social media-driven consumption habits.

Admit Yield-Improvement Outreach: Faculty, staff, and alumni will continue to personally contact admits to encourage acceptance offers. Since the last multi-year plan, the Department successfully implemented PDST-supported student phone-banking sessions

that offered admitted students the opportunity to ask questions and connect with current MPP students. Peer phone banking, along with staff, faculty, and alumni outreach, as well as Department PDST-supported aid for Welcome Day and campus visit travel, resulted in increased admitted student engagement, which, in turn, resulted in more acceptances and a more diverse MPP student body relative to our last multi-year plan.

Peer Outreach: Since 2001, the Department has appointed PDST-supported MPP students as outreach coordinators. Their work as peer mentors and recruiters is critical to broadening applicant diversity and increasing the take rate of underrepresented students. In addition, the Public Policy Leadership Association (PPLA), an MPP student organization, promotes prospective student diversity as well as retention and career planning support for current students. PPLA alumni also provide mentorship and career advice/networking for prospective and current students. The Department provides PDST to support PPLA programming and events.

COVID Impact: *The University still experiences financial effects of COVID-19 that continue to trickle down to schools and departments as budget cuts. Similar to GOFP and NAOP fellowships (which departments now partially or entirely fund), prior to 2023-24, the Luskin School funded a Schoolwide DEI outreach coordinator—separate from the Department of Public Policy’s PDST-funded outreach coordinators. Due to recent Schoolwide cuts, however, the position is now partly funded by Public Policy PDST.*

Enhanced Mentoring and Student Services: The Department will continue to support a range of academic resources including tutors that assist MPPs with quantitative program requirements (i.e., statistics, economics, and programming) and career events (e.g., networking, skills workshops, and job market informational sessions).

Funding:

- **Intramural Fellowships (PDST support):** Through the UCLA Division of Graduate Education (DGE), the Department will continue to award intramural fellowships such as the GOFP that will be of benefit to students from underrepresented cultural, racial, linguistic, geographic, and socioeconomic backgrounds. We will continue to award NAOP fellowships.
- **Partnership Fellowships (PDST support):** The Department will also continue to award fellowships for academically achieving students who have applied through active participation and partnership with PPIA, CHCI, and CBFC (see Section II.a.).

Diversity Recruitment Efforts: The program will continue to work extensively with organizations such as Public Policy Analysis and Management (APPAM); the Network of Schools of Public Policy, Affairs, and Administration (NASPAA); Public Policy and International Affairs (PPIA, noted above, an organization dedicated to increasing diversity in Public Policy and Public Affairs); and

others to further outreach (e.g., annual conferences/summer institutes, network sessions, and tabling events). The program will also engage in the following recruitment efforts:

- Participate at various Idealist graduate fairs. Idealist is a non-profit organization that coordinates graduate fairs in diverse urban locations across the nation such as New York, Chicago, and Washington, DC;
- Attend California State University (CSU) events and outreach to Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) to increase the diversity of applicants;
- Attend the Atlanta University Center Consortium (AUCC) the world's oldest and largest consortium of HBCUs. Comprised of four member institutions, (Clark Atlanta University, Morehouse College, Morehouse School of Medicine, and Spelman College), the Consortium is a vibrant intellectual community with a long tradition of scholarship, service and community engagement.
- Partner with UCLA departments, centers, and local off-campus organizations on recruitment
- Organize and participate in the Department's annual Diversity Day;
- Partner with aforementioned organizations (APPAM, NASPAA, PPIA, CHCI, CBFC, etc.) and institutions (HSIs, HBCUs, etc.) to offer additional on-campus events and online recruitment sessions;
- Organize and host PPIA PSW (See Section II.a.)
- Appoint peer (student) outreach coordinators to plan workshops, attend events, and connect with prospective students (as noted above);
- Network with alumni for potential candidates from underrepresented communities; and
- Sponsor video conference information sessions for prospective students who do not possess financial means to attend in-person workshops
- Work with Luskin External Affairs (development) to increase alumni giving to Department student fellowships; and
- Encourage funding (extramural and intramural) for URG students.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The Department has been working consistently to expand and diversify its applicant pool, which includes first-generation college students. For the 2021-2023 academic years, the average MPP cohort identified as 57% first-generation. Additionally, for the past three years, the percentage of UCLA MPP Pell Grant recipients ranged from 37.5% to 54.8%, with the Pell Grant average at 44.1%.

To promote access for students from low socioeconomic backgrounds, the Department is working to increase the number and dollar amount of need-based awards; grow alumni giving for student fellowships; and encourage funding for non-traditional and underrepresented students. UCLA Public Policy also leverages research center funding, asking research center directors to review our lower-income students (among others) for research fellowship eligibility. Finally, the Chair and the Student Affairs Officers annually review first and second year student financial need in order to ensure that PDST aid is effectively allocated.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

While the Department of Public Policy's gender ratio fluctuates each year, on average, female students tend to outnumber male students; nearly 60 % of the MPP cohort is female and about 40% is male. Faculty, staff, and students work to achieve overall gender parity as a part of diversity recruitment (outlined in section V.b.). Compared to the publicly available data from our comparator programs (see the "Publicly Available Comparator School Data on Student Demographics" table above), the public average is the same and the private average is slightly lower at 57%.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

The Department expects the number of enrolled URG students and Pell Grant recipients to increase over the next five years due to expanded recruitment strategies and partnerships (with the Public Policy and International Affairs Program (PPIA), the Congressional Hispanic Caucus Institute (CHCI), and the Congressional Black Caucus Foundation (CBCF)). Since the last multi-year proposal, Public Policy produced and is working on videos for its webpages and social media that highlight URG students and PDST-based funding opportunities. Complementing online efforts, over the next five years, the Department's staff recruitment adviser and MPP student coordinators plan to increase their in-person attendance and participation at events on the campuses of CSUs, HSIs, and HBCUs. Taken together, the new online marketing strategies provide data so that the Department may more effectively target and build recruitment relationships with URGs in person and at events. In turn, UCLA Public Policy expects to produce a more diverse applicant pool and increase the number of enrolled URG students and Pell Grant recipients. Finally, in terms of gender, the breakdown historically skews slightly female, and the Department believes that this pattern will continue.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	7.5%	13.3%	13.7%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	12.5%	13.3%	9.8%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Native Hawaiian	Domestic	2.5%	2.2%	2.0%
Asian/ Pacific Islander	Domestic	12.5%	11.1%	13.7%
	International			
White	Domestic	65.0%	60.1%	56.9%
	International	0.0%	0.0%	3.9%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		30.0%	33.3%	29.4%
Male		70.0%	66.7%	70.6%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	11.1%	22.2%	22.2%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	16.7%	16.7%	16.7%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Native Hawaiian	Domestic	5.6%	5.6%	5.6%
Asian/ Pacific Islander	Domestic	16.7%	11.1%	11.1%
	International	0.0%	0.0%	0.0%
White	Domestic	49.9%	44.4%	44.4%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23
Female		27.8%	38.9%	38.9%
Male		72.2%	61.1%	61.1%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program’s current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

Between 2020-2023, faculty diversity within the Department of Public Policy grew, with increases among African American, Latinx, and female faculty, and despite departures of Asian American and female faculty. Public Policy has appointed four LRE faculty since the last multi-year proposal, which contributed to LRE ethnic and gender diversity (three women and two African Americans). In terms of gender diversity, with the combination of departures and new faculty appointments, overall female faculty numbers rose since 2018, from 25.0% to 29.4% (current) as well as among ladder faculty, 23.5% to 38.9% (current). That said, the percentages of overall and LRE female faculty remain lower than the field or MPP student body (generally UCLA MPP cohorts are 60-65% female). Over the past five years, the Department made an active effort to enhance faculty diversity, and three female faculty, including two of color, were appointed in the last three years. For example, the Department applied for and received UCLA “Rising to the Challenge” faculty diversity FTE which resulted in the recruitment of two female African American faculty. Although overall and among LRE faculty, UCLA Public Policy’s ethnic diversity lags behind the demographic profile of California and Los Angeles County, it is markedly more diverse than the PhD pipeline in faculty-source fields (in economics and political science in particular). The Department continues to explore and address these issues. Of the four recently appointed LRE faculty, half (two) are women of color appointed with the University’s Rising to the Challenge FTE. Public Policy is committed to further diversifying its faculty, and it plans to implement an appropriately robust advertising and recruitment strategy for its remaining two FTE during the upcoming multi-year proposal (2024-25 through 2028-29) period. More faculty FTE may also become available as the Luskin School develops a new school-wide master degree program in Global Public Affairs. The Department will post faculty recruitments widely (including at HBCUs and HSIs) as well as through diversity sites and networks. Public Policy’s search committees are also committed to diverse representation and equitable search processes.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

As with all Luskin School departments, Public UCLA Policy’s goal is that **students are not prevented from completing the degree due to financial hardship**. We measure our progress toward achieving this goal by measuring the rate of degree completion among all entering classes. On average 95% to 98% of all entering students complete the MPP degree. Those who leave program tend to do so because of employment opportunities or issues of degree program match.

Student fellowship fundraising continues to be one of the top priorities of the Luskin School Board of Directors and Dean. It is also the top priority identified by the Department to the Dean and Luskin External Relations. Up to the pandemic, the UCLA MPP alumni body funded up to four annual merit and need-based fellowships, double the amount from the past multi-year proposal. However, during COVID donations decreased, and in the past year, the Department returned to a two-fellowship per year award pattern. At the same time, 2023-24 marks the 25th Anniversary of the graduate program. In conjunction with External Relations, the Department is hosting a number of fundraising opportunities, including a series of Alum of the Year honorees events, which were suspended during the pandemic. Concurrently, we have launched a fundraising campaign for the MPP Alumni Fellowship Fund and are already on track to make additional Fellowship Awards.

Another Department priority is **need-based student support**. Public Policy disburses one-third of PDST to students based entirely on financial need. The financial aid awards are made in proportion to students' total unmet need as assessed by FAFSA (see section V.c.). In 2022-23, the Department disbursed approximately \$465,022 to 72% of the class. The Department awarded 7.5% of each student's FAFSA-determined unmet need, and the awards ranged from \$700 to \$4,998. In 2023-24, the Department distributed \$421,851 of PDST to 61% of the class, and it awarded 8.5% of each students' unmet need determined by FAFSA. The grants ranged from \$729 to \$8,985.

In addition to using PDST to address 8.5% of 2023-24 unmet need, the Department also set aside \$81,000 of PDST for student emergency funding, summer unpaid Internship stipends, and funding mandates from the UCLA DGE and UCOP. DGE's Graduate Opportunity Fellowship Program (GOFP), the graduate student equivalent of the undergraduate Pell Grant, is the largest fellowship offered by the Division, covering fees and providing a \$20,000 stipend. As of 2023-24, departments are now required to match one third (that is, funding for one academic quarter of the three total academic quarters) of GOFP funding (totaling \$16,921 for residents and \$21,253 for nonresidents) for each recipient. With five MPP GOFP recipients during this academic year, this constitutes a \$106,268 reduction in overall funds previously available to both cohorts. Since the GOFP is need-based, the Department will use part of the PDST funds to award the GOFP students, and it will use the additional Department fellowship funds for the remaining funding obligation. Similarly, NAOP requires departments to fund the award. Nevertheless, the PDST funding also allows the Department to address emergency situations and unexpected funding mandates. The Department maintains PDST emergency funding for any MPP student experiencing urgent need, which has increased since COVID. Recipients do not have to repay the emergency funding, as it is a grant rather than a loan.

With the establishment of the Luskin School's undergraduate major, the Department also plans to grow revenue by expanding its Summer Sessions courses. The School is developing a Global Public Affairs degree program, which will generate funding from working professionals and those abroad. The programs will provide additional opportunities for need-based student support.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	80.0%	71.0%	64.0%	63.0%	79.0%	53.0%
	Non-URG	68.0%	62.0%	50.0%	52.0%	32.0%	48.0%
	International	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All	52.0%	47.0%	36.0%	35.0%	29.0%	36.0%
Average Debt among Students with Debt*	URG	\$49,512	\$51,011	\$45,130	\$34,094	\$48,774	\$52,746
	Non-URG	\$45,939	\$58,233	\$39,004	\$48,566	\$64,923	\$63,007
	International	\$0	\$0	\$0	\$0	\$0	\$0
	All	\$46,560	\$56,513	\$41,148	\$44,546	\$55,054	\$58,390

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

Since AY 2016-17 the percent of graduates with debt has decreased overall from 52% in 2016-17 to 36% in 2021-22, while the average amount student debt generally rose from \$46,560 in 2016-17 to \$58,390 in 2021-22. Although there appear to be fewer students with debt, those carrying debt have a heavier load. Funding opportunities for graduate students have expanded since the last multi-year proposal to meet these needs. For example, the most recent MPP cohorts (the classes of 2024 and 2025), maintained an average of \$56,619 in unmet need as assessed by FAFSA. With PDST grants and merit-based fellowships, however, unmet need was reduced to an average of \$47,870.

Coupled with PDST support, unmet need will be further decreased as much as possible moving forward by Luskin Academic Student Employee (ASE) and Luskin research center Graduate Student Researcher (GSR) salaries, which also have the benefit of fee remission. Compared to five years ago, due to the establishment and rapid growth of Luskin’s School-wide undergraduate Public Affairs major, opportunities for Teaching Assistant positions have expanded for MPP students, even with recent ASE salary increases. The average 2023-24 starting salary for a 50% UCLA Teaching Assistant is about \$3,475 per month (\$10,420 per quarter), and the quarterly fee remission is \$6,347. ASE and GSR employment provide both financial benefits as well as skills and professional development.

The Department continues to work to lower debt through ASE appointments and GSRships. In addition to directing MPP students to DGE’s centralized ASE listings, Public Policy publicizes ASE and GSR positions, and with Luskin School-wide Office of Student Affairs and Alumni Relations (OSAAR), works with students to identify appropriate GSR positions and effectively apply for them. Moreover, Public Policy increasingly coordinates with its students the availability of Luskin School research center GSRships (e.g., Luskin Center for Innovation, Latino Policy and Politics Institute, and Lewis Center). With all of these efforts we do not expect the indebtedness of students in our program to increase with the proposed changes to the PDST.

Institutional Challenge and COVID Impact: *A residual effect of the pandemic has been the rising cost of living in all parts of the country, but particularly in greater Los Angeles. The rising cost of living presents economic challenges to UCLA MPP students, which was one of the major reasons for the TA/GSR strike. The outcome of the strike, absent compensating new general funding, heavily impacted departments financially. Unfortunately, given our financial constraints, our department is now having to reduce the number of TA opportunities within our own department’s control, which is also occurring within the School-wide Public Affairs undergraduate program. Our financial restrictions have pushed us to be creative with our PDST funding and to think of other opportunities that can further reduce the cost of the program for our students.*

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	36%	\$58,390	\$91,755	9%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:

UC: Corporate data

Comparison institutions: Average debt data for students who graduate with debt were not available for our comparators. However, median debt for all students (includes student who did not graduate with debt) were available and is provided under Additional comments.

Additional comments:

We could not match the categories provided above with publicly-available data from our comparator programs, but we were able to find data from the U.S. Department of Education, College Scorecard (<https://collegescorecard.ed.gov/>). We found that graduates of our program have substantially less debt than graduates from our set of private comparators. U.S. Department of Education data indicate that the median level of debt for all graduates from our program is \$41,000 compared to roughly \$87,000 for the private comparators. Our graduates earn only slightly less than graduates from our private comparators. Our comparator public programs

have lower median debt at approximately \$36,000 but also earn considerably less at ~\$81,000. Our program compares favorably to our private comparators in estimated debt payment to salary percentage (6% compared with 13%).

An expanded table with U.S. Department of Education data can be found below:

	Median Debt for All Students	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
UCLA Luskin Public Policy	\$41,000	\$91,755	6%
Public comparisons	\$35,858	\$81,406	6%
Private comparisons	\$86,668	\$95,351	13%

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

We believe the student loan debt of our graduates is manageable because the job market for UCLA MPP graduates is very promising. For example, one year after graduation, 89% of the graduating class of 2022 had attained employment at the coordinator/ administrator level. In addition, in 2022, the Luskin School-wide Office of Student Affairs and Alumni Relation (OSAAR) exit survey indicated a significant increase in our graduates’ compensation range (relative to 2019), with 65% of respondents reporting salaries between \$60,000 and \$110,000. The UCLA MPP degree improves the placement, advancement, and earnings of its students as future employees. It also provides students with rigorous analytic skills, which are compensated at a higher rate than direct service positions.

The Department ultimately aims to minimize debt upon graduation, despite increases in the cost of education and living. We have demonstrated our commitment to this goal by re-imagining the distribution of funds and creating new sources of funding to support students’ professional development. Loan Repayment Assistance Plans (LRAPs) are typically offered by law and medicine programs, while Public Service Loan Forgiveness Programs (PSLF) are more prevalent in public policy and public affairs programs. While PSLFs assist students who enter federal, state, and non-profit jobs, because UCLA Public Policy graduates have been successful in finding employment and nearly half (or more) are making median or higher salaries a year after graduation—and due to the Biden administration’s student debt relief programs—PSLF use has recently declined. This situation may change over the next review period with the federal administration’s approaches to student debt forgiveness (most recently with the Supreme Court’s decision

regarding student loan forgiveness, as well as the Biden Administration's counter \$9 billion funding commitment through programs such as PSLFs).

COVID Impact: *Despite the economic challenges cause by COVID and inflation, the MPP classes of 2020, 2021, and 2022 still did well in attaining employment. Although the economy has cooled off somewhat with various Federal Reserve policies, the broader job market continues to be strong and economic forecasts are positive, especially for dynamic areas such as Los Angeles.*

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

As a way to promote public interest careers, OSAAR provides a wide array of professional placement resources and services including career counseling; resume and cover letter critiques; career workshops; mock interview sessions; and networking opportunities to assist students with internships, career skills-building, and employment. On the department level, the Public Policy Director of Student Services distributes job openings/postings and facilitates alumni and student networking/job opportunities, many of which are in public interest fields. Moreover, to ensure that students apply classroom knowledge and training to the real world—and to initiate and develop professional contacts in public policy—Luskin MPPs are required to participate in a 400-hour field internship with a government agency, nonprofit group, community-based organization (CBO), NGO, or other public service organization. OSAAR also offers the Bohnett Fellows Program for leadership/underserved populations, and the Sheila Margel Harber Garsombke Summer Fellowship for unpaid internships (including public service, non-profit internships). For the past two years, the Department has utilized a portion of PDST revenue to fund additional unpaid summer internships. UCLA Public Policy also leverages Luskin School research center funding for talented low-income students; center directors review these students (as well as others) for research fellowships, which are important for public interest employment.

UCLA MPP graduates find employment in a range of public service careers, including local, state, and federal departments and agencies; non-governmental organizations; non-profit organizations; policy research institutions; and private companies and consulting firms. Within six months of graduation, of employed 2021 MPP alums, 37% were in non-profit work, 34% were in government, 26% were in public agencies, and 3% were in the private sector. A year after graduating in 2022, 41% of employed MPPs were in non-profits and 24% were employed in government or public work.

Transition and COVID Impact: *At the start of 2020, Luskin's long-time Career Services Director departed the School. After this departure, Luskin Career Services, now OSAAR, was re-envisioned and is still transitioning to a post-COVID market. The transition*

caused some gaps in services and institutional knowledge and COVID also affected OSAAR staff's ability to offer services. For example, virtual career and internship fairs during the pandemic made it difficult for students to network with professionals. Similarly, in light of COVID, the Department re-evaluated its internship requirement from the academic years spanning 2020-2022. Employers also experienced difficulty in developing and managing remote internships, leading to the Department's temporary reduction of its 400-hour internship requirement to 300-hours. This reduction in hours also assisted students who were struggling to find an internship during this difficult time; these particular students were more reliant on PDST award support than their peers.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

The majority of MPP students pursue careers in the public's interest, including government and not-for-profit employment. It is true that MPP graduates in public interest careers earn less than those who enter the private sector, and they certainly earn less than Law, MBA, or Medical graduates. That said, because of their analytic training, MPP graduates command middle-income entry-positions, and they receive compensation in the public sector that is often higher than students in the social sciences, humanities, and education.

The rigor of the UCLA MPP program, combined with the degree's required internship experience, and option for a data analytics certificate, makes UCLA Public Policy graduates competitive in various sectors. Consequently, as noted in sections VI.c. and VI.d., the MPP degree increases the placement and earnings of Public Policy graduates. As noted above, the median salary of graduates from our program compares favorably with our private comparators (\$92,000 compared with \$95,000) but our graduates are assessed substantially lower tuition rates. The Department furthermore attempts to distribute PDST funding as broadly as possible and to offer, with Luskin Career Services, skills workshops and job placement information for its students. We plan on doing even more in terms of providing training in job searching, interviewing, and networking over the course of this multi-year plan.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

The Department's admissions website details extensive information on funding academic studies, and it also includes information about the PDST funds disbursement. Furthermore, financial aid programs and fellowship opportunities are presented at all recruitment fairs, information sessions, webinars, and in-person events.

Most importantly, when students are admitted, the SAOs conduct a series of webinars detailing every aspect of the program, from program requirements to financial aid opportunities, particularly the PDST award and fees. Admitted students are made aware of strategies they can employ to reduce the cost of the program. The PDST fees and awards are discussed in-depth during our financial aid sessions, and the Department also highlights ASE, GSR, and extramural/intramural fellowship opportunities as other forms of funding to reduce the cost of the program. Please see sections V.b. and V.c. regarding the Department's outreach to URG, first-generation, and low-income students.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

The Department's admissions website details extensive information on funding academic studies, and it includes information about average debt (median salary information is not currently included). Debt is also discussed in recruitment workshops as well as orientation, along with our approach to PDST fund disbursement. Financial aid programs and fellowship opportunities are also presented at all recruitment fairs, information sessions, webinars, and in-person events. Additionally, the U.S. Department of Education Scorecard can be used by students to quickly and efficiently compare student debt and expected earnings across MPP programs. We plan on linking these resources on our web page.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

UCLA Public Policy expects alumni financial contributions to increase in the future as the number of alumni continue to grow and its graduates advance in their careers. As mentioned in section VI.a., the Department and External Relations are in the midst of a 25th MPP Anniversary fundraising campaign targeting fellowship funding. The Department also plans to create numerous activities to further engage alumni in teaching, job placement, and on-campus events, which will likely result in additional contributions.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):
October 16, 2023: Met with Public Policy Leadership Association (PPLA, MPP student organization) elected student representatives.

September 18, 2023: As part of a mandatory orientation, program representatives discussed PDST and the proposed increases in the plan with 78 students.

