

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$7,096	\$7,310	\$7,530	\$7,758	\$7,994	\$8,236	3.0%	\$214	3.0%	\$220	3.0%	\$228	3.0%	\$236	3.0%	\$242
Prof. Degr. Suppl. Tuition	\$13,830	\$14,250	\$14,680	\$15,126	\$15,580	\$16,050	3.0%	\$420	3.0%	\$430	3.0%	\$446	3.0%	\$454	3.0%	\$470
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,850	\$1,906	\$1,963	\$2,022	\$2,082	\$2,145	3.0%	\$56	3.0%	\$57	3.0%	\$59	3.0%	\$61	3.0%	\$62
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)***	\$260	\$282	\$296	\$311	\$326	\$343	8.5%	\$22	5.0%	\$14	5.0%	\$15	5.0%	\$16	5.0%	\$16
Est. First-Year Fees (CA resident)	\$23,222	\$23,928	\$24,645	\$25,384	\$26,147	\$26,929	3.0%	\$706	3.0%	\$717	3.0%	\$740	3.0%	\$762	3.0%	\$783
Est. First-Year Fees (Nonresident)	\$42,201	\$43,113	\$44,040	\$44,997	\$45,978	\$46,988	2.2%	\$912	2.2%	\$927	2.2%	\$958	2.2%	\$980	2.2%	\$1,011

* 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 a mandatory Course Materials and Services Fee called the Instructional Resilience and Enhancement Fee (IREF) that all graduate students pay.

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

The Civil and Environmental Engineering (CEE) Department at UC Berkeley has been a leading department in the academic field for decades and has maintained a top-ranked graduate program in both Civil Engineering and Environmental Engineering (US News & World Report) for several years. The one-year Master of Science in Civil and Environmental Engineering (MSCEE) has been a leading professional degree in CEE for more than a century (our first MS was awarded in 1896) and has served an important role for engineering professional training in support of the state and nation. We first introduced PDST to our program in 2017 and our most recent renewal was in 2020.

The program provides professional training for engineers needed to address society's greatest challenges, including earthquakes and building safety, transportation systems and traffic congestion, energy transitions and climate change, and the interaction of infrastructures systems with natural hazards. California is leading the nation and the world in tackling these challenges, but it is also particularly vulnerable to them. The program and its location in California is a draw for top students who are seeking to advance their careers. The best strategies and solutions to be implemented in the diverse communities of California come from collaboration among a rich community of perspectives. Therefore, establishing a thriving and diverse student body as well as lowering accessibility barriers are key priorities for our MSCEE.

The program includes eight distinct curricular tracks:

1. Structural Engineering, Mechanics and Materials (SEMM);
2. Environmental Engineering (ENV);
3. Geosystems Engineering (GEO);
4. Transportation Engineering (TE);
5. Systems Engineering (SE);
6. Energy, Civil Infrastructure, and Climate (ECIC);
7. Engineering and Project Management (EPM) (to be discontinued in 2024-2025, evolving to Construction Systems);
8. Construction Systems (COS) (established this year, first cohort Fall 2025)

Each of these tracks has its own curriculum that provides the depth of training required by employers within the field and contributes to the preparation of students for the Professional Engineer (PE) exam. Typically, students enter the MSCEE with a BS

degree in CEE or closely related field and the MSCEE provides students with professional specialization that leads to new career paths. This specialization provides new professional opportunities, due to the fact that private firms, non-profits, non-governmental organizations (NGOs), and government agencies (federal, state and city/county levels) recruit from specific curricular tracks to fill their professional needs and provides students with a foundation on which their career can develop over the long term. As such, the MSCEE degree is a critical step in the professional career of a civil or environmental engineer and is associated with significant increases in earning potential, both immediately and throughout their career.