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

On September 18, 2023, during Public Policy's orientation, staff discussed PDST and the proposed increases in this proposal with 78 students, as the session was part of the mandatory orientation. No comments were made when students were asked for feedback after the presentation. Students were provided with a QR code linking to an anonymous feedback form during the session, and the same QR code was distributed in their hardcopy orientation packets to complete on their own time. The form (see Attachment 1) informed students about the proposed increase; highlighted how PDST is used; and noted that submitted comments would be anonymous. The form's prompt stated, "You have the option to provide input about PDST. Please enter your comments below."

Additionally, an email soliciting feedback about the proposed PDST increase and its uses was sent to all MPP students on October 13, 2023, including the same QR code/link to the anonymous input form, with an October 20, 2023 input deadline. Students were sent a reminder to submit the feedback form on October 19, 2023, with the input form QR code and link included again for convenience.

On October 16, 2023, the MPP Department Vice Chair also met with Public Policy Leadership Association's (PPLA) elected student representatives. During the discussion, the Vice Chair explained to the students how the Department uses PDST. The students were not aware of all of the various awards, grants, and funds that PDST has supported (e.g., conference travel). PPLA leadership did not have any reactions or provide feedback to the Vice Chair at the meeting, but they relayed that they would discuss the increases among themselves and with other students and share their reflections through the Department's anonymous online feedback form.

The program received 11 responses to this additional request for feedback. To summarize, although various students appreciated the context provided for the proposed PDST increases and how they would be used for emergency funds and need-based grants, others voiced disappointment that the program requires fee increases in order to maintain quality. For more details, please see the comments provided below.

1. "How could PTSD return to me?"³
2. "Great to know about the process and where the funding goes."

³ To be clear, the student consultation included information about how PDST is used to fund financial aid, including emergency and hardship grants to MPP students.

3. "Definitely ensure enough is set aside for student emergencies such as hardware failure, economic emergencies or professional development. Although some is allocated already, an increase may be beneficial."
4. "Raising the PDST does not feel necessary or fair. The fees are already so high for when our tuition should be already funding most (if not all) of the listed items above. Especially when I really wish that the career center and alumni relations did more to support students professionally. I know I and others would appreciate shadowing opportunities, employer cite visits, more employer panels (of career opportunities outside of government as well), more alumni networking events, etc. Tuition and the current fees already feel like they should already be providing a lot more resources than they do, so why is there is a need for higher fees when we can't see the results of our funds already being paid in the way we wish?"
5. "Increasing costs for students while decreasing what is provided, with the reason given that the school is financially struggling or has less funding, is not right or fair."
6. "It would be, of course, ideal for the university to fund what the PDST is funding. It is an added cost that is not reflected up front when applying to the program. This program generates alums that positively add to the brand value of UCLA, generating more interest in the program. The added value alums give the program demonstrates the need for the university to fund the cost that is shifted to students in the form of PDST charges. I want to note that the operations funded by the PDST are absolutely necessary and fundamental to the success of Luskin students. As professional degree students, we deserve to be funded in total by the university. Also, please keep the free bus cards for grad students."
7. "PDST fees are WAY too high. Please, please, please decrease the fees or increase the grants provided. It is difficult to justify these fees. Look for other funding to help pay for the operations, instructions etc.; students cannot keep paying for everything."
8. "I would like more money to be spent on food at events."
9. "I do not believe PDST fees should be raised for low-income students and students who make under \$80,000/year. Adding more of a financial burden to students who are already struggling to make ends meet is outrageous to me. Can other tuition costs be brought down? Can Luskin staff host multiple workshops and comment opportunities for current students to provide budget details and identify areas to make cuts rather than increase PDST fees outright? Can Luskin lobby UCLA or local officials or state officials to provide more steady streams of funding rather than charge students higher fees?"
10. "I believe that an increase in this PDST will put my participation in the program in jeopardy! I already had to take out loans to pay for it this year, and they are already high. It will also be nice to have a price in mind that I will be paying for my whole time at UCLA. If it increases it will alter that amount."
"The Luskin Block Party is my favorite of all the department events! It was so much fun many of us did not want to go home. It is a testament to the thoughtfulness, congeniality and expertise on staff. Additionally, I am deeply appreciative of all the opportunities to engage beyond the traditional classroom. From professional development awards to career events, I am in awe of the wonderful programming this department puts forth."

As Fall quarter is well underway, the Department Chair and Director of Student Services plan to speak with students at a Winter funding workshop to provide them, in response to their comments, more information on why MPPs are assessed PDST, how it is used, and what other ways PDST may be used to assist them.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with UCLA GSA President (Noor Nakhaei), UCLA GSA Vice President of External Affairs (Sonya Brooks), and UCLA GSA Vice President of Academic Affairs (Emma Landry) on 10/26/23 .
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Two staff members from UCLA's Academic Planning and Budget (APB) office met with the three GSA leaders noted above on November 9, 2023 to discuss this proposal. During this meeting, GSA leadership asked a few clarifying questions about the proposal, including how many students would be affected by the proposed fee increase. The GSA leaders were particularly interested in the extent to which the proposed PDST increase would be used to support need vs. merit-based scholarships. They also asked for clarification about the financial aid requirements stipulated in the systemwide PDST policy. APB staff answered the questions raised during this meeting and made themselves available for any follow-up questions after the meeting. No additional feedback was provided.

If applicable, plan shared with _____ on _____ .
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

- Agenda item at a regularly scheduled faculty meeting
- Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): Text

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Department of Public Policy Chair Robert Fairlie presented the PDST proposal to faculty attending an October 10, 2023 meeting. Fourteen of the Department's 18 faculty were in attendance (two of the four absent were on leave), and all faculty were invited to the discussion as PDST affects the entire Department. The faculty deliberated the proposed 5% PDST increases each year from 2024-25 through 2028-2029. They talked about the recent impact of unfunded fellowship mandates and increases in ASE/GSR salaries on student recruitment packages; the possible effects on student cohort diversity; and the need for need-based student award funding, as well as the need to work with the Luskin development team on raising department funding for the GOFP and NAOP. They discussed public/UC and private comparator institutions, and concluded that the UCLA MPP program's cost is comparable to similar in-state public school programs and much lower than those offered at private institutions. They mentioned how central funding is to the staffing of the Department and the School, particularly in student affairs, and how all Public Policy staff positions are now supported in whole or part by PDST. While the faculty acknowledged the burden placed on the students, they unanimously supported the five-year PDST proposal to meet the teaching, research, and service mission of the University.

In addition to the October 10 meeting feedback summarized above, all faculty—including those who attended the faculty meeting, those who were absent, and those on leave—were also encouraged to submit their feedback on their own time via an anonymous

feedback form. The three comments submitted are provided below. In sum, the anonymous comments were very supportive of the proposed increases.

1. "I am completely in favor of asking for this increase. We are being asked to provide more services to students and are expanding our class sizes and the extra funds would assist in that. We are also trying to attract a more diverse group of students and this requires additional funds that can be used to recruit and support these students. I believe this is incredibly important."
2. "I strongly support the proposed PDST fee increases which will provide valuable resources to our students and help the Luskin School and the Public Policy Department keep up with increasing costs."
3. "I support this increase."

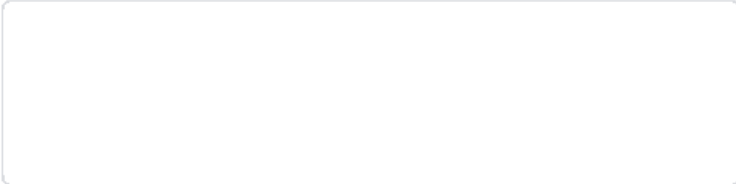
IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Dean of Graduate Education, Susan Ettner on 10/26/23.
Graduate Dean

Plan shared with Interim Vice Provost for Equity, Diversity, and Inclusion (EDI), Mitchell Chang on 10/26/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Chancellor Gene Block on 10/26/23.
Chancellor

ATTACHMENT 1



AY 23-24 Public Policy PDST Input Form

Professional Degree Supplemental Tuition (PDST) is an additional mandatory tuition assessed to students enrolled in designated graduate professional degree programs including the Master of Public Policy (MPP).

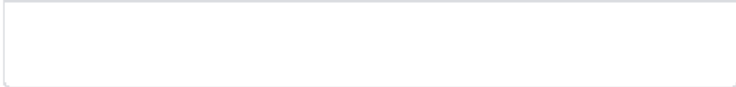
PDST will increase by five percent each year from AY 2024-2025 through AY 2029-2030 to address student financial need; student advising services, student programming; and Luskin School and Public Policy Department operations.

One-third of total fees is returned to directly to MPP students as need-based financial aid in the form of PDST awards based on FAFSA unmet need; recruitment fellowships; professional development awards (e.g., conference travel grants; business card subsidies; head shots; and professional networking); unpaid internship awards; hardship and emergency funds; and other need-based funding.

One-third of total fees supports the Luskin School and schoolwide student affairs, including the Luskin Office of Student Affairs and Alumni Relations (OSAAR); Luskin Career Center; PUB PLC M297F: Career Planning and Management; and School-wide student orientation, programming, trainings, and commencement, among others.

One-third of total fees sustains the Department of Public Policy operations, instruction, and student affairs, funding department operations; operations, recruitment, and student advising staff; student programming (e.g., workshops and networking); PPLA block grant; events (e.g., Department orientation, Welcome Day, and commencement), to name a few.

The Department invites student input on the PDST increase below, and comments are anonymous.



Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2024

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$8,286	\$8,532	\$8,787	\$9,051	\$9,321	\$9,597	3.0%	\$246	3.0%	\$255	3.0%	\$265	3.0%	\$270	3.0%	\$277
Prof. Degr. Suppl. Tuition (Nonresident)	\$8,910	\$9,177	\$9,450	\$9,732	\$10,023	\$10,323	3.0%	\$267	3.0%	\$272	3.0%	\$282	3.0%	\$291	3.0%	\$300
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$413	\$426	\$438	\$452	\$465	\$479	3.0%	\$12	3.0%	\$13	3.0%	\$13	3.0%	\$14	3.0%	\$14
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***																
Est. First-Year Fees (CA resident)	\$22,169	\$22,973	\$23,655	\$24,359	\$25,080	\$25,820	3.6%	\$804	3.0%	\$682	3.0%	\$704	3.0%	\$721	3.0%	\$741
Est. First-Year Fees (Nonresident)	\$35,038	\$35,864	\$36,563	\$37,285	\$38,027	\$38,791	2.4%	\$826	1.9%	\$699	2.0%	\$722	2.0%	\$743	2.0%	\$764

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments:

This proposal seeks to maintain the differential between resident and nonresident PDST levels and adjust the PDST levels of both populations by approximately 3% annually over the next five years.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The UCLA Department of Social Welfare (formerly the School of Social Welfare) was established in 1947 and the Master of Social Welfare (MSW) program began shortly thereafter. This Department is housed within the UCLA Luskin School of Public Affairs. The mission of our program is to advance knowledge, practice, and policy for a just and equitable society. Most of our MSW students attend a two-year (six-quarter), full-time program of study during which they attend classes and complete a field practicum during both years of study. A small group of students who wish to maintain employment during the program participate in a part-time option, with the same degree requirements. These students pay full PDST and tuition for eight quarters instead of six. The UCLA MSW program began charging professional degree supplemental tuition (PDST) in 2010. UCLA is one of two campuses in the University of California (UC) system that offers the MSW degree (the other being UC Berkeley).

Students graduating from our program find employment in both public and private agencies. Through our State-funded training grants and public service obligations, many of our students begin their careers in public child welfare at the Los Angeles Department Children and Family Services or other child welfare agencies throughout California, at the Los Angeles County Department of Mental Health, and at other public agencies. We also have a strong program in school-based social work. In this specialization, students can earn their Pupil Personnel Services Credential (PPSC) and Child Welfare Attendance (CWA), which qualifies them to launch a career as a social worker in California public schools. Many of our students go on to work in a variety of public human service agencies and non-profit organizations. Some of our students go on to obtain their clinical license (LCSW) and engage in independent private practice. Some students also pursue doctoral degrees in social work and related fields. Each year we bring in between 90-110 new MSW students, giving us a total student body of 180-220 MSW students annually. Due to a recent MSW Program Expansion Grant from the California Department of Health Care Access and Information (HCAI), we will be increasing our enrollment from 215 to 225 students in AY 2024-25 and 250 students in AY 2025-26 and beyond. This grant provides four years of funding for program expansion in order to prepare more social workers to work in underserved communities.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your 3admissions data (up to the past five years).

UCLA's Social Welfare program submitted its last multi-year plan in 2018 for the five-year period of 2019-20 to 2023-24. The plan included the following goals. Despite setbacks and expenses incurred by COVID-19, we have made considerable strides in attaining the goals listed in our last proposal with respect to enhancing program quality, becoming a diverse and inclusive program, and enhancing our funding streams. Below we describe each goal associated with our last multi-year PDST plan and our accomplishments to date.

1. *Professional Development Series and Inclusive Pedagogy.* One of the goals of our last multi-year plan was to host a Professional Development Series aimed at improving our instructional and classroom management techniques. Over the past five years, this series has featured speakers who have presented on inclusive strategies to better meet the needs of our diverse student body. PDST funds were used to host these speakers, and our faculty were required to attend their presentations. Since fall 2018, we have held the following events as part of this Professional Development Series:
 - *Ensuring Equal Learning Experiences for Students with Disabilities*, April 2019
 - *Working with students with histories of incarceration*, May 2019
 - *Interrupting Bias in the Classroom* hosted by the UCLA Center for the Advancement of Teaching, March 2023
 - *Teaching Workshop on Anti-Racism and Curriculum* facilitated by the Social Welfare Faculty Executive Committee, May 2023

Feedback from faculty on these workshops has been incredibly positive, and faculty have reported an improvement in their pedagogical strategies and ability to provide inclusive and responsive instruction and assignments.

2. *Strategic Planning.* Luskin Social Welfare completed its strategic plan¹ shortly after the last multi-year plan was submitted. A plan was published online and distributed to leaders in social work, our community in Los Angeles, and partners across the nation. The department leadership team reviews data and measures progress toward the various goals annually and shares them with

¹ Luskin Social Welfare's strategic plan can be found here: <https://ucla.app.box.com/s/pl3s0udi7ayuaqed5scqun74y7fd7qiq>.

the faculty. The benefits of having a strategic plan include adopting agreed-upon metrics of program success, as well as embracing a cohesive mission. COVID-19 slowed down our growth in some areas, including global impact and travel. Other areas where we have achieved success include local community outreach and enhancing our educational mission with smaller classes and electives. Although PDST funds were not used to complete the strategic plan itself, PDST funds have been used to advance the goals within our strategic plan. See items 3 through 8 below for details.

3. *Area of Concentration (AoC) Events.* PDST funds were used to host events for Area of Concentration groups (Child and Family Wellbeing; Health and Mental Health Across the Life Span; and Social and Economic Justice). These AoCs form the core of our specialized program, and students declare their concentration in the spring of year-one of study. Since fall 2018, our AoC events have included a clinical program series, instruction about the road to licensure, an online speaker series on racism and social work, and various informal gatherings, such as community potlucks, picnics, and social hours. These events have attracted students in smaller group cohorts and enabled them to connect with faculty with similar interests. During the first two years of COVID-19, some of these events were moved to an online format.
4. *Faculty Recruitment and Retention.* Over the last five years, we have used PDST funds in our efforts to recruit and hire 15 new full-time faculty and to successfully retain two full-time faculty members who received outside competing offers. The new faculty members include nine senate faculty, four field education faculty members, one field education director, and one full time adjunct faculty member. New faculty packages are robust to attract diverse, top talent to UCLA Social Welfare. We were also able to successfully recruit new faculty despite the COVID-19 pandemic. Partly on account of our top talent, retention, and recruitment, we have moved to #9 in the rankings for Social Work programs according to *US News and World Report*.
5. *Increased Advising Staff.* Since our last PDST proposal, we have used PDST funds to add a 0.5 FTE graduate advising staff member and an external program coordinator to enhance our MSW students' experience. The addition of these positions has been an asset to our program. Students now have more information (web-based, weekly newsletter, expanded handbook) at their disposal, along with more timely advising appointments and planning for degree completion. PDST funds have helped to expand our student advising role in a way that honors our students' requests for more guidance in their academic program.
6. *Global Placements.* Over the course of our last plan, we were not able to fulfill our goal of increasing the number of global field experiences/placements for our students, largely due to travel barriers created by COVID-19. However, we were still able to host a cultural exchange summer institute in 2022, during which 50 students from other countries joined us for a two-week summer session. Written evaluations from that program marked our summer school as extremely successful in promoting intergroup and

global exchanges of ideas. In 2023, we used PDST funds to send three students and one faculty member to Australia to represent UCLA at this annual global convening.

7. *Licensure Requirements.* UCLA is proud of the post-MSW success our alumni have achieved in meeting and passing California's Board of Behavioral Science licensing requirements (the program currently has an 88% pass rate for the clinical exam² during the most recent two reporting periods). The average pass rate of all California Social Work Programs for those two periods was 56% for January through June 2023 and 57% for July through December 2022. Our pass rate puts us well above the state average and most other programs in the state, and in the top 2-3 programs statewide. We believe this success is a result of several supporting factors, including the strengths of our students; the integration of theory and practice; the effectiveness of our field education program; and the direct planning for licensure preparation. California's Board of Behavioral Sciences (BBS) has determined that our curriculum meets almost all pre-licensure requirements, and to address this we use PDST funds to support our students in meeting ongoing and new requirements through covering the costs and by offering opportunities to acquire training through the California chapter of the National Association of Social Workers (NASW-CA) and other providers. Specifically, we offer regular academic courses and/or cover topics in field practicum in the following areas required by BBS: California Law and Ethics; Child Abuse Assessment and Reporting in California; Human Sexuality (beginning 2023-24); Alcoholism and Other Chemical Substance Abuse and Dependency; Aging, Long Term Care and Elder/Dependent Adult Abuse; and Spousal/Partner Abuse Assessment, Detection, and Intervention. The two BBS required areas which are not covered by our curriculum include: Suicide Risk Assessment and Intervention; and Provision of Mental Health Services via Telehealth. Last year, we provided training in both of these areas by partnering with the California Society of Clinical Social Work, and we plan to continue this practice using PDST funds. Costs for outside training and lecturers to teach the licensure courses sum to approximately \$50,000 per year. Along with the MSW Student Alliance, each year we organize speakers from NASW-CA and other organizations to assist our students in walking through the steps for pre-licensure and licensure. More recently, we have joined efforts with the Luskin Office of Student Services and Alumni Relations (OSSAR) to organize licensure events and information sessions for our students.
8. *Create an Inclusive and Accessible Program.* We have worked on creating a more inclusive and accessible program to fulfill our strategic plan goals related to diversity and affordability. These activities (each of which was supported, at least in part, using PDST funds) are summarized below (a-f). PDST aid was returned almost entirely based on need during the last multi-year plan. Merit based aid over the past three years has ranged from \$19,000 - \$24,000 total, while need based aid has ranged from \$457,446 to \$499,907 over the same time period.

² According to data provided on the California Board of Behavioral Science website: https://www.bbs.ca.gov/pdf/exam_stats/schlexamresults_2023_1.pdf

- a) We have met our goal of *developing an alternative to a two-year full-time MSW program*. We successfully launched a three-year MSW program option, which began in fall 2021. We now have six students participating in this three-year program option and hope to include more students in the future.
- b) We have *increased fellowship awards for MSW students* to actively diversify the student body and work on affordability. The Graduate Opportunity Fellowship Program (GOFP) is awarded through the Division of Graduate Education (DGE). Beginning in 2023-24, DGE asked units on campus to support one-third of this fellowship amount. We met this request for all 15 of our GOFP recipients and doubled the number of students receiving this highly sought-after fellowship. Over the past five years, we have nominated 15 students annually for this highly competitive award and have been awarded 6-10 by DGE with a total of 5-8 students ultimately accepting the award. Each year we have grown our fellowship options beyond what is provided by the DGE, and the amounts and categories have expanded to reach a wider group of students. Information on these fellowships is readily available on our funding page,³ and timely reminders are sent to students throughout the year. Finally, through a generous donation from the Shapiro family, we collaborated with the School of Dentistry and Center for Cerebral Palsy to develop field placements staffed with MSW field instructors and MSW students who serve patients and their families where social work services previously did not exist.
- c) Another sub-goal was to *build support programs for students who need additional academic preparations*. We have worked toward this goal by increasing our advising and support staff for students. We have also expanded our field education faculty to provide additional support for students in their placements. Moreover, the MSW Student Alliance has enabled first-year students to have a peer mentoring program in case they need additional academic assistance.
- d) *Conduct Outreach to Underrepresented Communities*. In addition to our previously identified strategies, the MSW Recruitment and Admissions Committee has set and implemented plans to extend outreach to underrepresented communities. These efforts include increasing the number of information sessions and providing them at times outside of normal business hours, along with increased support for our MSW Diversity Fair. We have also bolstered our faculty connections with the Ethnic Studies Centers in UCLA's Institute of American Cultures, as well as with the Association of Black Social Workers and Historically Black Colleges and Universities. Finally, we have committed to funding positions for MSW student outreach coordinators who are actively involved in recruitment efforts and are critical to providing peer support throughout the admissions process. We hire 1-2 outreach coordinators per year at approximately \$5,000 per coordinator to

³ Our funding page can be found here: <https://luskin.ucla.edu/social-welfare/funding>.

engage with prospective and incoming students throughout the admissions process. According to the pipeline data (see table below) we are consistently recruiting, admitting and retaining URG students at a rate equal to or greater than non-URG students.

- e) *Support Diversity and Inclusivity Efforts for Students, Faculty and Staff.* With PDST funds, we have supported numerous diversity and inclusivity efforts, including mixers for Black, Indigenous, and people of color (BIPOC) students and faculty; a student-faculty liaison to work directly with student groups; re-focusing and aligning the mission of our anti-racism, diversity, equity and inclusion standing committee; and providing facilitated spaces for restorative justice training. Recognizing the magnitude of the impact of these events, the department contracted with two therapists to offer trauma-informed group support to our students and ultimately all three departments in the Luskin School utilized these services. One issue identified through access to these clinicians was that our students had ongoing support needs that exceeded the capacity of existing resources. As a result of these efforts and of our Anti-Racism Plan, the Social Welfare Department advocated for a Luskin-wide hiring of a full-time student support coordinator. This coordinator has now been integrated into the Office of Student Services and Alumni Relations (OSSAR).

Tragically, following the murder of George Floyd in May 2020, our entire community of faculty, staff and students were left considering how to address the issue of anti-Black racism within our own department and UCLA as a whole. This event resulted in a long overdue call for racial justice from all parts of campus, including faculty and many of our students. The Luskin Black Caucus presented the department with their expectations for a racially just climate in our department. Out of this presentation the Social Welfare Anti-Racism Committee (SWARC) was formed and worked collaboratively with department leadership, faculty, and students to issue an action plan⁴ to address anti-Blackness and racism. This plan was issued in July 2020. Two progress reports have been issued, one in 2021 and one in 2023. A video summarizing the committee's work was also released in 2021.⁵ This committee works alongside our other standing committee on anti-racism, diversity, equity and inclusion to specifically focus on anti-Black racism.

- f) *Ensure that the Curriculum Reflects Diverse Perspectives:* In fall 2020, as part of the SWARC plan (see above) we hired a consultant team to review our curriculum for diversity perspectives. The report was finalized and presented to the faculty in spring 2021 and the faculty adopted many elements of the document for our foundation year (first-year) curriculum.

⁴ This action plan can be found here: <https://ucla.app.box.com/s/s1mv3dgqvlc8uykc2c0yhno5uuqrjac3>. A progress report from 2021 can be found here: <https://ucla.app.box.com/s/ob5giop19pgkmjzj3o4uert16jdn46y1>.

A progress report from 2023 can be found here: <https://ucla.app.box.com/s/lu0kl0axq24bz6xcs8z6xx3ynq4phew6>.

⁵ This video can be found here: <https://luskin.ucla.edu/social-welfare-issues-update-about-anti-racism-efforts>.

Evaluation of Efforts: Each year, our exit survey tracks how students experience the climate in our program, including diversity and inclusion. These data are listed in Section VII at the end of this proposal, and we are proud of our progress to date.

UCLA MSW Pipeline Data provide by UCOP, 2019-2024

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
Program Name	2019-20	216	500	43%	72	152	47%	33%	30%	39	81	48%	54%	53%
	2020-21	213	519	41%	84	180	47%	39%	35%	51	96	53%	61%	53%
	2021-22	265	754	35%	80	195	41%	30%	26%	38	81	47%	48%	42%
	2022-23	166	494	35%	96	219	44%	58%	44%	50	102	50%	52%	46%
	2023-24	197	462	43%	75	181	41%	38%	39%	58	122	48%	77%	67%
	All	1057	2729	39%	407	927	44%	39%	34%	236	481	49%	58%	52%

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

We are requesting an annual increase of approximately 3% in PDST for each of the five years of this multi-year plan in recognition of mandatory annual cost increases, most of which are personnel-based. These 3% increases will help keep our program affordable for our students, as 33% of proposed incremental PDST revenue will support student financial aid. The proposed increases will also ensure that we can continue to cover escalating personnel-based costs. In particular, recent collective bargaining agreements for teaching assistants, lecturers, and field education faculty have resulted in annual salary increases above 3%. Due to these agreements, a portion of PDST will need to be devoted to covering our personnel-based cost increases in order to maintain class sizes. Details of these increases can be found below.

- Rising costs for Teaching Assistants (TAs) - For FY 2023-24, the estimated cost of TA salary increases for Social Welfare’s MSW program is \$35,265. The Chancellor will provide a one-time allocation of 50% of the actual TA cost increase for FY 2023-24 only. The amount for FY 2024-25 is estimated to be \$57,039 for Social Welfare’s MSW.

- Rising costs for Lecturers - Lecturer salaries are estimated to increase by 3% to 6% annually, depending on the timing of reappointment offers (between \$16,087 and \$32,174 each year).

Due to the costs listed above, we estimate that our expenditures will increase substantially during this multi-year period. That said, we still wish to keep our PDST increases as moderate as possible so that we can keep our program affordable and attractive for our diverse student body.

Our goals for this multi-year plan are as follows:

- 1) Maintain or increase financial aid for students: We are committed to continuing to return at least 33% of incremental PDST funds to aid. The incremental return to aid will be returned to need-based aid. As our program expands and we increase the total number of students, even more aid will become available to our neediest students. See the “Providing Student Financial Aid” row in the table below for details.
- 2) Maintain small classes in terms of both lecturer resources and TA resources. We offer numerous specialized classes in various domains of social work and electives, and we plan to continue to keep our class sizes below 30 students. For any larger classes, we plan to continue using PDST funds to offer TA resources for discussion sections and to maintain the current quality of education. See the “Benefits/UCRP Costs” and “Improving the Student-Faculty Ratio” rows in the table below for details.
- 3) Support our field education faculty ratios. We have a consistently low field education faculty-to-student ratio (about 1: 30) and want to be able to maintain this level of clinical and practice mentorship, which has the benefit of attracting students to our program and offering them high quality field education experiences. By using PDST funds to maintain this ratio of field faculty to students, we will also be able to continue offering seminars that utilize role play, discuss case scenarios, and assess students' learning gaps/needs. See the “Improving the Student-Faculty Ratio” row in the table below for details.
- 4) Maintain support services: we wish to use PDST funds to maintain our staffing level to offer enhanced support services and staff advising. We also wish to extend additional support services for first generation students, students who are parents, and students who have health or mental health needs that aren't met by traditional services. See the “Providing Student Services” row in the table below for details.
- 5) Increase global work: we seek to use PDST funds to support more opportunities for our students to learn in global exchanges, building on faculty expertise and connections in places such as Columbia, Israel, and Uganda. We hope to foster connections

with various universities in these countries to offer our students more fieldwork and/or learning opportunities. See the “Other Non-Salary Cost Increases” row in the table below for details.

- 6) Continue pre-professional development. Through PDST funds, we seek to continue preparing our students in top-notch pre-licensure courses and other new modalities of practice, including anti-racist practice, restorative justice, clinical modalities, and use of technology. We recently began providing students with the new pre-licensure requirement of telehealth, as well as a six-hour suicide assessment training. See the “Instructional Equipment Purchases” row in the table below for details.
- 7) Increase support for research projects: Our MSW students all complete a second-year capstone project, and many of these projects need seed funding to be completed (i.e., for research incentives, supplies, etc.). We seek to use PDST revenue to help fund these projects more robustly. See the “Instructional Equipment Purchases” row in the table below for details.
- 8) Continue recruitment and retention efforts for faculty: With several anticipated faculty retirements in the next few years, it will be imperative to continue to recruit and retain a diverse faculty and to build on our track record of success in this regard, and to retain our top talent pool. See the “Other” row in the table below for details. In addition to the typical recruitment and retention costs for new faculty, we also offer new faculty space and office renovations where appropriate. See the “Facilities Expansion/Renewal” row in the table below for details.
- 9) Program Expansion: We plan to increase the size of each MSW cohort from 100 to 125 students in conjunction with the Department of Health Care Access and Information (HCAI) who awarded us a Social Work Education Capacity Expansion grant which is designed to increase the supply of staff trained to provide behavioral health in California.

How will the quality of your program change as a consequence of additional PDST revenue?

Our program will remain attractive to prospective students, continue to offer a high degree of student advising and support, and maintain low field faculty-to-student ratios. Given this anticipated maintenance of quality, we hope to remain among the top 10 Social Work programs in the nation. We have made significant improvements to the quality of our program through past investments of PDST revenue, and we seek to maintain these positive changes going forward.

What will be the consequence(s) if proposed PDST levels are not approved?

If PDST levels are not approved, we will be unable to keep up with rising personnel-based costs. This outcome would result in fewer TAs, fewer lecturers, bigger class sizes, and fewer additional support services and programs available to facilitate student success.

What will be the essential educational benefits for students given the new PDST revenue?

The educational benefits for students include that they will be prepared for successful career development, will feel included and attended to during their graduate education, and have funds for extracurricular programs, smaller learning spaces, and attention in their field placements. Students will also have the opportunity to practice and engage in skills that are necessary for their professional development, ultimately leading to more confidence post-graduation.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$295,853	\$20,710	\$9,497	\$9,782	\$10,075	\$10,377	\$356,294
Providing Student Services	\$267,621	\$18,733	\$8,591	\$8,848	\$9,114	\$9,387	\$322,294
Improving the Student-Faculty Ratio	\$282,254	\$19,758	\$157,633	\$13,789	\$14,203	\$14,629	\$502,267
Expanding Instructional Support Staff	\$153,759	\$10,763	\$4,936	\$5,084	\$5,236	\$5,393	\$185,171
Instructional Equipment Purchases	\$27,363	\$1,915	\$878	\$905	\$932	\$960	\$32,953
Providing Student Financial Aid	\$590,305	\$49,114	\$92,361	\$21,953	\$22,612	\$23,290	\$799,635
Other Non-salary Cost Increases	\$41,147	\$1,234	\$1,271	\$1,310	\$1,349	\$1,389	\$47,701
Facilities Expansion/Renewal	\$35,000	\$1,050	\$1,082	\$1,114	\$1,147	\$1,182	\$40,575
Other (Please explain in the "Additional Comments" below)	\$95,502	\$25,552	\$3,632	\$3,741	\$3,853	\$3,968	\$136,247
Total use/projected use of revenue	\$1,788,804	\$148,830	\$279,880	\$66,525	\$68,521	\$70,577	\$2,423,138

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

Other – Faculty Recruitment and Retention Funds

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

We are able to propose 3% increases in this proposal due to revenue we have sought from the following other sources.

- 1) **California Social Work Education Center (CalSWEC) Public Behavioral Health.** In a large effort to expand the public behavioral health workforce in California, our students can apply to the CalSWEC Public Behavioral Health MSW Training program for a \$25K stipend in their first and/or second year. If they receive this stipend, they have a required year-long service payback for each year they receive an award. This arrangement is mutually beneficial, given our students' interest in employment in behavioral health upon graduation, the additional expectation that they will work towards licensure, and the service to the community (especially in high need areas). We have successfully identified nine students this year to enter a contract with the State to receive this funding. This means that the State is funding our students in a total amount of \$225,000. These funds are in addition to the longstanding CalSWEC Child Welfare Program, which funds at least 30 students in our program each year at \$18,500 per year.
- 2) **PPSC (Pupil Personnel Services Credential).** We have experienced continued success by offering our post-MSW Pupil Personnel Services Credential (PPSC) training, given California's support for more mental health services, the need for which increased during the pandemic. We train MSWs from across the region and state and have strengthened our collaboration with the Los Angeles Unified School District. Through funds generated by this program, we are able to partially support salaries for a field education faculty member and a staff member. We are also able to support student workshops, conference attendance, and fellowships for students in their second year of study who are pursuing the PPSC. The total fellowship amount awarded is \$100,000 (\$5,000 per student).
- 3) **Faculty FTE.** We have worked to cut costs on faculty FTE by partnering with UCLA's Ethnic Studies Centers for partial FTE for three of our senate faculty. These partnerships are saving us approximately \$263,946 per year.
- 4) **Summer Leadership Course** and other summer courses. We continue to offer a summer class on leadership; in combination with other summer offerings, we are generating funds for the department to use for staffing, events, and other costs associated with innovative student and faculty programming. The total revenue generated from this summer programming is approximately \$185,000 annually.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

N/A

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

ENROLLMENT TABLE						
	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	189	198	220	220	220	220
Domestic Nonresident	24	25	28	28	28	28
International	1	2	2	2	2	2
Total	214	225	250	250	250	250

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table on the following page, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table. degree, please contact UCOP. Also, UCOP will address all formatting issues with the market comp charts before they are reviewed by the Regents.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total Resident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ann Arbor	67,162	69,177	71,252	73,390	75,592	77,860	3.0%	2,015	3.0%	2,075	3.0%	2,138	3.0%	2,202	3.0%	2,268
University of North Carolina - Chapel Hill	33,634	34,643	35,682	36,752	37,855	38,991	3.0%	1,009	3.0%	1,039	3.0%	1,070	3.0%	1,103	3.0%	1,136
University of Texas - Austin	57,278	58,996	60,766	62,589	64,467	66,401	3.0%	1,718	3.0%	1,770	3.0%	1,823	3.0%	1,878	3.0%	1,934
University of Washington	48,489	49,944	51,442	52,985	54,575	56,212	3.0%	1,455	3.0%	1,498	3.0%	1,543	3.0%	1,590	3.0%	1,637
Boston University	80,246	82,653	85,133	87,687	90,318	93,028	3.0%	2,407	3.0%	2,480	3.0%	2,554	3.0%	2,631	3.0%	2,710
University of Chicago	103,798	106,912	110,119	113,423	116,826	120,331	3.0%	3,114	3.0%	3,207	3.0%	3,304	3.0%	3,403	3.0%	3,505
University of Southern California	91,100	93,833	96,648	99,547	102,533	105,609	3.0%	2,733	3.0%	2,815	3.0%	2,899	3.0%	2,986	3.0%	3,076
Washington University in St. Louis	96,539	99,435	102,418	105,491	108,656	111,916	3.0%	2,896	3.0%	2,983	3.0%	3,073	3.0%	3,165	3.0%	3,260
Average public comparison	51,641	53,190	54,786	56,429	58,122	59,866	3.0%	1,549	3.0%	1,596	3.0%	1,644	3.0%	1,693	3.0%	1,744
Average private comparison	92,921	95,708	98,580	101,537	104,583	107,721	3.0%	2,788	3.0%	2,871	3.0%	2,958	3.0%	3,046	3.0%	3,138
Average public and private comparison	72,281	74,449	76,683	78,983	81,353	83,794	3.0%	2,168	3.0%	2,233	3.0%	2,301	3.0%	2,370	3.0%	2,441
Your program	45,322	46,817	48,208	49,640	51,113	52,638	3.3%	1,495	3.0%	1,391	3.0%	1,432	3.0%	1,473	3.0%	1,525

Total Nonresident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan - Ann Arbor	106,986	110,196	113,502	116,907	120,414	124,026	3.0%	3,210	3.0%	3,306	3.0%	3,405	3.0%	3,507	3.0%	3,612
University of North Carolina - Chapel Hill	71,275	73,413	75,615	77,883	80,219	82,626	3.0%	2,138	3.0%	2,202	3.0%	2,268	3.0%	2,336	3.0%	2,407
University of Texas - Austin	38,789	39,953	41,152	42,387	43,659	44,969	3.0%	1,164	3.0%	1,199	3.0%	1,235	3.0%	1,272	3.0%	1,310
University of Washington	81,356	83,797	86,311	88,900	91,567	94,314	3.0%	2,441	3.0%	2,514	3.0%	2,589	3.0%	2,667	3.0%	2,747
Boston University	80,245	82,652	85,132	87,686	90,317	93,027	3.0%	2,407	3.0%	2,480	3.0%	2,554	3.0%	2,631	3.0%	2,710
University of Chicago	103,798	106,912	110,119	113,423	116,826	120,331	3.0%	3,114	3.0%	3,207	3.0%	3,304	3.0%	3,403	3.0%	3,505
University of Southern California	91,100	93,833	96,648	99,547	102,533	105,609	3.0%	2,733	3.0%	2,815	3.0%	2,899	3.0%	2,986	3.0%	3,076
Washington University in St. Louis	96,539	99,435	102,418	105,491	108,656	111,916	3.0%	2,896	3.0%	2,983	3.0%	3,073	3.0%	3,165	3.0%	3,260
Average public comparison	74,602	76,840	79,145	81,519	83,965	86,484	3.0%	2,238	3.0%	2,305	3.0%	2,374	3.0%	2,446	3.0%	2,519
Average private comparison	92,921	95,708	98,579	101,537	104,583	107,721	3.0%	2,788	3.0%	2,871	3.0%	2,958	3.0%	3,046	3.0%	3,138
Average public and private comparison	83,761	86,274	88,862	91,528	94,274	97,102	3.0%	2,513	3.0%	2,588	3.0%	2,666	3.0%	2,746	3.0%	2,828
Your program	71,079	72,612	74,042	75,514	77,028	78,963	2.2%	1,533	2.0%	1,430	2.0%	1,472	2.0%	1,514	2.5%	1,935

Source(s):

Michigan: <https://ssw.umich.edu/programs/msw/tuition/fall-2023#full-month-20>
University of North Carolina: <https://cashier.unc.edu/tuition-fees/graduate-programs/>
University of Texas: <https://admissions.utexas.edu/cost-aid/cost-tuition-rates/>
University of Washington: <https://socialwork.uw.edu/msw-tuition-and-funding#Tuition>
Boston University: <https://www.bu.edu/ssw/admissions/msw/tuition/>
University of Chicago: <https://crownschool.uchicago.edu/admissions/tuition-fees-financial-aid>
Washington University St. Louis: <https://brownschool.wustl.edu/academics/master-of-social-work/tuition-and-fees/>
USC: <https://dworakpeck.usc.edu/admissions/tuition-and-financial-aid>

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

The comparator schools were chosen based on three criteria: 1) national rankings; 2) status as a Research One (R1) University; and 3) location in a major metropolitan area. The national rankings used were *US News and World Report* rankings of Social Work Programs, and the 2018 *Scientometrics* article, “Comparing the research productivity of social work doctoral programs using the *h*-index.” The resulting comparators were four public and three private institutions, which we believe are our best comparators. Most of these competitors are ranked in the top 10 Social Work programs in the country by *US News and World Report* and ranked in the top 21 for faculty productivity. UCLA is ranked 9 and 3, respectively. Many of our students also apply to these programs as they are considering an R1 University such as UCLA. Moreover, all the schools listed in this table have both MSW and PhD programs that are commensurate in status. Although ranked somewhat lower in the most recent rankings, we included USC given their geographic proximity and given that we often share many of the same applicants. The University of Michigan is a top tier program often ranking #1 or #2 by *US News and World Report*; this program is considered an aspirational comparator for us. We moved from number 17 during our last PDST submission to number 9 this year. We did this by retaining and recruiting new top-notch faculty, continuing to raise our national profile through outreach at conferences, publishing peer-reviewed studies in top journals, attracting federal grant awards, and continuing to push forward with and publicize innovative educational programs.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

For residents, UCLA MSW tuition and fees are over \$6,000 lower than the average of our public comparators and lower than three of the four public comparators. Also for residents, tuition and fees at UCLA are less than half of our private competitors and over \$25,000 lower than the combined average of all competitors. Given that many of our students come from the southern California region and that many also apply to and consider UCLA, we often have students who select UCLA because even with generous financial packages from USC, UCLA is still a better value. For nonresidents, UCLA MSW tuition and fees are roughly \$2,700 lower than the average for our public comparators and about \$12,000 less than the average for our public and private comparators combined.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The UCLA MSW program is distinct from its most direct local competitors due to its small program size. In maintaining a smaller sized program relative to many of our comparators, there is more opportunity to ensure a consistent and quality experience for the students. USC, one of our direct competitors due to its southern California location, is the largest MSW program in the world with over 3,000 MSW students. Other comparators are also much larger than us with the University of Michigan enrolling over 800 MSW students, the University of Washington enrolling over 600 students, and Boston University enrolling over 900. Additionally, while we don't have more recent data on comparators related to selectivity, in a 2009 study⁶ UCLA ranked #10 out of 111 schools in their selectivity rate; over the course of that study, our selectivity rate was 42.4%. Our selectivity rate is currently closer to 34%. We believe the selectivity rate during our admissions process ensures that the students attending UCLA are the best and the brightest who are prepared to become leaders in their field. In addition, a recent study⁷ indicates that the UCLA Social Welfare faculty are in the top three most productive in the nation, along with UC Berkeley and the University of Washington. Our field education faculty (NSF, lecturers) play an essential role in monitoring and evaluating the field practicum of our ~200 MSW students who are placed in some 125 agencies throughout the greater Los Angeles region. The field education faculty are the bridge between the university and the community and provide consistent feedback and service, which is often highlighted by students as an integral part of their success in our program.

⁶ Stuart A. Kirk, Hyeon Jong Kil & Kevin Corcoran (2009) PICKY, PICKY, PICKY: RANKING GRADUATE SCHOOLS OF SOCIAL WORK BY STUDENT SELECTIVITY, *Journal of Social Work Education*, 45:1, 65-87, DOI: [10.5175/JSWE.2009.200700088](https://doi.org/10.5175/JSWE.2009.200700088)

⁷ Smith, T.E., Jacobs, K.S., Osteen, P.J. *et al.* Comparing the research productivity of social work doctoral programs using the *h*-Index. *Scientometrics* 116, 1513–1530 (2018). <https://doi.org/10.1007/s11192-018-2832-5>

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	11.9%	11.9%	12.3%	8.8%	20.0%	20.0%
Hispanic/Latino(a)	36.8%	36.6%	35.9%	30.8%	15.8%	15.8%
American Indian	1.5%	1.0%	0.5%	3.6%	0.8%	0.8%
Subtotal Underrepresented	50.2%	49.5%	48.7%	43.2%	36.6%	36.6%
Asian/Pacific Islander	16.9%	18.6%	21.0%	20.8%	3.6%	3.6%
White	26.9%	27.8%	26.2%	33.4%	50.8%	50.8%
Domestic Unknown	4.5%	2.6%	1.5%	0.0%	9.0%	9.0%
International	1.5%	1.5%	2.6%	2.6%		
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	58.3%	56.6%	42.4%			
Gender						
% Male	15.9%	15.5%	13.8%	15.0%	13.3%	13.3%
% Female	83.1%	80.9%	83.1%	81.0%	85.1%	85.1%
% Non-Binary	1.0%	3.6%	3.1%	4.0%	0.1%	0.1%
% Unknown	0.0%	0.0%	0.0%	0.0%	1.5%	1.5%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Comparison data taken from Council on Social Work Education 2020 Annual Statistics in the United States. They do not differentiate between public and private. They also do not report on International students. Full report can be found here: <https://www.cswe.org/getattachment/726b15ce-6e63-4dcd-abd1-35d2ea9d9d40/2020-Annual-Statistics-On-Social-Work-Education-in-the-United-States.pdf?lang=en-US>

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

The table above represents the trend in enrollment of underrepresented groups (URG) in our program over the past four years. As in previous years, White, Hispanic/Latino/a and Asian/Pacific Islander students represent the majority of our student population, whereas African American and American Indian students are represented at a lower rate. The Hispanic/Latino/a student group has maintained a steady enrollment rate with an average of 35 percent from 2020 to 2023, which has been consistent over the past eight years. The data show minimal variance in the enrollment patterns of American Indian students, who represent 1 percent of the student population, although there was a small uptick in 2023-24. While there has been some minor fluctuation in enrollment trends of African American students, we have had an average enrollment of 12% over the past four years. That said, in the current academic year there was a slight decline in enrollment of African American students. The percent of applicants and the percent of students admitted among the African American applicant pool has remained relatively constant over the past five years. From Fall 2018 through Fall 2022, African Americans represented 8% of applicants, 12% of admits and roughly 10% of those who enrolled. The reason African American matriculation figures decreased slightly in fall 2023 is unknown, and based on just one year of data, it is too early to determine any trends. We suspect funding availability and financial aid opportunities at our larger private and public competitors could be one reason, as well as the relatively high cost of living in Los Angeles. That said, we will continue to monitor trends over several years, as this one year may represent a minor variation rather than a trend. We will also use our recruitment coordinators to specifically follow up with African American students who are admitted to see if we can encourage them to apply for need-based and merit-based fellowships, as well as stipend programs.