Finally, to reinforce the importance of the MSCEE for professional engineers, we note that the American Society of Civil Engineers (ASCE, the accrediting body for the field) has made it clear that the BS degree is not sufficient professional preparation, and the licensure requirements include “a master's degree in engineering, or no less than 30 graduate or upper level undergraduate technical and/or professional practice credits or the equivalent agency/organization/professional society courses which have been reviewed and approved as providing equal academic quality and rigor with at least 50 percent being engineering in nature.” Discussions with CEE’s Advisory Council also reinforce the critical role that the MSCEE plays in students’ career development, and professional practice in industry and 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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 previous multi-year plan, which covered the period from July 1, 2020 to June 30, 2024, we outlined four specific goals that could be achieved with the PDST revenue. These new goals were layered on top of the foundational programmatic goals to maintain and improve program excellence, access, and affordability, as well as ongoing activities and initiatives established and supported from the first PDST multi-year plan (2017-2020). The following section describes the achieved goals during the previous cycle as well as how they address these three guiding principles (excellence, access, and affordability):

1. Improve the diversity of the MSCEE student body. In the past three years we have increased the URG MSCEE population from 7% (at the end of the previous PDST cycle) to 11% (2023-2024). The following table summarizes our admissions data over the past five years:

		Applicants*			Admits			Admit Rate		Enrollment			Yield Rate	
		UR G	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
Civil and Environmental Engineering	2020-21	39	614	6.3%	30	348	8.6%	76.9%	56.7%	14	128	10.9%	46.7%	36.8%
	2021-22	44	682	6.4%	32	379	8.4%	72.7%	55.6%	18	200	9.0%	56.3%	52.8%
	2022-23	52	667	7.7%	42	344	12.2%	80.7%	51.6%	20	156	12.8%	47.6%	45.3%
	2023-24	50	570	8.8%	43	377	11.4%	86.0%	66.1%	20	181	11.0%	46.5%	48.0%
	2024-25	56	561	10.0%	42	407	10.3%	75.0%	72.5%	30	217	13.4%	71.4%	53.3%
	All	241	3095	7.8%	189	1855	10.2%	78.4%	59.9%	102	882	11.5%	53.9%	47.5%

**This data comes from the PDST Dashboard - PDST Program Pipeline Diversity, Fall Data. This data only includes incoming cohorts. Data for the entire student body are provided in Table 5.*

While the MSCEE student body has historically had low representation from underrepresented groups (URGs), tackling society's engineering challenges, which is the core mission of Civil and Environmental Engineering, relies on perspectives from a range of ideas and approaches to be implemented in the diverse communities of California, making this therefore a priority for CEE. In the past four years, we have pursued several initiatives with the intent to build a diverse and inclusive community that addresses all stages of the student experience: application, admission, matriculation, curriculum, and community. PDST revenues were instrumental in all these initiatives to varying degrees. More specifically:

(1) we worked on building a more diverse applicant pool through faculty and student outreach, we attended NSBE and SHPE conferences in the past 2 years, we had representation and meet and greet events at the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE), we hosted students for Diversity Days admissions recruitment and Diversity Days visit days and eliminated application fees for students with financial need and/or who participated in a wide range of programs that include many URGs;

(2) we developed, through the CEE Graduate Studies Committee, recommendations for rubrics-based holistic reviews of applications with direct engagement of students and expanded staff attention to holistic review procedures;

(3) we allocated more than 33% of the PDST funds to return-to-aid investments and further supplemented this amount by using CEE department and program funds. Since 2021, we have allocated departmental funds on the order of ~350K/year (in addition to PDST revenue) in support of diversity fellowships that are used to make our offers more competitive. Last year alone we issued over \$500,000 in diversity fellowship funds; our yields for URG students have gone from 47% in 2020-2021 to 71% in 2024-2025 (which was the year with the largest amount of diversity fellowships). We target known pipelines for low income students including our CSU graduates, first generation communities, and community college transfer students for applications and consideration of aid.

(4) we re-evaluated and updated our MSCEE curriculum to reflect the priorities of students by adding several new courses in the ENV, ECIC and COS graduate programs. It should be noted that this has been possible in big part thanks to several new faculty hires that have both strengthened our department in terms of academic excellence as well as diversity. Our faculty is 36% women and 20% URG (Black/African American and Hispanic/Latino). A diverse CEE faculty provides important role models for prospective graduate students who can more easily visualize themselves as members of our community.

(5) we continued the CEE Scholars program, a donor provided program for low-income & first-generation undergraduate students, which focuses on PREP, T-PREP, and PREP-eligible students (Pre-Engineering Program for undergraduate and transfer students). The program supports underrepresented and first-generation undergraduate students, and those from low-income backgrounds. There are 120 CEE scholar students in this undergraduate program. In 2024 alone CEE Scholars hosted three activities this semester (one on research, one on charting an academic course, and one on career planning). At the research mentorship event, 20 undergraduates were paired with a PhD student mentor – the hope is to turn these relationships into UROP (Undergraduate Research Opportunity Program) opportunities with the PhD student serving as the research advisor. CEE Scholars has also provided additional tutoring for first-years, and conference funding. One of the program's anticipated goals is to increase the applicant pool for the MSCEE in the URG and CA resident categories. While detailed metrics are not available for all previous years, 2 of our current SEMM MS students were part of this program last year.