We intend to continue with our overall efforts to diversify the applicant pool, as well as targeted recruitment to increase the yield of admitted African American students. Our MSW Recruitment and Admissions Committee has developed plans and will provide a more complete overview of the possibilities to fund MSW education. We know that our admissions process begins even before the formal work of recruitment, outreach, and marketing. For example, we recently conducted recruitment by sending a faculty member to the Atlanta University Center Consortium, put on by Clark Atlanta University, Morehouse College and Spelman College (all HBCUs) on October 4, 2023. Our website is often the first place that prospective students will learn about our program. As such, on our homepage prospective students will find the MSW program's anti-racism plan, our strategic plan, and links to a page that outlines

our anti-racism, diversity, equity and inclusion efforts.⁸ Additionally, prospective students will find a section on our website with information specific to DACA students.

In order to recruit the best and most diverse applicant pool, we have a number of targeted recruitment efforts. First, we have an annual fall diversity fair, which has been a hallmark of our program for more than two decades. The attendance is usually around 100-150 prospective students who interact with current students, faculty, and staff in a full-day event that demystifies the application process, explains financial aid, and introduces attendees to our diverse community of students and faculty that represent their own intersecting identities. Prospective students are identified and invited to participate through a number of channels including but not limited to: student caucus outreach; California Forum for Diversity in Graduate Education; outreach to various associations and organizations, such as the Association of Black Social Workers and the Idealist Grad School Fair; outreach to organizations, agencies, and universities where our current students were previously affiliated; and attendance at various grad fairs, some of which specifically market to underrepresented students. In the past we have traditionally hosted information sessions exclusively in-person. Post-pandemic, we have integrated a series of virtual information sessions that remove financial and geographic barriers to in-person attendance, and are often tailored to specific interests (joint degree programs) or topical areas (statement preparation workshops). Along with our admissions officer and lead faculty recruiter, we have over the past several years hired student outreach coordinators whose diverse identities allow prospective students to see themselves as Bruins in our MSW program. Finally, we will continue efforts to utilize a holistic admissions process through annual training of faculty, and refining our admissions rubric, which was acknowledged as a best practice by the DGE to support admissions of URG students.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The discipline of social work promotes social justice and the imperative to reduce income inequality. The rate of Pell Grant recipient enrollment for UCLA MSW students has ranged from 42% to 58% over the past three years with an average of 53%. Based on the rates for the UCLA campus, MSW students appear to have the second largest rate of Pell Grant recipients of all professional degree programs at UCLA other than Nursing (at 55%). We are not sure why our percentage of Pell grant recipients declined last year, but we will monitor trends over a few years to make any further assessments, particularly as we emerge from the pandemic.

⁸ See this website for more details: <https://luskin.ucla.edu/social-welfare/diversity-2>.

One strategy for promoting access for students from low socioeconomic backgrounds has been our implementation of the three-year MSW option (the program received approval upon its establishment to extend for three years as needed, to be clear). This option has received some modest success (currently we have six students in this option, as noted earlier). We will continue to analyze current student responses and the market. For example, we are making plans to pilot an evening and weekend program to attract students who need to work to obtain their MSW degree. We are proud of the fact that over 50% of our students identify as first-generation students, and that the supports we provide through our department and school reinforce their place in our program and aid in their matriculation and career success.

One major way we are addressing affordability is to offer many more training grant spots with stipends. Historically we have had around 40 or so stipends available per year and we anticipate having approximately 80 next year and in the foreseeable future.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Overall, the department's gender parity parallels that of other programs in the discipline, with some slight variance compared to other public and private programs. Our program continues to enroll predominately female-identified students. Indeed, 82% of the student population identifies as female. That said, this figure is lower than that of our previous multi-year plan and lower than that of our competitors. Male-identified students represent 15% of the student population on average. This figure is higher than that of our previous multi-year plan and higher than that of our competitor programs. Of note is an increase of students identifying as non-binary; our average of 3% is substantially higher than that of other MSW programs. The National Association of Social Workers (NASW) reports that over 90% of MSW students entering the workforce are female identified;⁹ hence we will not be taking further steps around gender, other than to promote gender inclusivity as a whole (i.e., ask students for pronouns, and have events that showcase a variety of gender identities).

⁹ NASW: Findings from three years of surveys of new social workers. August 2020.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

We know that sustained work is needed to bolster the number of applications and the yield rates of our URG students. To that end, we will continue to strengthen and expand our recruiting efforts on campus by working with UCLA's Ethnic Studies Centers and the Academic Advancement Program, and to have a presence at our feeder institutions and larger graduate forums. We are also leaning on our faculty and their ties to associations and institutions, and we have recently concretized plans for our recruiters to attend several HBCUs. We will also engage in the university's efforts to establish UCLA as a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander Serving Institution, highlighting our faculty connections and service to these communities. Last, our new undergraduate major in Public Affairs at the Luskin School may also provide a pipeline of diverse students that we can attract to our MSW program. For example, we invite undergraduate students to our events and recruitment open houses. Given these efforts, we anticipate that our enrollment of students from underrepresented groups will increase over the course of this multi-year plan. We do not anticipate our gender composition changing due to the steady applicant pool.

We expect our Pell Grant recipient numbers to remain steady around 50% on average over the next five years. We anticipate that our Pell Grant recipient enrollment levels will remain relatively constant throughout this plan.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23	Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	12.2%	14.0%	14.6%	Black/ African/ African American	Domestic	10.0%	5.3%	10.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	19.5%	18.6%	14.6%	Hispanic/ Latino(a)	Domestic	20.0%	21.1%	20.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	19.5%	20.9%	20.8%	Asian/ Pacific Islander	Domestic	20.0%	21.1%	20.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
White	Domestic	46.3%	44.2%	47.9%	White	Domestic	45.0%	47.4%	45.0%
	International	2.4%	2.3%	2.1%		International	5.0%	5.3%	5.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%	Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%	Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2020-21	2021-22	2022-23	Percentage by Gender		2020-21	2021-22	2022-23
Female		58.5%	58.1%	62.5%	Female		60.0%	57.9%	55.0%
Male		41.5%	41.9%	37.5%	Male		40.0%	42.1%	45.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%	Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

With each search, the search committee, department, and school leadership strive to obtain a large and diverse pool of applicants from which to select new faculty hires. This is done through broad, as well as targeted advertisement of openings (including recently in *National Association of Black Social Workers*, *Latinos in Higher Ed*, and *LGBT in Higher Ed*) as well as our faculty reaching out to their networks. As a small faculty, any addition of one person can change the percentage of a category somewhat substantially. We will continue in our efforts to recruit and maintain a diverse and excellent faculty. According to the self-reported data collected in UC Recruit (our online application website), applicants for our nine full-time faculty searches since the last multi-year plan had URG applications with the following percentages: 63%, 33%, 100%, 71%, 85%, 92%, 71%, 53%, 68%.

Over the past five years we have hired 15 faculty in a variety of searches due to retirements and new allotted FTE due to partnerships with UCLA's Ethnic Studies Centers. Specifically, we have hired one field education director, four field education faculty, nine senate faculty, and one full time adjunct faculty member. Of this group, 12 are women, and 13 are from non-white ethnic/racial backgrounds.

Three particularly important recruitments were conducted in the last two years, as they contribute to the diversity of our faculty and our programs, courses, and offerings more generally. First, in collaboration with the UCLA Institute on American Cultures (IAC), which is the administrative hub for the Ethnic Studies Centers, we were awarded one of ten faculty FTE from the Chancellor's Rising to the Challenge Initiative, which allowed us to search for and hire a faculty member in the area of Social Welfare, Black Life, and Racial Justice. We collaborated with the Bunche Center for this recruitment. This new faculty member has expertise in civic engagement, youth organizing, racial justice practice, and criminal justice reform. Second, this year we hired an Assistant/Associate Professor with expertise in Latinx Communities. This was also made possible through a competitive process where the UCLA IAC, in connection with the Chicano Studies Research Center, provided a 0.5 FTE for this appointment. This new faculty member will enhance the scholarly reputation of our department through expertise in migration, trauma, and the mental health and well-being of Latinx migrant communities. Third, through a target of excellence application, we were able to offer an appointment another new faculty member beginning January 2024. This new faculty member's research focuses on the relationships between culture, oppression, and health, with an emphasis on LGBTQ+ racial/ethnic minority communities. We also partnered with the Institute of American Cultures, and the Asian American Studies Center to hire two scholars with split appointments in Social Welfare and Asian American Studies.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our goal for financial aid/affordability is to keep program debt as low as possible and/or to reduce the amount of debt by creatively funding students based on a mix of revenue sources.

The Department measures our success in meeting affordability goals by reducing the impact of tuition increases and reducing overall loan debt for our most economically vulnerable students. Many of our alumni go on to pursue public agency or non-profit careers, making them eligible for loan forgiveness programs should they want to pursue a public sector or non-profit career path. Throughout the program and with the assistance of our Office of Student Affairs and Alumni Relations, we keep students and alumni updated with various state and federal loan forgiveness and assumption programs and deadlines. The Department continues to support a focus on public service through our existing Public Child Welfare programs, which require one to two years of service payback (from approximately 24 students per year) for each year of stipend (this stipend covers a portion of tuition and fees). Additional stipends focused on mental health, public behavioral health, and adult protective services have returned and expanded. These programs provide between \$15K-\$25K and we anticipate that 25-45 students will benefit through our direct selection or through success in the local and state-wide competitive processes. These students will provide one to two years of service in public agencies, depending on if they are awarded one or both years in our MSW program. The Department continues to have 20-25 students in our credentialing program, which makes our students pursuing a career in education eligible for state employment. These students can also apply for new state funds supporting service payback in California public schools. Furthermore, we expanded the number of students who receive the GOFP through the DGE by assuming 33% of the fellowship for each student, and the number of GOFP recipients this year expanded to 15 – an over 50% increase in our typical allocation from DGE, and a 100% increase in award recipients, due to an exceptionally high take rate this year. Finally, we continue to seek funding opportunities by matching our students with various fellowships, some of which are aligned with field education placements.

The Department is able to help the highest-need (according to FAFSA data provided by the financial aid office) students by allocating at least 33% (and up to 36% over the past three years) of the collected PDST funds to aid. Each student's calculated need is assessed after adjusting for merit-based awards and training grant awards. Our model factors in eligibility and equity; it calculates for the actual need for each student. Although every student with documented need according to the FAFSA (approximately 80% of all students) receives some amount of financial aid, our approach focuses the most impact on the lowest income/most underfunded of our student population. In actual numbers, this translates to 25% of the students with the highest need receiving three times (an

average of approximately \$3,800 per year for the past three years) more in PDST financial aid than the amount awarded to the 25% of students with the lowest need, who received an average of approximately \$800 per year.

In addition to traditional financial aid, our department has an emergency loan fund that is available to any student, at any time, without a hard cap on loan amount. While this must be paid back relatively quickly, it does provide bridge funds when needed. Additionally, generous donors to the Luskin School, including our alumni who want to give back, have made a hardship fund available to all students who have a dire and unexpected financial emergency. These funds do not require repayment.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	85.0%	84.0%	76.0%	79.0%	69.0%	74.0%
	Non-URG	80.0%	70.0%	65.0%	57.0%	49.0%	49.0%
	International		**	0.0%	0.0%	0.0%	
	All	82.0%	78.0%	68.0%	67.0%	58.0%	62.0%
Average Debt among Students with Debt*	URG	\$54,911	\$52,348	\$52,814	\$54,430	\$44,480	\$54,132
	Non-URG	\$51,631	\$48,832	\$58,669	\$66,772	\$52,781	\$51,626
	International		**	\$0	\$0	\$0	
	All	\$53,292	\$51,081	\$55,606	\$59,682	\$47,800	\$53,228

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

Unlike during our last PDST multi-year plan, we do not see an increase in average student debt amounts over the years covered by this table, which is reassuring. There are some fluctuations over the years, but the debt levels in 2021-22 are roughly equivalent to those of 2016-17. We believe this is due to the increased funding opportunities for our students mentioned earlier in this document.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	62%	\$53,228	\$70,000	11%
Public comparisons	73%	\$47,965	\$47,100	15%
Private comparisons	73%	\$47,965	\$47,100	15%

Sources:

UC: Corporate data

Comparison institutions: Council on Social Work Education 2020 Annual Statistics in the United States. They do not differentiate between public and private and the most current data available is from 2020.

Median Salary at Graduation for UCLA: 2022 Employment Survey Results from UCLA Luskin Social Welfare put the median salary in the \$70,000 - \$80,000 range. Full report can be seen here: <https://luskin.ucla.edu/student-affairs/career-services#toggle-id-25>

Median Salary at Graduation for Public and Private comparisons: Salary listed for public and private comparisons is the MEAN salary of new social workers nationwide from 2020 data published in "The Social Work Profession Findings from Three Years of Surveys of New Social Workers" which can be viewed here:

https://www.socialworkers.org/LinkClick.aspx?fileticket=1_j2EXVNspY%3D&portalid=0

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

According to the NASW findings (link above), nationwide figures for 2019 show that the mean educational debt of new social workers was \$66,000, of which \$49,000 was from their social work education. The mean starting salary observed in this report was \$47,100. Our graduates have slightly more debt than the national average, but they also have higher salaries. The median starting salary from the 2022 alumni survey was \$70,000 - \$80,000. That survey also found that all graduates from that year had jobs. Based on the salary and employment data available and the fact that student debt is around the same as it was in 2016-17, despite increases in tuition/fees, PDST, and cost of living expenses, it seems that the debt incurred in our program is manageable for students. Also informing our assessment of debt manageability is the definition of high, medium, and low student debt burdens provided by the U.S. Department of Education (ED). Specifically, ED defines a “low” student loan debt burden as a monthly payment of less than 8% of monthly gross income, and a “high” student loan debt burden as a monthly payment of greater than 14% of monthly gross income.¹⁰ For our program, as shown above, the estimated debt payment as a percent of median salary is 11%.

¹⁰ See this website for details: <https://studentaid.gov/help-center/answers/article/student-loan-debt-burden>.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

We have expanded the resources available to our students on our funding page,¹¹ which includes information about stipends and fellowships aligned with public service careers in child welfare, behavioral health, adult protective services, and school social work. In addition, we provide links to loan assumption and repayment programs. We are working on consolidating this information and more in a manner that will support students as consumers who can select which options fit with their career intentions. Reminders about these resources are reinforced through departmental emails, newsletters, orientations and through our Luskin Office of Student Affairs and Alumni Relations.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Graduates of our program almost exclusively pursue public interest careers. Social work careers are not as high paying as other professions, particularly in the private sector. Although the MSW degree increases the earning power of our graduates, we continue to attempt to keep our PDSTs as moderate as possible while maintaining program excellence and competitiveness. The UCLA Luskin School of Public Affairs houses a Career Center for our students. Loan forgiveness programs are noted as an option for students to consider when beginning their job search. Career counselors are able to address specific questions students may have.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

Our admissions website contains examples of student aid offered at UCLA, including the Graduate Opportunities Fellowship program, our training grant stipends, and other fellowships targeting underrepresented students. FAQs regarding funding are also posted to our admissions website. Upon matriculation, calls are sent through a student listserv to announce funding opportunities and award criteria. Funding calls are generally sent at the end of Fall for Winter/Spring awards or in July for academic year awards. We have also begun to implement fellowship workshops for current students. In addition, we have an annual diversity fair, in which a large number of prospective applicants participate in a financial aid workshop.

¹¹ See this website for details: <https://luskin.ucla.edu/social-welfare/funding>.

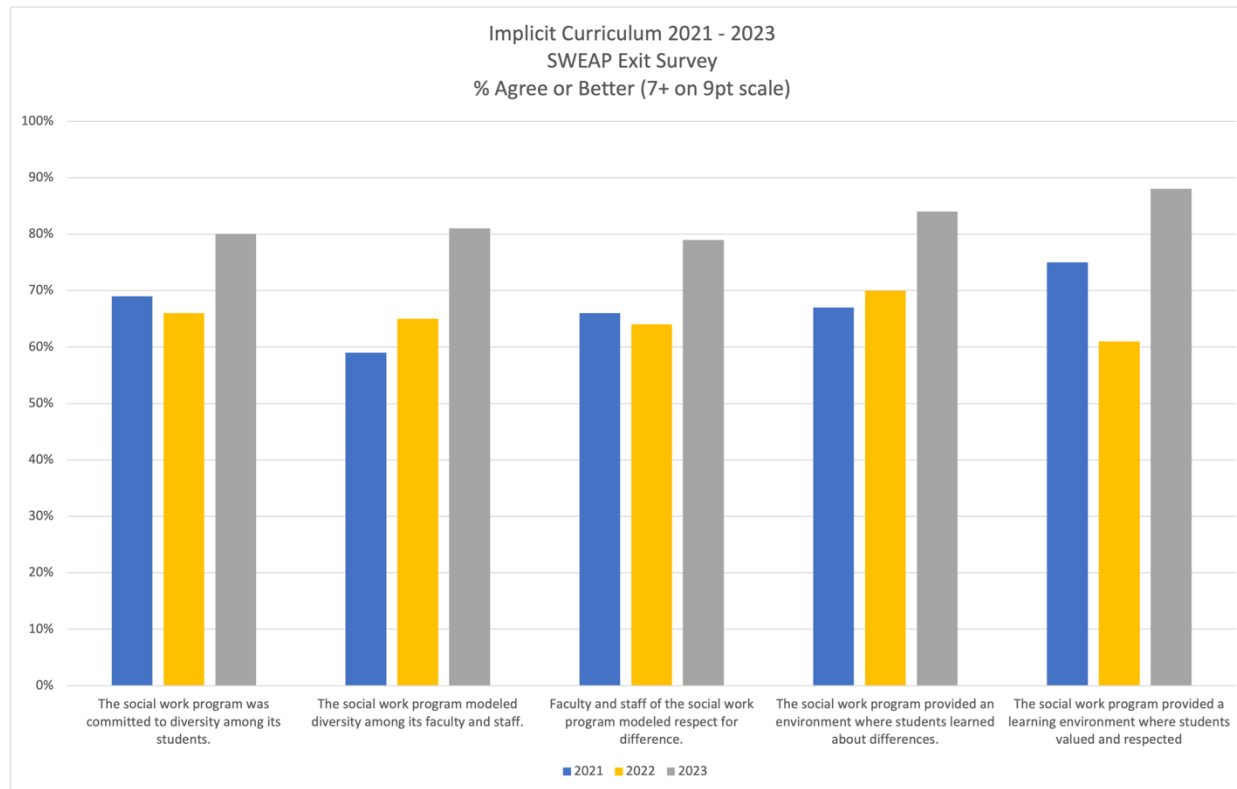
VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

The average debt and median salary ranges (reported on the most recent alumni survey) are posted on our admissions website in the FAQ section. We also discuss these issues in our recruitment sessions.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

Each year, our graduating MSW students complete an online, anonymous exit survey asking about various elements of our program environment. Students respond to the five questions related to the educational program experience on a 9-point scale with 1 being strongly disagree and 9 being strongly agree. The overall responses for each of the nine options is reported both numerically and representing a percentage of the total. For our purposes, we sought to identify the percentage of graduating students indicating positive agreement with inclusivity statements with a score of 7 or above out of 9 (see chart below). This means that we take "agree or above" as our benchmark. Response rates for the survey are high: in 2021, 69 out of 86 graduating students completed the survey (80%); in 2022, 107 out of 108 graduating students completed the survey (99%); and in 2023, 90 out of 91 graduating students completed the survey (99%).



In this chart, we see that the vast majority of our students “agree or better” that our program is committed to diversity, models diversity and respect for difference, and that students in our MSW program have a positive learning environment where they are valued and respected. We also see that in our most recent year, we reached 80% agreement (or near) on all indicators – our best results showing improvement over time. These are all indicators to us that our program environment is inclusive and shows success of our expenditures on educational program quality, inclusivity, and recruitment efforts.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Chair/Director of the MSW Program, the Associate Director of the MSW Program, and the Director of Field Education met with first-year students on October 5, 2023. All 115 first year MSW students were invited to lunch with the directors and approximately 55 students were in attendance. Given that these students have just started our program, the chair began with an orientation and background on the history of PDST, various levels for different programs on campus, return to aid, and the uses in Social Welfare. The proposal to increase PDST at the rate of 3% per year for the next five years was discussed. The presentation lasted 20 minutes and the discussion lasted an additional 40 minutes.

In the meeting, the students understood the need for the increase and did not express any objections when asked to share their opinions about the proposal. This meeting was the primary opportunity to share feedback, although students were also provided the email for the MSW student alliance representative, in case they wanted to put in anonymous feedback. We did not receive any further questions or concerns.

During the meetings, the students seemed to understand that the rate of increase would result in a large impact on their second-year tuition. They also saw that the social welfare PDST rate was lower than that of most of the programs on the UCLA campus. They also viewed our chart of price ranges for comparable schools, and saw that UCLA has a good value compared to other schools of social work in the top 20. Students acknowledged that they have financial strain, but they also see the benefits of favorable class sizes and field liaison ratios, and the benefits of more direct in-person contact in both the classroom and field placements. Some of the things that students requested PDST be directed to in the future included: offsetting practicum costs (e.g., background checks, parking, commuting costs, and trainings); specialized training (e.g., financial literacy for social workers, self-care, and advocacy); and partnering with insurance companies to provide cheaper rates for students. All of these items were already included in the current proposal to use PDST fees for the category of professional development for students.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with UCLA GSA President (Noor Nakhaei), UCLA GSA Vice President of External Affairs (Sonya Brooks), and UCLA GSA Vice President of Academic Affairs (Emma Landry) on 10/26/23 .
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Two staff members from UCLA's Academic Planning and Budget (APB) office met with the three GSA leaders noted above on November 9, 2023 to discuss this proposal. During this meeting, GSA leadership asked a few clarifying questions about the proposal, including how many students would be affected by the proposed fee increase. The GSA leaders were particularly interested in the extent to which the proposed PDST increase would be used to support need vs. merit-based scholarships. They also asked for clarification about the financial aid requirements stipulated in the systemwide PDST policy. APB staff answered the questions raised during this meeting and made themselves available for any follow-up questions after the meeting. No additional feedback was provided.

If applicable, plan shared with _____ on _____ .
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

Agenda item at a regularly scheduled faculty meeting

Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback

Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback

Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback

Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received

Other (please describe): N/A

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

At a faculty retreat that took place on September 22, 2023 and included both Senate and field faculty (n = 25), the program Chair discussed the proposed PDST increases for the next five years. Faculty inquired about the PDST rates of other programs in the UC system and also the overall debt levels for all students and by race/ethnicity. At a subsequent meeting on October 9, 2023, discussion of the final PDST proposal was on the agenda to address these questions. Field and Senate faculty were provided with a copy of the full proposal prior to this meeting. During the meeting the Chair presented key data from the proposal and opened it up for discussion. While the faculty were aware of the burden placed on students by increased fees, they were ultimately supportive of a 3% increase each year for the next five years to help the department meet the teaching, research, and service missions of the University. The faculty also agreed that it was important to provide the students examples of what additional enhancements they will be offered as a result of the increase in PDST fees. This feedback was consistent with the student feedback. Based on this feedback, the MSW program did not modify the plan, but rather developed a strategy for more effective communication about the use of PDST funds, as well as professional development opportunities. The program leadership agreed to follow through on these requests and to continue to provide students workshops, programs, and professional development events, and to ensure that students are aware that these offerings are made possible by PDST.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with Dean of Graduate Education, Susan Ettner on 10/26/23.
Graduate Dean

Plan shared with Interim Vice Provost for Equity, Diversity, and Inclusion (EDI), Mitchell Chang on 10/26/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Chancellor Gene Block on 10/26/23.
Chancellor

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2024

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$10,704	\$11,241	\$11,805	\$12,396	\$13,017	\$13,668	5.0%	\$537	5.0%	\$564	5.0%	\$591	5.0%	\$621	5.0%	\$651
Prof. Degr. Suppl. Tuition (Nonresident)	\$10,704	\$11,241	\$11,805	\$12,396	\$13,017	\$13,668	5.0%	\$537	5.0%	\$564	5.0%	\$591	5.0%	\$621	5.0%	\$651
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$1,065	\$1,097	\$1,130	\$1,164	\$1,199	\$1,235	3.0%	\$32	3.0%	\$33	3.0%	\$34	3.0%	\$35	3.0%	\$36
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***																
Est. First-Year Fees (CA resident)	\$25,239	\$26,354	\$27,365	\$28,416	\$29,510	\$30,647	4.4%	\$1,115	3.8%	\$1,011	3.8%	\$1,051	3.8%	\$1,094	3.9%	\$1,137
Est. First-Year Fees (Nonresident)	\$37,484	\$38,599	\$39,610	\$40,661	\$41,755	\$42,892	3.0%	\$1,115	2.6%	\$1,011	2.7%	\$1,051	2.7%	\$1,094	2.7%	\$1,137

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The Master of International Affairs (MIA) is a two-year, full-time professional degree program focusing on the Americas and Asia and requires 98 units for completion. Housed in the School of Global Policy and Strategy (GPS), the degree program is thirty years old, although it underwent a name change (formerly the Master of Pacific International Affairs) in 2014. The MIA program typically has 150 to 160 students enrolled. All students take eight required core courses in economics, management, political science, and quantitative methods training during the first year and a capstone course in the second. Students in the program select one career track and one country/regional specialization: China, Korea, Japan, Latin America, or Southeast Asia. Language acquisition is a key element within the curriculum. Graduates pursue careers in global business, diplomacy, nonprofits, regional development, and other areas.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

Our last multi-year plan, which spanned from 2019-20 through 2023-24, included the following goals:

1. Keep pace with mandated compensation increases.

Fee increases were necessary to keep pace with existing levels of inflation across our fixed costs. Affordability is something we are deeply committed to, so we asked for only minimal increases – just enough to allow us to continue offering a high-quality educational program while covering anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and staff range adjustments.

PDST revenue helped GPS retain our highly qualified faculty and staff. During the COVID pandemic, there was a lot of turnover at the university. Being able to provide performance awards, regular merit increases, and equity increases for staff helped GPS

retain staff at a higher level than other schools. Further, retention efforts for faculty and staff were more successful having PDST funds to support them.

2. Increase usage of Professors of Practice.

We anticipated adding up to two Professors of Practice in the MIA. These additional hires were not made. The COVID 19 pandemic led to uncertainty about enrollments and faculty hiring plans were adjusted accordingly. Focus was shifted to ladder-ranked faculty instead of Professors of Practice and paid for by other University funds.

GPS does currently have three very high-quality Professors of Practice that augment our teaching in the MIA. PDST funds allow us to keep these Professors of Practice fully engaged at the school.

3. Increase applicant pool, especially from underrepresented student cohorts.

GPS has been focused on avenues for increasing the limited applicant pool, including from underrepresented student cohorts, in a continual effort to further strengthen and diversify its student body. GPS has added additional full-time staff to student-facing units to help with recruitment, student success, and retention. PDST revenue helps provide the needed resources for these additional hires.

PDST funds have helped GPS broaden our reach domestically and internationally through expanded recruitment outreach, including employing a new hybrid approach that substantially increased virtual engagement while maintaining in-person recruitment whenever possible (given COVID restrictions). GPS has revisited efforts targeted toward better representing the population of California among our domestic students. These have included expanding outreach to nearly every available CSU recruiting event, and attending all UC recruiting events. While it remains a priority, we have not limited our outreach only to California (or the U.S.). GPS has not been highly successful in recruiting from HBCUs in the Southeast but added new efforts in that region, including participation in the Atlanta University Consortium event with Morehouse, Spellman, and UGA, and sponsorship of and recruitment at the Emory Model UN program.

While our overall application numbers are still variable, they have increased since 2019 as shown in the table below:

UC San Diego/School of Global Policy and Strategy/Master of International Affairs
Established Program / Established PDST

UC San Diego School of Global Policy and Strategy MIA			
	Applicants		
	URG	All	%URG
2019-20	36	295	12%
2020-21	27	271	10%
2021-22	49	392	13%
2022-23	32	334	10%
All	144	1292	11%

Data from UCOP PDST Program Dashboard

Aside from the above-referenced goals, PDST revenue was crucial in supporting the shift to fully remote and/or hybrid learning as a result of COVID-19. PDST revenue was used to support upgrades in classroom technology required for this change in delivery modality, to ensure a quality student experience.

4. Financial Aid/Affordability.

The goal of our previous plan was to support at least 30% of incoming MIA students each year through fellowship and stipend awards. Every year, 33% of PDST revenue is budgeted for student fellowships. This is in addition to other sources of fellowships and student support such as endowment payouts, current gift funds, and research center funding. In academic year 2022-23, a total of \$858,296 in merit-based fellowships and stipends (53% of total MIA PDST revenue) were awarded to 26 MIA students (18.8% of total students). As part of our new Strategic Plan, a complete evaluation of our award strategy is underway with the goal of not only expanding the amounts of awards but broadening their reach to more students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

GPS is requesting annual increases of approximately 5% for 5 years. These additional funds will be used to address the following goals.

1. Keep pace with mandated compensation increases.

Fee increases are necessary to keep pace with existing levels of inflation across our fixed costs. We are requesting increases generally consistent with inflation to cover anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and faculty and staff range adjustments (i.e. 4.6% for FY24). In addition to faculty and staff compensation, additional PDST revenues will help address the increased costs associated with the new UAW contract for TAs, GSRs, and other student workers.

Students realize a benefit from these expenditures through a consistent level of staffing and a productive learning environment. If these fees are not approved, we may have to reduce staffing, resulting in a decrease in student support and program quality.

2. Student opportunities and increased access to programs.

Fee increases will help provide additional funding for students to participate in programming that might otherwise be cost prohibitive, such as unfunded summer internships and valuable professional development opportunities. Summer internships, travel to conferences or networking events, and other career opportunities often require a substantial outlay of funds by the student. Additional PDST revenue will help GPS offset these expenses for a wider range of students through our existing “Professional Development Funding” process.

Students realize a benefit from the expenditures through better opportunities to participate when costs may have otherwise prohibited their participation.

3. Diversify and expand the student application pool.

GPS is committed to fostering a diverse, inclusive, and enriching academic community. With PDST funds, we intend to continue focusing on avenues for increasing the limited applicant pool, including from underrepresented student cohorts.

GPS has had increased success in recruiting applicants, including from URGs, with an overall upward trend in applications compared to our last submission. However, there is strong competition among our peer institutions for the same pool of qualified candidates.

Our ongoing efforts include attendance at graduate school fairs, professional association programs, and virtual outreach to institutions, faculty, and students, and are expanding to development of and participation in virtual and in-person recruiting events, focused on individualized and topical programming. Topically relevant recruitment programming tends to yield stronger than general recruitment efforts (e.g., graduate student fairs), but requires more intensive resources and personnel to fund and/or develop. We also plan to continue outreach at available CSU and UC recruiting events, as well as efforts outside of California. We'll be adding participation in the National Diversity in Social Sciences virtual fair, joining the PPIA virtual fair, and continuing to identify other relevant opportunities to broaden GPS access to prospective students, all of which require funding.

To ensure that we remain competitive on yield, GPS is also working to enhance our institutional reputation to better align with the quality and caliber of the faculty and program. This will include a new strategic marketing plan designed to broaden the reach of GPS to audiences we were previously unable to penetrate, including with targeted digital advertising. GPS believes that engaging in a robust marketing plan will benefit the school's reputation and expand its reach, thus increasing our ability to connect with a broader range of prospective students. Students realize a benefit from the expenditures through the opportunity to engage in their professional education as part of an increasingly diverse class.

4. Maintain affordability.

At least 33% of new PDST revenue will be set aside for financial aid. Currently, PDST-funded fellowships are awarded by GPS based on merit. GPS fellowship considerations reflect a holistic process with 40% of the fellowship rank score based on GPA and standardized test scores (if applicable), while the other 60% is based on a subjective rubric established by the faculty. Currently, need-based student support is administered through the central financial aid office which takes fellowship funding into consideration as part of each student's overall financial aid package. However, we are working with the campus to identify options for allocating a port of PDST-funded fellowships based on need.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$270,857	\$10,835	\$11,268	\$11,718	\$12,187	\$12,675	\$329,540
Providing Student Services	\$572,637	\$22,905	\$23,822	\$24,775	\$25,766	\$26,796	\$696,701
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$10,000	\$0	\$0	\$0	\$0	\$0	\$10,000
Providing Student Financial Aid	\$555,000	\$40,000	\$30,000	\$30,000	\$35,000	\$35,000	\$725,000
Other Non-salary Cost Increases	\$236,330	\$49,996	\$20,150	\$23,067	\$21,407	\$24,689	\$375,639
Facilities Expansion/Renewal	\$25,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$50,000
Other (Please explain in the "Additional Comments" below)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$1,669,824	\$128,736	\$90,240	\$94,560	\$99,360	\$104,160	\$2,186,880

* Benefits costs and UCRP contributions should be reported as a single line item.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

Expanding fellowship awards is a top priority outlined in the recently completed five-year GPS Strategic Plan and we are actively fundraising for fellowships and student internships. This year, we are engaging our board in a dialogue about how to grow our number of donor-funded named fellowships and are producing a collateral piece to help market fellowships to alumni and other friends of the school. Another fundraising priority is to create endowed chairs in order to attract top scholars. Ongoing efforts to secure funding for chairs/fellows will offset needs for additional PDST.

GPS recently completed a five-year Strategic Plan that includes school organization and efficiencies as a priority. Working groups have been established to review and recommend changes to organizational structure, budgeting, process improvements, and other areas that will help GPS remain competitive without requesting unsustainable tuition increase levels. Combined with our fundraising efforts, we should avoid higher increases in future years.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not applicable.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	71	75	75	75	75	75
Domestic Nonresident	15	15	15	15	15	15
International	70	70	70	70	70	70
Total	156	160	160	160	160	160

Additional comments:

As a school of international affairs, it is important to have a sizeable body of international students. It benefits all involved when other points of view and experience are brought to bear in classroom discussions and group work. As such, the above mix of domestic to international is considered close to optimal for our curriculum.

As a subset of our Domestic population, it has been difficult for us to yield non-California resident students, a population we would like to see expand. We continue to review our fellowship funding offers each year to see if different mixes of support will assist in our ability to yield more non-California resident students.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table, identify a *minimum* of 3 institutions that are comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total Resident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Texas A&M	27,265	28,083	28,925	29,793	30,687	31,608	3.0%	818	3.0%	842	3.0%	868	3.0%	894	3.0%	921
University of Washington	37,825	38,960	40,129	41,333	42,573	43,850	3.0%	1,135	3.0%	1,169	3.0%	1,204	3.0%	1,240	3.0%	1,277
University of Texas at Austin	27,279	28,097	28,940	29,808	30,702	31,623	3.0%	818	3.0%	843	3.0%	868	3.0%	894	3.0%	921
Columbia University	139,270	143,448	147,751	152,184	156,750	161,453	3.0%	4,178	3.0%	4,303	3.0%	4,433	3.0%	4,566	3.0%	4,703
Georgetown University	117,744	121,276	124,914	128,661	132,521	136,497	3.0%	3,532	3.0%	3,638	3.0%	3,747	3.0%	3,860	3.0%	3,976
Johns Hopkins University	123,193	126,889	130,696	134,617	138,656	142,816	3.0%	3,696	3.0%	3,807	3.0%	3,921	3.0%	4,039	3.0%	4,160
Tufts University	88,964	91,633	94,382	97,213	100,129	103,133	3.0%	2,669	3.0%	2,749	3.0%	2,831	3.0%	2,916	3.0%	3,004
Average public comparison	30,790	31,713	32,665	33,645	34,654	35,694	3.0%	924	3.0%	951	3.0%	980	3.0%	1,009	3.0%	1,040
Average private comparison	117,293	120,812	124,436	128,169	132,014	135,975	3.0%	3,519	3.0%	3,624	3.0%	3,733	3.0%	3,845	3.0%	3,961
Average public and private comparison	80,220	82,627	85,105	87,658	90,288	92,997	3.0%	2,407	3.0%	2,479	3.0%	2,553	3.0%	2,630	3.0%	2,709
Your program	51,593	53,719	55,781	57,926	60,157	62,213	4.1%	2,126	3.8%	2,062	3.8%	2,145	3.9%	2,231	3.4%	2,056

Total Nonresident Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Texas A&M	53,649	55,258	56,916	58,623	60,382	62,193	3.0%	1,609	3.0%	1,658	3.0%	1,707	3.0%	1,759	3.0%	1,811
University of Washington	65,997	67,977	70,016	72,116	74,279	76,507	3.0%	1,980	3.0%	2,039	3.0%	2,100	3.0%	2,163	3.0%	2,228
University of Texas at Austin	53,929	55,547	57,213	58,929	60,697	62,518	3.0%	1,618	3.0%	1,666	3.0%	1,716	3.0%	1,768	3.0%	1,821
Columbia University	139,270	143,448	147,751	152,184	156,750	161,453	3.0%	4,178	3.0%	4,303	3.0%	4,433	3.0%	4,566	3.0%	4,703
Georgetown University	117,744	121,276	124,914	128,661	132,521	136,497	3.0%	3,532	3.0%	3,638	3.0%	3,747	3.0%	3,860	3.0%	3,976
Johns Hopkins University	123,193	126,889	130,696	134,617	138,656	142,816	3.0%	3,696	3.0%	3,807	3.0%	3,921	3.0%	4,039	3.0%	4,160
Tufts University	88,964	91,633	94,382	97,213	100,129	103,133	3.0%	2,669	3.0%	2,749	3.0%	2,831	3.0%	2,916	3.0%	3,004
Average public comparison	57,858	59,594	61,382	63,223	65,119	67,073	3.0%	1,736	3.0%	1,788	3.0%	1,841	3.0%	1,897	3.0%	1,953
Average private comparison	117,293	120,812	124,436	128,169	132,014	135,975	3.0%	3,519	3.0%	3,624	3.0%	3,733	3.0%	3,845	3.0%	3,961
Average public and private comparison	91,821	94,575	97,413	100,335	103,345	106,445	3.0%	2,755	3.0%	2,837	3.0%	2,922	3.0%	3,010	3.0%	3,100
Your program	76,083	78,209	80,271	82,416	84,647	87,071	2.8%	2,126	2.6%	2,062	2.7%	2,145	2.7%	2,231	2.9%	2,424

Source(s):

<https://bush.tamu.edu/inta/degrees/mia/>

<https://jsis.washington.edu/programs/graduate/mais/>

<https://lbj.utexas.edu/master-global-policy-studies/>

<https://www.sipa.columbia.edu/sipa-education/masters-programs/master-international-affairs/>

<https://msfs.georgetown.edu/>

<https://sais.jhu.edu/academics/degree-programs/master-degrees/master-arts-international-affairs-maia/>

<https://fletcher.tufts.edu/programs/masters/MGA>

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

We believe the best comparisons to our program are schools with whom we share membership in the Association of Professional Schools of International Affairs (APSIA) - many of whom have Master of Public Policy or Master of International Affairs programs. APSIA was formed nearly 30 years ago. To join APSIA, schools must demonstrate their excellence in career-focused, graduate-level, international affairs education, hence the rationale for our selection of Columbia, Georgetown, Johns Hopkins, Texas A&M, Tufts, University of Maryland, and University of Texas at Austin. Our comparator programs are all schools we see during Admissions fairs. We compete with them to recruit and retain faculty and they are among the most respected in APSIA.

Another factor we use to identify comparators is where students who deny acceptance into our program indicate they will matriculate. On this front, we don't often lose students to other public schools. Johns Hopkins and Columbia are the number one and two schools to whom we lose yield.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

We are well below the private average. Our CA Resident fees are currently 56% below the private average and are projected to remain in this range (comparatively) across the five years of our PDST proposal. However, we are substantially higher than the public

average of our comparison schools in Texas and Washington. We attribute this primarily to the high cost of living in San Diego which necessitates higher faculty and staff compensation, which has not kept pace with inflation.

We believe we deliver a very high-quality education at a minimum of cost. We have worked to keep our program affordable for a wide range of students.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

Our program is interdisciplinary and blends three professional school traditions: international relations, public policy, and management. GPS students are trained to be leaders on an international scale. They must be well-versed on the issues of international security, international economics and management, and democracy and public policy. Graduates of the MIA must also achieve proficiency in a regional language.

Because the GPS program is unique in blending the traditions of international relations, public policy, and management, it makes it difficult to find clear program comparisons. At its core, the curriculum focuses on the professional's need to have a comprehensive worldview, with a strong understanding of how public policy, management, and international interactions shape strategic decision-making. We add to that analytical training an ability to use and manipulate data in informative ways; we are further set apart from our peers by our quantitative training. All students take required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Students in the program select one career track and one country/regional specialization: China, Korea, Japan, Latin America or Southeast Asia. Language acquisition is a key element within the curriculum. Because there are not any interdisciplinary programs that are truly comparable, we have selected the most comparable single disciplinary programs.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	2.0%	4.7%	5.3%	0.6%	6.0%	5.0%
Hispanic/Latino(a)	12.3%	13.5%	14.3%	9.0%	30.0%	11.3%
American Indian	1.3%	0.6%	0.0%	0.6%	7.0%	0.0%
Subtotal Underrepresented	15.6%	18.8%	19.6%	10.2%	43.0%	16.3%
Asian/Pacific Islander	17.5%	17.5%	13.7%	16.7%	9.0%	6.7%
White	24.7%	22.8%	23.8%	26.9%	21.0%	39.2%
Domestic Unknown	1.9%	3.5%	3.6%	2.6%	15.0%	4.5%
International	40.3%	37.4%	39.3%	43.6%	12.0%	33.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	33.3%	45.6%	36.1%			
Gender						
% Male	58.4%	48.5%	48.2%	43.6%	45.3%	42.5%
% Female	40.9%	50.9%	50.0%	51.3%	54.7%	57.1%
% Non-Binary	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%
% Unknown	0.7%	0.6%	1.8%	3.9%	0.0%	0.4%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions:

<https://diversity.tufts.edu/diversity-overview/>

<https://msfs.georgetown.edu/admissions/apply/class-profiles/>

<https://lbi.utexas.edu/our-newest-class>

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

As demonstrated in Table 5, the overall enrollment trend of underrepresented students among our domestic population has slowly but steadily increased over time. The projected numbers for 2023-24 show an unexpected decrease which remains unconfirmed at this date. This may be tied to an increase in the number of international students and subsequent decrease in domestic student enrollment and if confirmed, additional assessment will be needed. Detailed information on specific race/ethnicity, gender, and socioeconomic data is not readily available from comparison institution websites.

Despite the variable enrollment rates, our yield has been consistently stronger among URG candidates than the overall pool (for the period from 2019-2022, URG yield averaged 50% while overall yield averaged 35%). Since the yield rate is high, we recognize that we must continue our focus on applicants and admits.

GPS has been and continues to work on expanding the pool of potential applicants in an attempt to broaden diversity. In our student recruitment, GPS has increasingly focused on targeting more CSUs, many of which hold HSI status, as well as UC and HBCU institutions. Our ongoing efforts include attendance at graduate school fairs, professional association programs, and virtual outreach to institutions, faculty, and students, and are expanding to development of and participation in virtual and in-person bespoke recruiting events, focused on individualized and topical programming. We will be adding participation in the National Diversity in Social Sciences virtual fair, rejoining the PPIA virtual fair, and continuing to identify new opportunities to broaden GPS access to prospective students in regions and at institutions that have diverse populations.

We also partner with fellowship and professional organizations that offer access to underrepresented populations and/or have strong histories and missions dedicated to providing academic and professional preparation to domestic students that have been historically underrepresented in the United States government, like the Public Policy and International Affairs Program, the Charles B. Rangel International Affairs Program and the Thomas R. Pickering Foreign Affairs Fellowship. These fellowship awards are included as part of admission packages to improve yield.

As mentioned elsewhere, as part of the GPS Strategic Plan we are seeking to expand fellowship awards for access and opportunity. This includes prioritizing fellowships as a development fundraising objective as well as evaluating the current fellowship awarding process to determine whether there are viable alternatives to the current merit-based approach.

Additionally, we are assessing the potential long-term impact of eliminating the GRE as an admission requirement. The temporary removal of the GRE requirement during COVID had a net positive impact on our underrepresented student enrollment, so GPS is contemplating removing that barrier to access permanently – provided we can confidently ensure that student success rates will remain steady without access to that metric during the admission process.

Aside from domestic enrollment, it is important to mention that since the launch of this program in 2016, GPS has seen a high level of interest from international students. Given our program's mission to train future leaders operating in the U.S., Latin America, Asia and beyond, it is relevant and beneficial that approximately 50% of each class be international students. We have consistently been successful in reaching this aspect of overall diversity in our incoming classes but are seeing a trend that their share is settling between the 50-60% mark.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

Over the last few years GPS has experienced some fluctuation in the rate of MIA students who qualified for Pell grants as undergraduates, ranging from roughly one third to a high of 46% in 2021-22. It is not clear to GPS what has caused this variance over time, though it is possible that the data reflect some COVID impact. GPS is currently focused on addressing access to the MIA degree in three primary ways: (1) increasing the breadth of the applicant pool, including the above-referenced efforts focused on recruiting from CSU and UC schools; (2) prioritizing student fellowships as a development fundraising objective, as discussed above in relation to the GPS strategic plan; and (3) evaluating outcomes of the current merit-based fellowship awarding process along with possible alternative models.

Both our MPP and MIA programs have requested inflationary increases to existing PDST. Our PDST and tuition for both California residents and nonresidents are still significantly lower than tuition and fees of many of our competitor institutions. This fee approach helps to offset the fact that our campus is located in a high cost of living area. Our current marketing and recruitment strategies include educating prospective students about our fees through web, digital, print, and personal communication during the prospect and admissions process. This includes highlighting the lower tuition and fee benefits for California residents as appropriate,

which is particularly helpful when targeting California residents from the CSU and UC systems. These prospective students can immediately benefit from the California resident fee rates for both years of their MPP. Nonresidents also may apply for residency after just one year which can further offset costs in the second year of the MPP.