2. Increase the representation of California residents in the program. Prior to the implementation of the PDST, California residents represented 25-30% of MSCEE enrollment. For the previous PDST 3-year cycle, a target of 40% was set, and our numbers have fluctuated between 32-40%. While this represents progress, we remain strongly committed to stabilizing the numbers to a consistent 40% for CA residents. A key component of this pursuit was establishing a formal California State University (CSU)-MSCEE program that created a pathway to an MS degree for students pursuing BS degrees at the CSUs. This program involved outreach by CEE Department Leadership and by others in the CEE community, including MSCEE students and faculty through targeted webinars. Through this outreach, we provided information about the pathway that is available to CSU students to complete the MSCEE in one

additional academic year, the earning potential of the MSCEE, and success stories of students from the CSUs. Financially, we waived the MSCEE application fee for students whose most recent educational institution was a CSU, and the PDST return-to-aid prioritized support for diverse students from California undergraduate institutions. In addition, we held a webinar that was targeted to all California Civil programs as well as over 60 domestic civil programs in the US. The event had over 100 attendees and approximately 20% of them applied to our MS program.

3. Improve the consistency and quality of instruction in the MSCEE and lower the student-faculty ratio. Excellence in the academics of the MSCEE relies on high-quality instruction and effective student-faculty engagement, including in lecture and in office hours. Following Department-wide discussion at a Faculty Retreat in early Fall 2019, faculty were strongly in favor of proceeding with hiring a Teaching Professor. The successful search was completed in 2022 with the addition of an Assistant Teaching Professor to our faculty who joined in January 2023 and has been teaching two of our largest lower level undergraduate courses (more than 400 students) freeing up several faculty who now teach more graduate courses, as well as eliminating the need for temporary lecturers enabling the department to use these funds to support the rising cost of Graduate Student Instructors (GSIs), and increase the RTA for MS students. Since 2019 we have increased the number of ladder-rank faculty teaching MS CEE courses. This has risen from 28 to 32 faculty since 2019 teaching graduate courses.

4. Continue to grow and expand the alumni network and engagement through CEE Connections and extend professional training programs throughout the Department. Network-building and professional training efforts have been ongoing in the past 3 years. CEE Connections was a primary system to connect with alumni but we phased it out about two years ago due to low engagement. We have since established an annual [CEE Alumni newsletter](#) (latest edition [here](#)), an Environmental Program alumni networking event, a Transportation Engineering alumni event, a Structural Engineering professional mentorship program, a Geosystems Graduate Student Research Symposium and more active social media (e.g. posting job opportunities on LinkedIn, sharing highlight reels on Instagram, etc.). This past year we put together for the first time a booklet containing 1-page resumes of all CEE MS students and distributed it to a large group of industry professionals. The students were very supportive and enthusiastic about this initiative. In our second year of compiling the resume book we have seen a significant increase in participation (from 124 resumes last year to 239 resumes this year) and our industry network is looking forward to receiving this year's resume book. The "Leadership in CEE" seminar series that was launched at the beginning of our previous PDST cycle was unfortunately cut short due to the pandemic. Given how many hours of remote instruction/seminars/meetings our CEE community engaged in during Spring 2020 to Fall 2021, it was decided that this seminar series would not have the impact we wanted. We are planning to revive this initiative, as described in Section III.a. To address the pipeline and increase inclusion and belonging in our department for people from underrepresented groups, we have invested heavily via philanthropy in our new center [Community Engaged Education in Civil and](#)

[Environmental Engineering \(CEE\)²](#) (said “CEE-squared”). This is a one-of-a-kind center dedicated towards advancing community engagement within research, teaching, and service across CEE and building relationships, and strengthening partnerships with local Bay Area communities. We believe community engagement is critical to CEE education and practice for the 21st century. Our programs aim not only to equip CEE faculty, staff, and students to effectively and equitably navigate through community engagement opportunities but also to support current and future generations of diverse engineering leaders and community agents. One of (CEE)²’s programmatic goals is to increase diversity and URG participation in CEE and therefore a focus is on outreach to local K-12 schools. A recent activity was the “*Anti-racism in CEE Curriculum*” program, which is supported by the National Science Foundation, and explores “How CEE courses effectively focus on equitable development within a particular community while providing broader educational training to address grand environmental engineering challenges, meet identified community needs, while considering systemic impacts of racism?” These activities have been invaluable for students and faculty alike and for strengthening our climate of inclusion and excellence.