Additionally, as further discussed below, GPS staff also work hard to assist existing students to secure funding opportunities on campus, including non-merit-based fellowships and campus positions that offer tuition remission.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Gender parity is currently not an issue for our MIA program. In the last three years our ratio of female students has remained steady at roughly 50%. We proactively promote female faculty and student stories in our social media and on our website. We have worked hard to increase the ratio of and to retain female faculty, as we recognize this is a contributing factor in student enrollment.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

Our goal is to continue an overall trend of gradual increases in underrepresented student enrollment as we continue our outreach efforts. As referenced above, international student enrollment is a valued aspect of this program. Even if the overall number of domestic students does not change, our aim is to increase the share of underrepresented students in that population. Our accessibility to students from low socioeconomic backgrounds has been strong based on Pell % rates and we aim to maintain this achievement aided by only inflation-based proposed PDST increases and our financial aid approach. We have demonstrated a favorable three-year trend in gender parity and would expect to maintain near 50/50 parity over the next five years.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23	Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	1.8%	3.3%	3.4%	Black/ African/ African American	Domestic	2.4%	4.7%	2.4%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	2.4%
Hispanic/ Latino(a)	Domestic	3.6%	3.4%	3.4%	Hispanic/ Latino(a)	Domestic	2.4%	2.3%	2.4%
	International	3.5%	3.3%	3.4%		International	4.9%	4.7%	4.7%
American Indian	Domestic	1.8%	1.7%	1.7%	American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	7.1%	8.3%	10.2%	Asian/ Pacific Islander	Domestic	7.3%	7.0%	7.1%
	International	14.3%	13.4%	13.5%		International	19.5%	18.6%	19.1%
White	Domestic	57.2%	56.6%	54.2%	White	Domestic	48.8%	48.8%	47.6%
	International	7.1%	6.7%	6.8%		International	9.8%	9.3%	9.5%
Two or More Races	Domestic	0.0%	0.0%	0.0%	Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	1.8%	1.7%	1.7%	Other/ Unknown	Domestic	2.5%	2.3%	2.4%
	International	1.8%	1.6%	1.7%		International	2.4%	2.3%	2.4%
Percentage by Gender		2020-21	2021-22	2022-23	Percentage by Gender		2020-21	2021-22	2022-23
Female		26.8%	28.3%	28.8%	Female		29.2%	32.6%	33.3%
Male		66.1%	65.0%	64.4%	Male		63.5%	60.5%	59.5%
Non-Binary/Unknown		7.1%	6.7%	6.8%	Non-Binary/Unknown		7.3%	6.9%	7.2%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

When the School of Global Policy and Strategy last submitted a PDST proposal, our Ladder Rank or Equivalent faculty from domestic underrepresented groups was hovering steadily in the 7-8% range. We have prioritized diversity among faculty, revised our hiring practices accordingly, and monitor outcomes to evaluate efficacy of efforts. Outreach efforts have expanded to include new job posting venues and involving all faculty in job posting promotion. Our current underrepresented ladder-ranked faculty share is approximately 12%/ Over the past five years starting in 2018/19, GPS has hired 14 ladder ranked positions, with 3 of those positions – or 21% of total hires – filled by faculty from underrepresented groups.

We have revised our faculty application rubric to categories on commitment to UCSD Principles of Community and collaboration, and we have revised how we evaluate contributions to diversity to also take into account content discussed in teaching and research statements. GPS has engaged in faculty-wide discussions on how job talks should be structured to be as inclusive as possible and updated the structure as a result of these discussions, adopted a recommendation that faculty one-on-one meetings cover the same set of questions for each candidate for a given job, and extended job search training to the entire faculty rather than just search committee members. Over the past year, we made offers to a diverse pool of candidates, emphasizing our commitment to inclusivity. These efforts resulted in a successful hire of a political scientist who studies race and identity and migration in Latin America as part of the LCHI program.

Retention remains an area of strength for GPS and we prioritize continued investment in this aspect. In the last year, GPS recommended that all faculty up for tenure be promoted; all were well above the bar, including those faculty with joint appointments. To evaluate other retention metrics, GPS is monitoring progress on faculty promotions and merit increases. Additionally, to ensure more equitable distribution of internal workload, GPS convened a Committee on Faculty Service which has developed a new service allocation framework. This effort will not capture all invisible work but will improve workload equity and create space for dialogue about less measurable expectations.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

GPS seeks to benchmark relevant public and private institutions in the field of public policy and international affairs to assess affordability and general educational landscape. As a general rule, our goal is to meet or exceed the affordability of peer institution programs when considering tuition, fees, and overall cost of attendance.

Our goal is to support at least 20% of incoming MIA students each year through fellowship awards by allocating at least 33% of PDST funds and a large amount of endowment funds. All fellowships awarded by GPS are merit based; all need based student support is done by the central financial aid office. GPS fellowship considerations reflect a holistic process with 40% of the fellowship rank score based on GPA and standardized test scores (if applicable), while the other 60% is based on a subjective rubric established by the faculty. Taking into consideration both aspects of the file, we feel we will be able to achieve a highly qualified, diverse body of fellowship recipients who have strong academic qualifications and related professional experience. Finally, GPS facilitates a generous internship-funding program where students, unable to secure paid internship positions, are fully or partially funded by the department.

In addition to the fellowship funding students are awarded upon admission, our Student Affairs office proactively assists students in securing campus employment. At GPS and through collaboration with other academic departments, our students find paid teaching assistantships and research assistantships with faculty throughout the UC San Diego campus. More than 30% of our students have these positions each quarter, and many include tuition and fee remission.

In our opinion, the real metric for defining the success of our strategy, our students, and their ability to (re)pay any outstanding cost of their education, is that they are gainfully employed soon after graduation. In that respect, GPS finds approximately 82% of our graduates employed (or voluntarily not seeking or enrolled in further study) nine months after graduation. We believe that number is higher, but frequently have difficulty confirming the employment status of those graduates who return to China. In addition, our dedicated career services office supports our students (and alumni) with resume counseling, career networking, and lifelong support with job growth and transition.

All financial aid requests for GPS students are processed through the central UC San Diego financial aid office. GPS has no influence on the need-based assistance offered to our students. Generally, US Citizens and Permanent Residents qualify for two types of US Federal Government loans: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. The PLUS Loan is a fixed

amount for all applicants and the Unsubsidized Loan varies slightly based on the financial situation of each applicant. The combination of the two loans, including any calculated personal contribution or fellowship, will meet the full estimated cost of attendance published annually by the University.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG	70.0%	57.0%	73.0%	50.0%	69.0%	69.0%
	Non-URG	53.0%	45.0%	35.0%	59.0%	53.0%	30.0%
	International	0.0%	2.0%	0.0%	5.0%	0.0%	0.0%
	All	29.0%	27.0%	22.0%	34.0%	34.0%	26.0%
Average Debt among Students with Debt*	URG	\$44,159	\$36,081	\$47,056	\$14,731	\$59,622	\$52,150
	Non-URG	\$37,746	\$48,068	\$49,839	\$48,071	\$51,997	\$56,134
	International	\$0	\$100,279	\$0	\$29,100	\$0	\$0
	All	\$39,106	\$48,225	\$48,667	\$41,250	\$54,363	\$54,575

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

From 2016-17 to 2021-22, the percentage of students graduating with debt declined by 3% while the average amount of debt increased by 39.6%. We are concerned about this trend and recognize the disparity between the debt load between the MIA and MPP program. The current GPS Strategic Plan includes an initiative to evaluate outcomes of the current merit-based fellowship awarding process along with possible alternative models.

There is also anecdotal information suggesting that COVID had a significant impact on many students and their financial aid-related decision-making, including loss of other income and family support obligations. This may account for some reflected debt in the two years immediately following its peak, but it is not possible to accurately quantify that impact.

Given the modest increase in PDST being proposed, and the increase to fellowship funding that will yield, we do not expect to see any significant increase in either students graduating with debt, or the amount of that debt.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	26%	\$54,575	\$70,000	11%
Public comparisons	N/A	\$37,180	\$55,000	10%
Private comparisons	N/A	\$52,644	\$75,000	10%

Sources:

UC: Corporate data

Comparison institutions:

<https://lbi.utexas.edu/career-outcomes>

<https://www.sipa.columbia.edu/pathways-careers/employment-statistics>

<https://educationdata.org/student-loan-debt-by-major>

<https://www.collegefactual.com/graduate-schools/american-university/masters-degrees/social-sciences/international-relations-national-security/chart-average-student-debt.html>

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

We take every effort to minimize our students’ loan debt. However, some students will incur loans and be required to repay debt upon graduation; recently, this has been roughly one quarter of MIA graduates. Students with an MIA degree typically enter the workforce at a salary around \$70,000. This annual salary is generally sufficient to pay back the average loan package.

Our students are typically employed in the same positions as graduates from programs that charge two or more times the tuition charged by GPS. We believe this illustrates excellent value for their money. It is also important to note that many of our graduates secure employment outside of the U.S. where salaries and cost of living trend lower, so salary data may be depressed accordingly.

GPS aims to enroll a substantial cohort of international students in the MIA, the majority of whom are either sponsored by foreign governments or scholarship agencies. A smaller proportion are self-payers. US Citizens and Permanent residents who are not funded by fellowship or UC San Diego employment opportunities may elect to take loans through the US Federal Government. There are several repayment plans available to these students including standard, graduated, extended, SAVE plan, pay-as-you-earn, income-based, income-contingent, and income-sensitive. Furthermore, approximately half of MIA graduates pursue employment in the not-for-profit or government sectors. The Office of the US Department of Education offers a Public Service Loan Forgiveness (PSLF) program to all students working in these sectors who make 120 payments on their qualifying Direct Loans and do not exceed an income threshold.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

GPS has developed a robust approach to encouraging and supporting students interested in public service careers, both in local, state and federal government agencies, and graduating from both our MIA and MPP programs. Brief descriptions of activities, resources and services follow:

Loan Forgiveness Program – GPS students are advised about The Public Service Loan Forgiveness (PSLF) Program which forgives the remaining balance on Direct Loans after students have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer – a government organizations at any level (federal, state, local, or tribal) as well as not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code. Additionally, our career services advisors coach students pursuing jobs in the public sector on salary negotiation and requests for loan forgiveness as part of their offer packages.

Internship Funding – In order to reduce the financial obligations of our students as much as possible, all GPS students who obtain an unpaid summer internship in the public or nonprofit sectors are eligible for summer internship funding. This program allows students focused on public service jobs an opportunity to gain valuable experience that they would otherwise be unable to complete, due to financial constraints, or the need to take out additional loans. These funds are provided by GPS, a majority of which is raised through philanthropy.

Robertson Fellowships – The Robertson Foundation for Government (RFFG) is a nonprofit family foundation dedicated to helping government meet its talent needs by identifying, educating and motivating top US graduate students to pursue federal government careers in foreign policy, national security and international affairs in order to strengthen the federal government and its capacity to recruit and retain top-level talent. As one of just five universities partnering with the Robertson Foundation for Government, each year GPS uses RFFG funds to provide a full fellowship including tuition, fees, and stipends to two incoming students. Additionally, GPS has served as a leader among the collective RFFG schools in coordinating annual fall quarter site visits to agencies like the US Department of Treasury and the Millennium Challenge Corporation, as well as a panel of Intelligence Community agencies.

Boren Fellowships – Each year, our staff work to promote and advise students about Boren Scholarships, an initiative of the National Security Education Program, which provide unique funding opportunities for U.S. students to study less commonly taught languages in world regions critical to U.S. interests, and typically underrepresented in study abroad programs, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. Boren Scholars represent a vital pool of highly motivated individuals who wish to work in the federal national security arena. In exchange for funding, Boren Scholars commit to working in the federal government for at least one year after graduation.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

MIA graduates generally see median starting salaries around \$70,000. For the MIA class of 2023, based on current available data, the average public sector salary post-graduation was \$69,072 and the average private sector salary was \$76,166. While salary is lower for public sector positions, this difference in amount is not excessive. Our graduates seeking U.S. Federal Government positions qualify for jobs at the higher Federal Salary Scale level of GS-9, but often as high as GS-11.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

GPS has a robust outreach program in place for all prospective students, which includes virtual and in-person information sessions and advertising in key venues and conferences like the Model United Nations, the Association for Professional Schools of International Affairs, Foreign Affairs, Foreign Policy, and on relevant websites like Idealist's careers for the common good. Financial aid in the form of fellowship support is a critical element in the narrative we share with prospective students.

The Admissions group heavily utilizes the School social media pages to promote events, fellowships, and student profiles, in addition to regular updates on the application process. We hold weekly web-based information sessions and one-on-one appointments throughout the year. We additionally host an agenda of specific online sessions in the spring which are recorded and posted to our YouTube page for review at any time. Our staff attend fairs and information sessions globally throughout the year and utilize a drip communication plan adjusted to the inquiry (or applicant's) unique stage of the process.

Finally, the Admissions group manages an admissions ambassador's team of current students who are recipients of financial aid. These volunteers regularly participate in outreach activities in-person and online including Instagram takeovers and Ask Me Anything information sessions where opportunities to fund a graduate education are frequently discussed.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

GPS shares salary information with prospective and current students during information sessions and during Admissions programming, including webinars, fairs and Q&As. It is further shared with current students through their engagement with the Career and Professional Development unit.

We do not track average debt at the department/school level and therefore do not share such information directly with prospective students. Since all financial aid is centralized to campus, we refer students to the central financial aid unit for specific information about need-based aid and debt loads. We can explore with the central financial aid unit whether they would be able to provide the School with averages for resident and non-resident student debt that we could then share with prospective students.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' Policy on Professional Degree Supplemental Tuition requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback

- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The program used a two-prong approach toward consulting with students. First, the program consulted more broadly with students in the School of Global Policy and Strategy (GPS) and, secondly, with students in the MPP program only.

On October 4, 2023, Assistant Deans D'Angelo and Jones held two in-person meetings for Graduate Organization of GPS (Go GPS, the GPS student body government) and Dean's Fellows, a group of students selected by faculty and staff for their academic excellence, leadership, citizenship and regional involvement. These meetings were not divided by program, but open to all Go GPS and Dean's Fellows. A total of 9 students (3 MIA, 5 MPP, and 1 MCEPA) attended the two meetings. A one-page informational sheet was handed out that discussed the rate increase plan, what factors contributed to the proposed increase, and how the PDST revenue was spent in FY2023-24. The sheet also included comparative school information including other UC programs, which were included in response to previous student feedback. The discussion began by providing some context to the submission process and the GPS proposal. Students were then encouraged to ask questions and/or provide any feedback they wished.

Students initially asked a lot of questions about how the 5% proposed increase was determined and why it differed from the 3% projected increase provided for UC tuition & fees. We discussed the various aspects (inflation, compensation increases, new contract costs, etc.) that were considered when determining the proposed 5% increase, but did not have details on the 3% UC projected increases. Questions then turned to how the revenues were being spent: Would we continue to use the same percentage towards fellowships or will more shift to TA funding or other compensation? Could the increase be lower if more funding came from UC and/or the state, especially the UAW increased cost? How else is GPS covering these costs? We discussed various other funding methods (executive education, gifts, endowment spending, research centers, etc.).

There were also questions about the comparative schools. We discussed how the schools listed were chosen. It was noted that many competitors are private, ivy-league universities and that comparing degree costs with these schools is difficult. Also questioned was how Cost of Living compares for these schools. Comments were made that it might be good to see not just cost, but career outcomes of the schools.

Finally, there was a lot of discussion about how fellowship money is distributed, what the goals of GPS are as concerning the class demographics, and on better ways to address not just racial or ethnic diversity more equitably, but socio-economic diversity. There was concern that not all students receive fellowship funding. There were also concerns on how diversity was being determined in terms of fellowship funding. Proposition 209 was discussed, as well as the new GPS Strategic Plan and Admissions practices.

In general, students thought the increase made sense, given all of the explanations but did warn of the cumulative effect of consistent increases on individual students. The idea of staggering the increase percentages (5%, 3%, 5%, etc.) was brought up as a way to help students get through their two-year degree with less fee increases. Given current financial pressures, we did not adjust our proposal. However, we did agree to evaluate the increase percentage each year during our plan to determine if a lower amount would be viable.

In addition to the in-person meetings, a survey was sent on October 12, 2023, to all MIA students requesting feedback. This survey was sent via email from the Dean's Office address with the one-page informational sheet attached. The email defined PDST, explained the submission process, and provided context to the proposed increase. The email also invited questions or in-person feedback by contacting Assistant Dean Jones. No questions or requests for a meeting were received. A reminder about the survey was sent to all MIA students on October 16. A total of 17 students enrolled in the MIA program responded to the survey, a 12.3% response rate.

The survey consisted of four questions:

1. How do you feel GPS performs in terms of affordability when compared to our peer institutions? (5-point scale, 1 = Less Affordable to 5 = More Affordable)
 - Average response was 2.65. With a low of 1 and a high of 4.
2. How important to you are the things on which GPS is spending PDST fees? (Not Important to Very Important)
 - a. Student Fellowships – This category received a majority (9) Very Important rankings. The remaining were evenly distributed between Important, Somewhat Important, and Not Important.
 - b. TA Compensation and Tuition & Fee Remission – This category received the most Very Important and Important rankings. Only 1 student ranked it Somewhat Important.

- c. Staff Compensation – Like TA Compensation, this category also received mostly Very Important and Important. One student ranked it Somewhat Important and 1 Not Applicable.
 - d. Non-Compensation Expenses – This category received mostly Important rankings, with Very Important a close second. A few students responded with Somewhat Important and Not Applicable.
3. If you are not in favor of increasing the PDST rate, what alternatives would you propose GPS consider?
- 13 students supported the increase. The other 4 suggested keeping the fee the same, reducing unnecessary costs, guaranteeing work-study to compensate, and raising more funds through industry partnerships.
4. Are there any other thoughts you would like to share with us regarding the proposed PDST rate changes?
- The 5% increase seems reasonable given inflation.
 - Why does UC system project only a 3-4% increase for tuition and fees?
 - It seems like we are covering other student’s fellowship costs by charging PDST to all students.

There were no specific actions to be reconciled, so the program did not change the current proposal. However, the feedback will be taken into consideration for future rate planning.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. *Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program’s student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.*

Plan shared with Giulia Corno on 10/30/23 .
Campus graduate student organization (i.e., your campus’ GSA president)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

If applicable, plan shared with Taysia Leung, Go GPS President, on October 17, 2023.
Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments: (see following page)

Assistant Dean Jones met with Taysia Leung, Go GPS President, in person, on October 17, 2023. Go GPS is the GPS student government organization. After reviewing the proposal informational summary sheet, we started by discussing non-compensation expenses for Admissions (marketing, outreach travel, etc.) and fellowship plans. We discussed the new Strategic Plan and our goal of expanding the reputation of GPS through branding and marketing efforts. They were glad to hear we would focus on more electronic advertising to attract applications. They wanted to be sure that GPS tries to expand the number of fellowships available, not just the amount of each award. Also discussed were plans for faculty hiring. Specifically, they would like to see continued focus on high-level Professors of Practice that provide a unique perspective into non-governmental careers. In general, feedback from the Go GPS President was supportive of the GPS proposal.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

- Agenda item at a regularly scheduled faculty meeting
- Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

On October 10, 2023, a survey was sent to all GPS faculty requesting feedback. This survey was sent via email from the Dean's Office address with the same, one-page informational sheet sent to students attached. The email defined PDST, explained the submission process, and provided context to the proposed increase. The email also invited questions or in-person feedback by contacting Assistant Dean Jones and informed the faculty that PDST feedback would be discussed at the October 18, 2023 faculty meeting. No questions or requests for a meeting were received. A total of 9 out of 41 faculty responded to the survey.

The survey consisted of four questions:

5. How do you feel GPS performs in terms of affordability when compared to our peer institutions? (5-point scale, 1 = Less Affordable to 5 = More Affordable)
 - Average response was 4.25. With a low of 3 and a high of 5
6. How important to you are the things on which GPS is spending PDST fees? (Not Important to Very Important)
 - a. Student Fellowships – This category received the most Very Important rankings.
 - b. TA Compensation and Tuition & Fee Remission – Most ranked this category as Somewhat Important or Important.
 - c. Staff Compensation – Like category b. above, most ranked this category as Somewhat Important or Important.
 - d. Non-Compensation Expenses – This category was the only one to receive a Not Important ranking. The other responses were evenly distributed with most being in the Somewhat Important to Important range.
7. If you are not in favor of increasing the PDST rate, what alternatives would you propose GPS consider?
 - All responses were in favor
8. Are there any other thoughts you would like to share with us regarding the proposed PDST rate changes?
 - We should do more to advertise our relative affordability and use that to cultivate donors interested in supporting scholarships.
 - Why isn't Non-resident Tuition projected to increase?
 - Looking at comparisons, are we underpriced?
 - It looks like we're priced to market.

There were no specific actions to be reconciled, so the program did not change the current proposal. However, the feedback will be taken into consideration for future rate planning.

In addition to the emailed survey, Assistant Deans D'Angelo and Jones requested feedback at the regular scheduled faculty meeting on October 18, 2023. The one-page informational sheet was provided with the agenda on October 16, 2023 and was available at the meeting. A total of 28 faculty attended in person and via Zoom.

- In general, the faculty agree with and understand why raising the PDST fee is important. They do not see the difference between the previous plan's 3% increase and the current proposed 5% increase as being an issue.
- Faculty want to make sure we're using the additional money on fellowships or TA expenses as much as possible. The program agrees and has the goal of using as much PDST revenue for student support as possible.

- Some faculty expressed the need to evaluate how we distribute fellowship money to address the concerns of some students that do not receive fellowships. It was noted that our financial aid strategy is being examined as part of the new Strategic Plan.
- Most of the questions/discussion centered around how we compare with other schools: differences in tuitions; amounts given by other schools for fellowships; and how our charges may affect admissions.

There were no specific actions to be reconciled, so this discussion did not result in any changes to the proposal.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with James Antony on 10/24/23.
Graduate Dean

Plan shared with Becky Petitt on 10/27/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Pradeep Khosla on 11/03/23.
Chancellor

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2024

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments

Table 1: Projected Fees

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$10,704	\$11,241	\$11,805	\$12,396	\$13,017	\$13,668	5.0%	\$537	5.0%	\$564	5.0%	\$591	5.0%	\$621	5.0%	\$651
Prof. Degr. Suppl. Tuition (Nonresident)	\$10,704	\$11,241	\$11,805	\$12,396	\$13,017	\$13,668	5.0%	\$537	5.0%	\$564	5.0%	\$591	5.0%	\$621	5.0%	\$651
Mandatory Systemwide Fees*	\$13,470	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	4.1%	\$546	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450
Campus-based Fees**	\$1,065	\$1,097	\$1,130	\$1,164	\$1,199	\$1,235	3.0%	\$32	3.0%	\$33	3.0%	\$34	3.0%	\$35	3.0%	\$36
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***																
Est. First-Year Fees (CA resident)	\$25,239	\$26,354	\$27,365	\$28,416	\$29,510	\$30,647	4.4%	\$1,115	3.8%	\$1,011	3.8%	\$1,051	3.8%	\$1,094	3.9%	\$1,137
Est. First-Year Fees (Nonresident)	\$37,484	\$38,599	\$39,610	\$40,661	\$41,755	\$42,892	3.0%	\$1,115	2.6%	\$1,011	2.7%	\$1,051	2.7%	\$1,094	2.7%	\$1,137

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.

** Includes compulsory campus-based fees for the fall, winter, and spring terms. Does not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The Master of Public Policy (MPP) is a two-year, full-time professional degree program focusing on constructing the scaffolding for policymaking in a global context. Housed in the School of Global Policy and Strategy (GPS), the MPP program was launched in 2016 and typically has between 115 to 130 students enrolled. Requiring 92 units, the degree prepares students with the skills needed to compare best practices in the U.S., Latin America, Asia and beyond. All students take eight required core courses in economics, management, political science, and quantitative methods training during the first year and a capstone course in the second. Students must choose a minimum of one area of specialization. Although proficiency in a foreign language is not required, 24 units may be counted toward the degree as long as the language matches an elective regional or country specialization. Graduates pursue careers in global business, diplomacy, nonprofits, regional development, and other areas.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program planned to charge proposed PDST levels, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible. As appropriate, please describe your efforts to achieve your affordability and diversity goals in the context of your admissions data (up to the past five years).

Our last multi-year plan, which spanned from 2019-20 through 2023-24, included the following goals:

1. Keep pace with mandated compensation increases.

Fee increases were necessary to keep pace with existing levels of inflation across our fixed costs. Affordability is something we are deeply committed to, so we asked for only minimal increases – just enough to allow us to continue to make progress toward achieving the goals listed in our plan, while covering anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and staff range adjustments.

PDST revenue helped GPS retain our highly qualified faculty and staff. During the COVID pandemic, there was a lot of turnover at the university. Being able to provide performance awards, regular merit increases, and equity increases for staff helped GPS

retain staff at a higher level than other schools. Further, retention efforts for faculty and staff were more successful having PDST funds to support them.

2. Increase usage of Professors of Practice.

We anticipated adding up to three Professors of Practice across GPS, one of whom will be devoted primarily to the MPP program. These additional hires were not made. The COVID 19 pandemic led to uncertainty about enrollments and faculty hiring plans were adjusted accordingly. Focus was shifted to ladder-ranked faculty instead of Professors of Practice and paid for by other University funds.

GPS does currently have three very high-quality Professors of Practice that augment our teaching in the MPP. PDST funds allow us to keep these Professors of Practice fully engaged at the school.

3. Increase our applicant pool, especially from underrepresented student cohorts.

GPS has been focused on avenues for increasing the limited applicant pool, including from underrepresented student cohorts, in a continual effort to further strengthen and diversify its student body. GPS has added additional full-time staff to student-facing units to help with recruitment, student success, and retention. PDST revenue helps provide the needed resources for these additional hires.

PDST funds have helped GPS broaden our reach domestically and internationally through expanded recruitment outreach, including employing a new hybrid approach that substantially increased virtual engagement while maintaining in-person recruitment whenever possible (given COVID restrictions). GPS has revisited efforts targeted toward better representing the population of California among our domestic students. These have included expanding outreach to nearly every available CSU recruiting event, and attending all UC recruiting events. While it remains a priority, we have not limited our outreach to California. GPS has not been highly successful in recruiting from HBCUs in the Southeast but added new efforts in that region, including participation in the Atlanta University Consortium event with Morehouse, Spellman, and UGA, and sponsorship of and recruitment at the Emory Model UN program.

While our application numbers are still variable, they have increased significantly since 2019 as shown in the following table:

UC San Diego School of Global Policy and Strategy MPP			
	Applicants		
	URG	All	%URG
2019-20	16	211	8%
2020-21	16	291	5%
2021-22	54	420	13%
2022-23	41	370	11%
All	127	1292	10%

Data from UCOP PDST Program Dashboard

Aside from the above-referenced goals, PDST revenue was crucial in supporting the shift to fully remote and/or hybrid learning as a result of COVID-19. PDST revenue was used to support upgrades in classroom technology required for this change in delivery modality, to ensure a quality student experience.

4. Financial Aid/Affordability.

The goal of our previous plan was to support at least 30% of incoming MPP students each year through fellowship and stipend awards. Every year, 33% of PDST revenue is budgeted for student fellowships. This is in addition to other sources of fellowships and student support such as endowment payouts, current gift funds, and research center funding. In academic year 2022-23, a total of \$846,106 in merit-based fellowships and stipends (64% of total MPP PDST revenue) were awarded to 30 MPP students (24% of total MPP students). As part of our new Strategic Plan, a complete evaluation of our award strategy is underway with the goal of not only expanding the amounts of awards but broadening their reach to more students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

GPS is requesting annual increases of approximately 5% for 5 years. These additional funds will be used to address the following goals.

1. Keep pace with mandated compensation increases.

Fee increases are necessary to keep pace with existing levels of inflation across our fixed costs. We are requesting increases generally consistent with inflation to cover anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and faculty and staff range adjustments (i.e. 4.6% for FY24). In addition to faculty and staff compensation, additional PDST revenues will help address the increased costs associated with the new UAW contract for TAs, GSRs, and other student workers.

Students realize a benefit from these expenditures through a consistent level of staffing and a productive learning environment. If these fees are not approved, we may have to reduce staffing, resulting in a decrease in student support and program quality.

2. Student opportunities and increased access to programs.

Fee increases will help provide additional funding for students to participate in programming that might otherwise be cost prohibitive, such as unfunded summer internships and valuable professional development opportunities. Summer internships, travel to conferences or networking events, and other career opportunities often require a substantial outlay of funds by the student. Additional PDST revenue will help GPS offset these expenses for a wider range of students through our existing “Professional Development Funding” process.

Students realize a benefit from the expenditures through better opportunities to participate when costs may have otherwise prohibited their participation.

3. Diversify and expand the student application pool.

GPS is committed to fostering a diverse, inclusive, and enriching academic community. With PDST funds, we intend to continue focusing on avenues for increasing the limited applicant pool, including from underrepresented student cohorts.

GPS has had increased success in recruiting applicants, including from URGs, with an overall upward trend in applications compared to our last submission. However, there is strong competition among our peer institutions for the same pool of qualified candidates and our yield has declined (both overall and for URGs).

Our ongoing efforts include attendance at graduate school fairs, professional association programs, and virtual outreach to institutions, faculty, and students, and are expanding to development of and participation in virtual and in-person bespoke recruiting events, focused on individualized and topical programming. Topically relevant recruitment programming tends to yield stronger than general recruitment efforts (e.g. graduate student fairs), but requires more intensive resources and personnel to fund and/or develop. We also plan to continue outreach at available CSU and UC recruiting events, as well as efforts outside of California. We'll be adding participation in the National Diversity in Social Sciences virtual fair, joining the PPIA virtual fair, and continuing to identify other relevant opportunities to broaden GPS access to prospective students, all of which require funding.

To ensure that we remain competitive on yield, GPS is also working to enhance our institutional reputation to better align with the quality and caliber of the faculty and program. This will include a new strategic marketing plan designed to broaden the reach of GPS to audiences we were previously unable to penetrate, including with targeted digital advertising. GPS believes that engaging in a robust marketing plan will benefit the school's reputation and expand its reach, thus increasing our ability to connect with a broader range of prospective students. Students realize a benefit from the expenditures through the opportunity to engage in their professional education as part of an increasingly diverse class.

4. Maintain affordability.

At least 33% of new PDST revenue will be set aside for financial aid. Currently, PDST-funded fellowships are awarded by GPS based on merit. GPS fellowship considerations reflect a holistic process with 40% of the fellowship rank score based on GPA and standardized test scores (if applicable), while the other 60% is based on a subjective rubric established by the faculty. Currently, need-based student support is administered through the central financial aid office which takes fellowship funding into consideration as part of each student's overall financial aid package. However, we are working with the campus to identify options for allocating a port of PDST-funded fellowships based on need.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2023-24 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

Table 2: PDST Revenue Use

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2023-24 PDST Revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$270,857	\$10,835	\$11,268	\$11,718	\$12,187	\$12,675	\$329,540
Providing Student Services	\$572,637	\$22,905	\$23,822	\$24,775	\$25,766	\$26,796	\$696,701
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$10,000	\$0	\$0	\$0	\$0	\$0	\$10,000
Providing Student Financial Aid	\$435,000	\$30,000	\$25,000	\$25,000	\$25,000	\$25,000	\$565,000
Other Non-salary Cost Increases	\$7,394	\$25,497	\$410	\$2,382	\$9,672	\$11,904	\$57,259
Facilities Expansion/Renewal	\$10,000	\$10,000	\$10,000	\$10,000	\$5,000	\$5,000	\$50,000
Other (Please explain in the "Additional Comments" below)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$1,305,888	\$99,237	\$70,500	\$73,875	\$77,625	\$81,375	\$1,708,500

* Benefits costs and UCRP contributions should be reported as a single line item.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

Expanding fellowship awards is a top priority outlined in the recently completed five-year GPS Strategic Plan and we are actively fundraising for fellowships and student internships. This year, we are engaging our board in a dialogue about how to grow our number of donor-funded named fellowships and are producing a collateral piece to help market fellowships to alumni and other friends of the school. Another fundraising priority is to create endowed chairs in order to attract top scholars. Ongoing efforts to secure funding for chairs/fellows will offset needs for additional PDST.

GPS recently completed a five-year Strategic Plan that includes school organization and efficiencies as a priority. Working groups have been established to review and recommend changes to organizational structure, budgeting, process improvements, and other areas that will help GPS remain competitive without requesting unsustainable tuition increase levels. Combined with our fundraising efforts, we should avoid higher increases in future years.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not applicable.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

Table 3: Enrollment

	Enrollment					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Resident	39	40	40	40	40	40
Domestic Nonresident	12	15	15	15	15	15
International	71	70	70	70	70	70
Total	122	125	125	125	125	125

Additional comments:

As a school of international affairs and one that covers public policy from an international perspective, it is important to have a sizeable body of international students. It benefits all involved when other points of view and experience are brought to bear in classroom discussions and group work. And even though an MPP program can have a more domestic focus, ours looks at public policy in a global context, so the curriculum is directly benefited by wide regional representation. As such, the above mix of domestic to international is considered close to optimal for our curriculum.

As a subset of our Domestic population, it has been difficult for us to yield non-California resident students, a population we would like to see expand. We continue to review our fellowship funding offers each year to see if different mixes of support will assist in our ability to yield more non-California resident students.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 comparators, including a minimum of 3 public institutions. If your program only compares to a small number of other programs or only private comparators, please list those. Please indicate the total student tuition and fee charges to degree completion of the comparison institutions in the following table.

Table 4: Market Comparators

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Maryland	51,081	52,613	54,191	55,817	57,492	59,217	3.0%	1,532	3.0%	1,578	3.0%	1,626	3.0%	1,675	3.0%	1,725
University of Michigan	67,774	69,807	71,901	74,058	76,280	78,568	3.0%	2,033	3.0%	2,094	3.0%	2,157	3.0%	2,222	3.0%	2,288
University of Washington	56,923	58,631	60,390	62,202	64,068	65,990	3.0%	1,708	3.0%	1,759	3.0%	1,812	3.0%	1,866	3.0%	1,922
Georgetown University	119,539	123,125	126,819	130,624	134,543	138,579	3.0%	3,586	3.0%	3,694	3.0%	3,805	3.0%	3,919	3.0%	4,036
Harvard University	121,520	125,166	128,921	132,789	136,773	140,876	3.0%	3,646	3.0%	3,755	3.0%	3,868	3.0%	3,984	3.0%	4,103
University of Chicago	125,424	129,187	133,063	137,055	141,167	145,402	3.0%	3,763	3.0%	3,876	3.0%	3,992	3.0%	4,112	3.0%	4,235
University of Southern California	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	58,593	60,350	62,161	64,026	65,947	67,925	3.0%	1,758	3.0%	1,810	3.0%	1,865	3.0%	1,921	3.0%	1,978
Average private comparison	119,708	123,299	126,998	130,809	134,733	138,775	3.0%	3,591	3.0%	3,699	3.0%	3,810	3.0%	3,925	3.0%	4,042
Average public and private comparison	93,516	96,321	99,211	102,187	105,253	108,411	3.0%	2,805	3.0%	2,890	3.0%	2,977	3.0%	3,066	3.0%	3,157
Your program	51,593	53,719	55,781	57,926	60,157	62,213	4.1%	2,126	3.8%	2,062	3.8%	2,145	3.9%	2,231	3.4%	2,056

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2024-25		2025-26		2026-27		2027-28		2028-29	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Maryland	102,188	105,254	108,412	111,664	115,014	118,464	3.0%	3,066	3.0%	3,158	3.0%	3,252	3.0%	3,350	3.0%	3,450
University of Michigan	115,017	118,468	122,022	125,683	129,453	133,337	3.0%	3,451	3.0%	3,554	3.0%	3,661	3.0%	3,770	3.0%	3,884
University of Washington	95,936	98,814	101,778	104,831	107,976	111,215	3.0%	2,878	3.0%	2,964	3.0%	3,053	3.0%	3,145	3.0%	3,239
Georgetown University	119,539	123,125	126,819	130,624	134,543	138,579	3.0%	3,586	3.0%	3,694	3.0%	3,805	3.0%	3,919	3.0%	4,036
Harvard University	121,520	125,166	128,921	132,789	136,773	140,876	3.0%	3,646	3.0%	3,755	3.0%	3,868	3.0%	3,984	3.0%	4,103
University of Chicago	125,424	129,187	133,063	137,055	141,167	145,402	3.0%	3,763	3.0%	3,876	3.0%	3,992	3.0%	4,112	3.0%	4,235
University of Southern California	112,348	115,718	119,190	122,766	126,449	130,242	3.0%	3,370	3.0%	3,472	3.0%	3,576	3.0%	3,683	3.0%	3,793
Average public comparison	104,380	107,512	110,737	114,059	117,481	121,005	3.0%	3,132	3.0%	3,225	3.0%	3,322	3.0%	3,422	3.0%	3,524
Average private comparison	119,708	123,299	126,998	130,809	134,733	138,775	3.0%	3,591	3.0%	3,699	3.0%	3,810	3.0%	3,925	3.0%	4,042
Average public and private comparison	113,139	116,533	120,029	123,630	127,339	131,159	3.0%	3,394	3.0%	3,496	3.0%	3,601	3.0%	3,709	3.0%	3,820
Your program	76,083	78,209	80,271	82,416	84,647	87,071	2.8%	2,126	2.6%	2,062	2.7%	2,145	2.7%	2,231	2.9%	2,424

Source(s):

<https://spp.umd.edu/your-education/masters/master-public-policy/>

<https://fordschool.umich.edu/mpp-mpa/mpp/>

<https://evans.uw.edu/academic-programs/masters-degrees-in-public-administration/master-of-public-administration/>

<https://mccourt.georgetown.edu/master-of-public-policy/>

<https://www.hks.harvard.edu/educational-programs/masters-programs/master-public-policy/>

<https://harris.uchicago.edu/academics/degrees/master-public-policy-mpp/>

<https://priceschool.usc.edu/mpp/>

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

We believe the best comparisons to our program are schools with whom we share membership in the Association of Professional Schools of International Affairs (APSIA) - many of whom have Master of Public Policy or Master of International Affairs programs. APSIA was formed nearly 30 years ago. To join the APSIA schools must demonstrate their excellence in career-focused, graduate-level, international affairs education, hence the rationale for our selection of Georgetown, Harvard, University of Chicago, University of Maryland, University of Michigan, USC, and University of Washington. Our comparator programs are schools we see during Admissions fairs. We compete with them to recruit and retain faculty and they are among the best regarded.

Another factor we use to identify comparators is where students who deny acceptance into our program indicate they will matriculate. On this front, we lose the most to Chicago and UCLA, but UC Berkeley is also high on the list of schools to whom we lose yield.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

We are well below the public and private averages. Our resident charges are currently 57% below the private and 12% below the public average and are projected to remain in this range (comparatively) across the five years of our PDST proposal. Our nonresident

charges are also well below the averages of our public and private comparators. We believe we deliver a very high-quality education at a minimum of cost. We have worked to keep our program affordable for a wide range of students.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

Constructing the scaffolding for policymaking in a global context is the critical component of the program. It prepares students with the skills needed to compare best practices in the U.S., Latin America, Asia and beyond. Other MPPs may have elements of this, but it is the core of our program. All students take required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Our faculty are go-to experts for the public, private and intergovernmental sectors, creating design and evaluation methodology of public policy around the globe. The degree combines this social science policy expertise with our campus strengths in STEM and health sciences to offer a highly quantitative program.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2021-22)	
	2020-21	2021-22	2022-23	Fall 2023	Publics	Privates
Ethnicity						
Underrepresented						
African American	1.8%	4.8%	4.4%	3.3%	N/A	5.3%
Hispanic/Latino(a)	8.3%	8.9%	10.4%	12.3%	N/A	20.6%
American Indian	0.0%	0.0%	0.0%	0.0%	N/A	0.0%
Subtotal Underrepresented	10.1%	13.7%	14.8%	15.6%	N/A	25.9%
Asian/Pacific Islander	8.3%	9.7%	10.4%	5.7%	N/A	14.5%
White	25.7%	23.4%	18.5%	19.7%	N/A	33.7%
Domestic Unknown	1.8%	1.6%	1.5%	1.6%	N/A	7.6%
International	54.1%	51.6%	54.8%	57.4%	N/A	18.3%
Total	100.0%	100.0%	100.0%	100.0%	N/A	100.0%
Socioeconomic						
% Pell recipients	31.6%	46.3%	38.5%			
Gender						
% Male	43.1%	48.4%	46.7%	38.5%	36.0%	36.0%
% Female	56.9%	50.8%	51.9%	57.4%	63.0%	63.0%
% Non-Binary	0.0%	0.0%	0.7%	1.6%	0.0%	0.0%
% Unknown	0.0%	0.8%	0.7%	2.5%	1.0%	1.0%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

* Public Comparison Schools did not publish Ethnicity information

Comparison institutions:

<https://priceschool.usc.edu/mpp/students/>

<https://evans.uw.edu/academic-programs/masters-degrees-in-public-administration/master-of-public-administration/mpa-class-profiles/>

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic students from underrepresented groups?

As demonstrated in Table 5, the overall enrollment trend of underrepresented students among our domestic population has slowly but steadily increased over time. Detailed information on specific race/ethnicity, gender, and socioeconomic data is not readily available from comparison institution websites.

In addition to the slowly increasing URG enrollment rates, our yield has been consistently stronger among URG candidates than the overall pool (for the period from 2019-2022, URG yield averaged 32% while overall yield averaged 24%). Since the yield rate is in our favor, we recognize that we must continue our focus on applicants and admits.

GPS has been and continues to work on expanding the pool of potential applicants in an attempt to broaden diversity. In our student recruitment, GPS has increasingly focused on targeting more CSUs, many of which hold HSI status, as well as UC and HBCU institutions. Our ongoing efforts include attendance at graduate school fairs, professional association programs, and virtual outreach to institutions, faculty, and students, and are expanding to development of and participation in virtual and in-person bespoke recruiting events, focused on individualized and topical programming. We will be adding participation in the National Diversity in Social Sciences virtual fair, rejoining the PPIA virtual fair, and continuing to identify new opportunities to broaden GPS access to prospective students in regions and at institutions that have diverse populations.

We also partner with fellowship and professional organizations that offer access to underrepresented populations and/or have strong histories and missions dedicated to providing academic and professional preparation to domestic students that have been historically underrepresented in the United States government, like the Public Policy and International Affairs Program, the Charles B. Rangel International Affairs Program and the Thomas R. Pickering Foreign Affairs Fellowship. These fellowship awards are included as part of admission packages to improve yield.

As mentioned elsewhere, as part of the GPS Strategic Plan we are seeking to expand fellowship awards for access and opportunity. This includes prioritizing fellowships as a development fundraising objective as well as evaluating the current fellowship awarding process to determine whether there are viable alternatives to the current merit-based approach.

Additionally, we are assessing the potential long-term impact of eliminating the GRE as an admission requirement. The temporary removal of the GRE requirement during COVID had a net positive impact on our underrepresented student enrollment, so GPS is contemplating removing that barrier to access permanently – provided we can confidently ensure that student success rates will remain steady without access to that metric during the admission process.

Aside from domestic enrollment, it is important to mention that since the launch of this program in 2016, GPS has seen a high level of interest from international students. Given our program's mission to train future leaders operating in the U.S., Latin America, Asia and beyond, it is relevant and beneficial that approximately 50% of each class be international students. We have consistently been successful in reaching this aspect of overall diversity in our incoming classes but are seeing a trend that their share is settling between the 50-60% mark.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

Over the last few years GPS has experienced some fluctuation in the rate of MPP students who qualified for Pell grants as undergraduates, ranging from roughly one third to a high of 46% in 2021-22. It is not clear to GPS what has caused this variance over time, though it is possible that the data reflects some COVID impact. GPS is currently focused on addressing access to the MPP degree in three primary ways: (1) increasing the breadth of the applicant pool, including the above-referenced efforts focused on recruiting from CSU and UC schools; (2) prioritizing student fellowships as a development fundraising objective, as discussed above in relation to the GPS strategic plan; and (3) evaluating outcomes of the current merit-based fellowship awarding process along with possible alternative models.

Both our MPP and MIA programs have requested inflationary increases to existing PDST. Our PDST and tuition for both California residents and nonresidents are still significantly lower than tuition and fees of many of our competitor institutions. This fee approach helps to offset the fact that our campus is located in a high cost of living area. Our current marketing and recruitment strategies include educating prospective students about our fees through web, digital, print, and personal communication during the prospect and admissions process. This includes highlighting the lower tuition and fee benefits for California residents as appropriate, which is particularly helpful when targeting California residents from the CSU and UC systems. These prospective students can immediately benefit from the California resident fee rates for both years of their MPP. Nonresidents also may apply for residency after just one year which can further offset costs in the second year of the MPP.

Additionally, as further discussed below, GPS staff also work hard to assist existing students to secure funding opportunities on campus, including non-merit-based fellowships and campus positions that offer tuition remission.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Gender parity is currently not an issue for our MPP program. In the last three years our ratio of female students has remained steady between 51-57%. We proactively promote female faculty and student stories in our social media and on our website. We have worked hard to increase the ratio of and to retain female faculty, as we recognize this is a contributing factor in student enrollment.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to students from underrepresented groups, Pell Grant recipients, and gender? Explain your reasoning.

Our goal is to continue an overall trend of gradual increases in underrepresented student enrollment as we continue our outreach efforts. As referenced above, international student enrollment is a valued aspect of this program; that enrollment is currently slightly higher than our original goal of 50/50 balance. While we hope to increase our domestic student population slightly, we are not projecting an increase at this time due to current enrollment trends.

Our accessibility to students from low socioeconomic backgrounds has been strong based on Pell % rates and we aim to maintain this achievement aided by only inflation-based proposed PDST increases and our financial aid approach. We have demonstrated a favorable three-year trend in gender parity and would expect to maintain near 50/50 parity over the next five years.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

Table 6: Faculty Diversity

All Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	1.8%	3.3%	3.4%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	3.6%	3.4%	3.4%
	International	3.5%	3.3%	3.4%
American Indian	Domestic	1.8%	1.7%	1.7%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	7.1%	8.3%	10.2%
	International	14.3%	13.4%	13.5%
White	Domestic	57.2%	56.6%	54.2%
	International	7.1%	6.7%	6.8%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	1.8%	1.7%	1.7%
	International	1.8%	1.6%	1.7%
Percentage by Gender		2020-21	2021-22	2022-23
Female		26.8%	28.3%	28.8%
Male		66.1%	65.0%	64.4%
Non-Binary/Unknown		7.1%	6.7%	6.8%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2020-21	2021-22	2022-23
Black/ African/ African American	Domestic	2.4%	4.7%	2.4%
	International	0.0%	0.0%	2.4%
Hispanic/ Latino(a)	Domestic	2.4%	2.3%	2.4%
	International	4.9%	4.7%	4.7%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	7.3%	7.0%	7.1%
	International	19.5%	18.6%	19.1%
White	Domestic	48.8%	48.8%	47.6%
	International	9.8%	9.3%	9.5%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	2.5%	2.3%	2.4%
	International	2.4%	2.3%	2.4%
Percentage by Gender		2020-21	2021-22	2022-23
Female		29.2%	32.6%	33.3%
Male		63.5%	60.5%	59.5%
Non-Binary/Unknown		7.3%	6.9%	7.2%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty? In the past five years, what opportunities were available to hire new faculty and fill vacancies?

When the School of Global Policy and Strategy last submitted a PDST proposal, our Ladder Rank or Equivalent faculty from domestic underrepresented groups was hovering steadily in the 7-8% range. We have prioritized diversity among faculty, revised our hiring practices accordingly, and monitor outcomes to evaluate efficacy of efforts. Outreach efforts have expanded to include new job posting venues and involving all faculty in job posting promotion. Our current underrepresented ladder-ranked faculty share is approximately 11.9%. Over the past five years starting in 2018/19, GPS has hired 14 ladder ranked positions, with 3 of those positions – or 21% of total hires – filled by faculty from underrepresented groups.

We have revised our faculty application rubric to categories on commitment to UCSD Principles of Community and collaboration, and we have revised how we evaluate contributions to diversity to also take into account content discussed in teaching and research statements. GPS has engaged in faculty-wide discussions on how job talks should be structured to be as inclusive as possible and updated the structure as a result of these discussions, adopted a recommendation that faculty one-on-one meetings cover the same set of questions for each candidate for a given job, and extended job search training to the entire faculty rather than just search committee members. Over the past year, we made offers to a diverse pool of candidates, emphasizing our commitment to inclusivity. These efforts resulted in a successful hire of a political scientist who studies race and identity and migration in Latin America as part of the LCHI program.

Retention remains an area of strength for GPS and we prioritize continued investment in this aspect. In the last year, GPS recommended that all faculty up for tenure be promoted; all were well above the bar, including those faculty with joint appointments. To evaluate other retention metrics, GPS is monitoring progress on faculty promotions and merit increases. Additionally, to ensure more equitable distribution of internal workload, GPS convened a Committee on Faculty Service which has developed a new service allocation framework. This effort will not capture all invisible work but will improve workload equity and create space for dialogue about less measurable expectations.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

GPS seeks to benchmark relevant public and private institutions in the field of public policy and international affairs to assess affordability and general educational landscape. **As a general rule, our goal is to meet or exceed the affordability of peer institution programs when considering tuition, fees, and overall cost of attendance.**

Our goal is to support at least 20% of incoming MPP students each year through fellowship awards by allocating at least 33% of PDST funds and a large amount of endowment funds. All fellowships awarded by GPS are merit based; all need based student support is done by the central financial aid office. GPS fellowship considerations reflect a holistic process with 40% of the fellowship rank score based on GPA and standardized test scores (if applicable), while the other 60% is based on a subjective rubric established by the faculty. Taking into consideration both aspects of the file, we feel we will be able to achieve a highly qualified, diverse body of fellowship recipients who have strong academic qualifications and related professional experience. Finally, GPS facilitates a generous internship-funding program where students, unable to secure paid internship positions, are fully or partially funded by the department.

In addition to the fellowship funding students are awarded upon admission, our Student Affairs office proactively assists students in securing campus employment. At GPS and through collaboration with other academic departments, our students find paid teaching assistantships and research assistantships with faculty throughout the UC San Diego campus. More than 30% of our students have these positions each quarter, and many include tuition and fee remission.

In our opinion, the real metric for defining the success of our strategy, our students, and their ability to (re)pay any outstanding cost of their education, is that they are gainfully employed soon after graduation. In that respect, GPS finds approximately 96% of our graduates employed (or voluntarily not seeking, enrolled in further study, etc.) nine months after graduation. In addition, our dedicated career services office supports our students (and alumni) with resume counseling, career networking, and lifelong support with job growth and transition.

All financial aid requests for GPS students are processed through the central UC San Diego financial aid office. GPS has no influence on the need-based assistance offered to our students. Generally, US Citizens and Permanent Residents qualify for two types of US Federal Government loans: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. The PLUS Loan is a fixed amount for all applicants and the Unsubsidized Loan varies slightly based on the financial situation of each applicant. The

combination of the two loans, including any calculated personal contribution or fellowship, will meet the full estimated cost of attendance published annually by the University.

Table 7: Debt

Graduating Class		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent with Debt	URG		0.0%	0.0%	75.0%	80.0%	33.0%
	Non-URG		80.0%	54.0%	67.0%	32.0%	38.0%
	International		0.0%	0.0%	0.0%	3.0%	0.0%
	All		22.0%	16.0%	34.0%	21.0%	16.0%
Average Debt among Students with Debt*	URG		\$0	\$0	\$25,593	\$41,923	\$61,571
	Non-URG		\$65,800	\$37,114	\$56,550	\$54,738	\$47,626
	International		\$0	\$0	\$0	\$50,153	\$0
	All		\$65,800	\$37,114	\$37,976	\$50,084	\$51,112

* Figures in the table do not reflect any existing debt incurred by students out of this program (e.g., undergraduate education).

Note: Blank cells reflect no data available in the PDST dashboard.

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

We are pleased to see a decline in the percentage of students graduating with debt. From 2017-18 (the program’s inaugural year) to 2021-22, percentage of students graduating with debt declined six percent. Another favorable trend is the amount of debt accrued for students that graduate with debt has also declined - \$66K in 2017-18 to \$51K in 2021-22. We believe this is in part a result of multiple efforts, including careful distribution of fellowships, staff assistance to secure on-campus employment for students and other funding opportunities, and strategic outreach to employers who fund educational opportunities for their students. However, there is also anecdotal information suggesting that COVID had a significant impact on many students and their financial aid-related decision-making, including loss of other income and family support obligations. This may account for some reflected debt in the two years immediately following its peak, but it is not possible to accurately quantify that impact.

Given the modest increase in PDST being proposed, and the increase to fellowship funding that will yield, we do not expect to see any significant increase in either students graduating with debt, or the amount of that debt.

Table 8: Affordability

	Graduates with Debt	2021-22 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	16%	\$51,112	\$62,400	12%
Public comparisons	N/A	\$42,154	\$63,000	10%
Private comparisons	N/A	\$71,000	\$75,000	13%

Sources:

UC: Corporate data

Comparison institutions:

<https://educationdata.org/student-loan-debt-by-major>

<https://uwnetid.sharepoint.com/sites/evans-public/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fevans%2Dpublic%2FShared%20Documents%2FCareer%20Development%2F2022%20Annual%20Employment%20Report%20%2D%20Class%20of%202021%2Epdf&parent=%2Fsites%2Fevans%2Dpublic%2FShared%20Documents%2FCareer%20Development&p=true&ga=1>

https://harris.uchicago.edu/files/career_outcomes_report_2019_0_0.pdf

<https://www.nerdwallet.com/article/loans/student-loans/average-student-loan-debt-graduate-school>

<https://www.nerdwallet.com/article/loans/student-loans/average-student-loan-debt-graduate-school>

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

We take every effort to minimize our students’ loan debt. However, some students will incur loans and be required to repay debt upon graduation; recently, this has been roughly 16% of MPP graduates. Students with an MPP degree typically enter the workforce at a salary around \$62,400. This annual salary is generally sufficient to pay back the average loan package.

Our students are typically employed in the same positions as graduates from programs that charge two or more times the tuition charged by GPS. We believe this illustrates excellent value for their money. It is also important to note that many of our graduates secure employment outside of the U.S. where salaries and cost of living trend lower, so salary data may be depressed accordingly.

GPS aims to enroll a substantial cohort of international students in the MPP, the majority of whom are either sponsored by foreign governments or scholarship agencies. A smaller proportion are self-payers. US Citizens and Permanent residents who are not funded by fellowship or UC San Diego employment opportunities may elect to take loans through the US Federal Government. There are several repayment plans available to these students including standard, graduated, extended, SAVE plan, pay-as-you-earn, income-based, income-contingent, and income-sensitive. Furthermore, more than half of MPP graduates typically pursue employment in the not-for-profit or government sectors. The Office of the US Department of Education offers a Public Service Loan Forgiveness (PSLF)

program to all students working in these sectors who make 120 payments on their qualifying Direct Loans and do not exceed an income threshold.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

GPS has developed a robust approach to encouraging and supporting students interested in public service careers, both in local, state and federal government agencies, and graduating from both our MIA and MPP programs. Brief descriptions of activities, resources and services follow:

Loan Forgiveness Program – GPS students are advised about The Public Service Loan Forgiveness (PSLF) Program which forgives the remaining balance on Direct Loans after students have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer – a government organizations at any level (federal, state, local, or tribal) as well as not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code. Additionally, our career services advisors coach students pursuing jobs in the public sector on salary negotiation and requests for loan forgiveness as part of their offer packages.

Internship Funding – In order to reduce the financial obligations of our students as much as possible, all GPS students who obtain an unpaid summer internship in the public or nonprofit sectors are eligible for summer internship funding. This program allows students focused on public service jobs an opportunity to gain valuable experience that they would otherwise be unable to complete, due to financial constraints, or the need to take out additional loans. These funds are provided by GPS, a majority of which is raised through philanthropy.

Robertson Fellowships – The Robertson Foundation for Government (RFFG) is a nonprofit family foundation dedicated to helping government meet its talent needs by identifying, educating and motivating top US graduate students to pursue federal government careers in foreign policy, national security and international affairs in order to strengthen the federal government and its capacity to recruit and retain top-level talent. As one of just five universities partnering with the Robertson Foundation for Government, each year GPS uses RFFG funds to provide a full fellowship including tuition, fees, and stipends to two incoming students. Additionally, GPS has served as a leader among the collective RFFG schools in coordinating annual fall quarter site visits to agencies like the US Department of Treasury and the Millennium Challenge Corporation, as well as a panel of Intelligence Community agencies.

Boren Fellowships – Each year, our staff work to promote and advise students about Boren Scholarships, an initiative of the National Security Education Program, which provide unique funding opportunities for U.S. students to study less commonly taught languages in world regions critical to U.S. interests, and typically underrepresented in study abroad programs, including Africa, Asia, Central

and Eastern Europe, Eurasia, Latin America, and the Middle East. Boren Scholars represent a vital pool of highly motivated individuals who wish to work in the federal national security arena. In exchange for funding, Boren Scholars commit to working in the federal government for at least one year after graduation.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

MPP graduates generally see median starting salaries around \$62,400. For the MPP class of 2023, based on current available data, the average public sector salary post-graduation was \$53,384 and the average private sector salary was \$63,113. While salary is lower for public sector positions, this difference in amount is not excessive. Our graduates seeking U.S. Federal Government positions qualify for jobs at the higher Federal Salary Scale level of GS-9, but often as high as GS-11.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

GPS has a robust outreach program in place for all prospective students, which includes virtual and in-person information sessions and advertising in key venues and conferences like the Model United Nations, the Association for Professional Schools of International Affairs, Foreign Affairs, Foreign Policy, and on relevant websites like Idealist's careers for the common good. Financial aid in the form of fellowship support is a critical element in the narrative we share with prospective students.

The Admissions group heavily utilizes the School social media pages to promote events, fellowships, and student profiles, in addition to regular updates on the application process. We hold weekly web-based information sessions and one-on-one appointments throughout the year. We additionally host an agenda of specific online sessions in the spring which are recorded and posted to our YouTube page for review at any time. Our staff attend fairs and information sessions globally throughout the year and utilize a drip communication plan adjusted to the inquiry (or applicant's) unique stage of the process.

Finally, the Admissions group manages an admissions ambassador's team of current students who are recipients of financial aid. These volunteers regularly participate in outreach activities in-person and online including Instagram takeovers and Ask Me Anything information sessions where opportunities to fund a graduate education are frequently discussed.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

GPS shares salary information with prospective and current students during information sessions and during Admissions programming, including webinars, fairs and Q&As. It is further shared with current students through their engagement with the Career and Professional Development unit.

We do not track average debt at the department/school level and therefore do not share such information directly with prospective students. Since all financial aid is centralized to campus, we refer students to the central financial aid unit for specific information about need-based aid and debt loads. We can explore with the central financial aid unit whether they would be able to provide the School with averages for resident and non-resident student debt that we could then share with prospective students.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' Policy on Professional Degree Supplemental Tuition requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2023-24 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- Convened in-person or virtual focus group with students representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): N/A

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The program used a two-prong approach toward consulting with students. First, the program consulted more broadly with students in the School of Global Policy and Strategy (GPS) and, secondly, with students in the MPP program only.

On October 4, 2023, Assistant Deans D'Angelo and Jones held two in-person meetings for the Graduate Organization of GPS (Go GPS, the GPS student body government) and Dean's Fellows, a group of students selected by faculty and staff for their academic excellence, leadership, citizenship and regional involvement. These meetings were not divided by program, but open to all Go GPS and Dean's Fellows. A total of 9 students (3 MIA, 5 MPP, and 1 MCEPA) attended the two meetings. A one-page informational sheet was handed out that discussed the rate increase plan, what factors contributed to the proposed increase, and how the PDST revenue was spent in FY2023-24. The sheet also included comparative school information including other UC programs, which were included in response to previous student feedback. The discussion began by providing some context to the submission process and the GPS proposal. Students were then encouraged to ask questions and/or provide any feedback they wished.

Students initially asked a lot of questions about how the 5% proposed increase was determined and why it differed from the 3% projected increase provided for UC tuition & fees. We discussed the various aspects (inflation, compensation increases, new contract costs, etc.) that were considered when determining the proposed 5% increase, but did not have details on the 3% UC projected increases. Questions then turned to how the revenues were being spent: Would we continue to use the same percentage towards fellowships or will more shift to TA funding or other compensation? Could the increase be lower if more funding came from UC and/or the state, especially the UAW increased cost? How else is GPS covering these costs? We discussed various other funding methods (executive education, gifts, endowment spending, research centers, etc.).

There were also questions about the comparative schools. We discussed how the schools listed were chosen. It was noted that many competitors are private, ivy-league universities and that comparing degree costs with these schools is difficult. Also questioned was how Cost of Living compares for these schools. Comments were made that it might be good to see not just cost, but career outcomes of the schools.

Finally, there was a lot of discussion about how fellowship money is distributed, what the goals of GPS are as concerning the class demographics, and on better ways to address not just racial or ethnic diversity more equitably, but socio-economic diversity. There was concern that not all students receive fellowship funding. There were also concerns on how diversity was being determined in terms of fellowship funding. Proposition 209 was discussed, as well as the new GPS Strategic Plan and Admissions practices.

In general, students thought the increase made sense, given all of the explanations but did warn of the cumulative effect of consistent increases on individual students. The idea of staggering the increase percentages (5%, 3%, 5%, etc.) was brought up as a way to help students get through their two-year degree with less fee increases. Given current financial pressures, we did not adjust our proposal. However, we did agree to evaluate the increase percentage each year during our plan to determine if a lower amount would be viable.

In addition to the in-person meetings, a survey was sent on October 12, 2023, to all MPP students requesting feedback. This survey was sent via email from the Dean's Office address with the one-page informational sheet attached. The email defined PDST, explained the submission process, and provided context to the proposed increase. The email also invited questions or in-person feedback by contacting Assistant Dean Jones. No questions or requests for a meeting were received. A reminder about the survey was sent to all MPP students via email on October 16. A total of 11 students enrolled in the MPP program responded to the survey; a 9.4% response rate.

The survey consisted of four questions:

1. How do you feel GPS performs in terms of affordability when compared to our peer institutions? (5-point scale, 1 = Less Affordable to 5 = More Affordable)
 - Average response was 3.09. With a low of 1 and a high of 4.
2. How important to you are the things on which GPS is spending PDST fees? (Not Important to Very Important)
 - a. Student Fellowships – This category was split between Very Important and Somewhat Important.
 - b. TA Compensation and Tuition & Fee Remission – This category was majority Very Important and Important, with only a couple of students ranking it as Somewhat Important.
 - c. Staff Compensation – This category was majority Somewhat Important with the remaining split between Important and Very Important.
 - d. Non-Compensation Expenses – Like Staff Compensation, this category was mostly Somewhat Important.
3. If you are not in favor of increasing the PDST rate, what alternatives would you propose GPS consider?

- 8 students supported the increase. The other 3 suggested keeping the fee the same (total cost already too high), reducing unnecessary costs or creating efficiencies, and possibly increasing less than 5% and revisiting again in two years if insufficient.
4. Are there any other thoughts you would like to share with us regarding the proposed PDST rate changes?
- A 3% increase that matches the UC projections would be fairer.
 - What other options are available to get more money from UCOP and/or the state?
 - If costs continue to rise, international students may opt for other options instead of choosing GPS.

There were no specific actions to be reconciled, so the program did not change the current proposal. However, the feedback will be taken into consideration for future rate planning.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. *Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.*

Plan shared with Giulia Corno on 10/30/23.
Campus graduate student organization (i.e., your campus' GSA president)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

If applicable, plan shared with Taysia Leung, Go GPS President, on October 17, 2023.
Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

Assistant Dean Jones met with Taysia Leung, Go GPS President, in person, on October 17, 2023. Go GPS is the GPS student government organization. After reviewing the proposal informational summary sheet, we started by discussing non-compensation expenses for Admissions (marketing, outreach travel, etc.) and fellowship plans. We discussed the new Strategic Plan and our goal of expanding the reputation of GPS through branding and marketing efforts. They were glad to

hear we would focus on more electronic advertising to attract applications. They wanted to be sure that GPS tries to expand the number of fellowships available, not just the amount of each award. Also discussed were plans for faculty hiring. Specifically, they would like to see continued focus on high-level Professors of Practice that provide a unique perspective into non-governmental careers. In general, feedback from the Go GPS President was supportive of the GPS proposal.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.e.

- Agenda item at a regularly scheduled faculty meeting
- Scheduled in-person or virtual town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened in-person or virtual focus groups of faculty in the program to discuss the plan and solicit feedback
- Convened in-person or virtual focus group with faculty representing underrepresented populations in your program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal - for each consultation effort, provide the date, the number of participants, how participants were chosen, description of consultation method, etc. - and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

On October 10, 2023, a survey was sent to all GPS faculty requesting feedback. This survey was sent via email from the Dean's Office address with the same, one-page informational sheet sent to students attached. The email defined PDST, explained the submission process, and provided context to the proposed increase. The email also invited questions or in-person feedback by contacting Assistant Dean Jones and informed the faculty that PDST feedback would be discussed at the October 18, 2023 faculty meeting. No questions or requests for a meeting were received. A total of 9 out of 41 faculty responded to the survey.

The survey consisted of four questions:

1. How do you feel GPS performs in terms of affordability when compared to our peer institutions? (5-point scale, 1 = Less Affordable to 5 = More Affordable)
 - Average response was 4.25. With a low of 3 and a high of 5
2. How important to you are the things on which GPS is spending PDST fees? (Not Important to Very Important)
 - a. Student Fellowships – This category received the most Very Important rankings.
 - b. TA Compensation and Tuition & Fee Remission – Most ranked this category as Somewhat Important or Important.
 - c. Staff Compensation – Like category b. above, most ranked this category as Somewhat Important or Important.
 - d. Non-Compensation Expenses – This category was the only one to receive a Not Important ranking. The other responses were evenly distributed with most being in the Somewhat Important to Important range.
3. If you are not in favor of increasing the PDST rate, what alternatives would you propose GPS consider?
 - All responses were in favor
4. Are there any other thoughts you would like to share with us regarding the proposed PDST rate changes?
 - We should do more to advertise our relative affordability and use that to cultivate donors interested in supporting scholarships.
 - Why isn't Non-resident Tuition projected to increase?
 - Looking at comparisons, are we underpriced?
 - It looks like we're priced to market.

There were no specific actions to be reconciled, so the program did not change the current proposal. However, the feedback will be taken into consideration for future rate planning.

In addition to the emailed survey, Assistant Deans D'Angelo and Jones requested feedback at the regular scheduled faculty meeting on October 18, 2023. The one-page informational sheet was provided with the agenda on October 16, 2023 and was available at the meeting. A total of 28 faculty attended in person and via Zoom.

- In general, the faculty agree with and understand why raising the PDST fee is important. They do not see the difference between the previous plan's 3% increase and the current proposed 5% increase as being an issue.
- Faculty want to make sure we're using the additional money on fellowships or TA expenses as much as possible. The program agrees and has the goal of using as much PDST revenue for student support as possible.

- Some faculty expressed the need to evaluate how we distribute fellowship money to address the concerns of some students that do not receive fellowships. It was noted that our financial aid strategy is being examined as part of the new Strategic Plan.
- Most of the questions/discussion centered around how we compare with other schools: differences in tuitions; amounts given by other schools for fellowships; and how our charges may affect admissions.

There were no specific actions to be reconciled, so this discussion did not result in any changes to the proposal.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and Vice Chancellor Equity, Diversity, and Inclusion (or equivalent), as well as endorsed by the Chancellor.

Plan shared with James Antony on 10/24/23.
Graduate Dean

Plan shared with Becky Petitt on 10/27/23.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

Plan endorsed by Pradeep Khosla on 11/03/23.
Chancellor