We are proud that the MSCEE has maintained a high ranking throughout the period of our previous multi-year plan. Top students continue to apply and attend, and we are confident that the excellence of our MSCEE has been improved. We saw positive results with regards to indicators of access and affordability. The percentage of Pell Grant recipients in the MSCEE program has steadily increased over the past 3 years (from 20% in 2020 to 27% in 2023) the percentage of students with educational debt has decreased slightly overall, however, when looking only at URG it has significantly decreased (from 61% prior to establishing the PDST was enacted to 27% in 2023), and the percentage of California residents enrolled in the MSCEE increased (from 10% to an average of 35% in the last 3 years); each of these data points are positive with regard to access and affordability and speak to the effectiveness of our department’s efforts towards a more diverse student population that feel supported throughout their academic experience. MSCEE enrollment saw a large jump in 2021-2022, however that was in large part due to the many deferral requests of the previous year due to COVID-19. The MSCEE enrollment has fluctuated around 220 in the last 2 years, which is consistent with our projections.

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 previous PDST 3-year cycle has provided invaluable support towards achieving academic excellence of a diverse MSCEE student population. While our CEE community struggled through the end of the COVID-19 pandemic, as well as several other challenging campus-wide events (UAW strike, as well as serious worldwide political events), we remained steadfast in our commitment to continuously improve the quality of the MSCEE. The priorities for our proposed PDST levels have been shaped by continuous student and faculty engagement and discussion (Student and Faculty Consultation Section below and highlighted throughout the proposal). We propose annual PDST increases of 3%. The following goals will be achieved through deliberate and strategic investments of new PDST revenue and faculty time.

PDST-Supported Goals

1. Continue to improve the MSCEE body diversity: In the previous PDST cycle we were able to increase our programs URG by 5% points (from an average of 7% between 2017-2020, to 12% between 2021-2024), however we are committed to increasing this number further. The initiatives we have been able to pursue in the past three years, in big part thanks to revenue from the PDST, have helped us make important and measurable progress to date. We plan therefore to continue many of these initiatives, such as the diversity fellowships aimed specifically at leveraging department and program-specific funds by requiring matching funds when PDST revenue is used. Admission yields for URGs have increased in the past year in part since we can make more competitive offers.

Upon consultation with students, faculty and staff on the successes and failures of past efforts, we will continue our efforts in strengthening our diverse and inclusive community by focusing on our pipeline, recruitment and on campus experience. Specifically, PDST revenues will be used:

(1) to continue to build a more diverse applicant pool through faculty and student outreach, including in-person visits to targeted URG serving institutions, better communicating admission rates to help break the misconception that “getting into Berkeley is

impossible,” and by continuing the application fees waivers; furthermore, our unique (CEE)² program creates opportunities for community outreach that will be further leveraged to improve our K-12 pipeline.

(2) to continue the holistic review of applications while improving the 1-1 attention to applicants from faculty during recruitment and offering more tailored guidance;

(3) to recruit a diverse class through return-to-aid investments and direct recruiting by faculty and student representatives;

(4) to improve public communication of our updated MSCEE curriculum that reflects the priorities of students (e.g. our newly established Construction Systems program, as well as several new courses that address climate adaptation and infrastructure justice); and

(5) to strengthen and empower our inclusive community by supporting affinity groups and their activities as well as introduce a peer mentoring program for students modeled after the successful implementation of this concept by our SEMM program. Details on each of these elements of the program appear below (Enrollment and Diversity Strategy Section below), but we note here that each of these investments has been discussed broadly with the MSCEE students and alumni and are also informed by the DEIBlueprint survey program that our department has participated in for the past three years. DEIBlueprint is a multi-campus pilot project at the University of California aimed at fostering healthy academic department climates by creating an easy-to-use process - a blueprint! - that sets departments up for success in assessing and addressing issues related to diversity, equity, inclusion, and belonging. Our department was one of six departments from the Berkeley campus to participate in this 3-year pilot study, and one of 15 departments across all UCs. While we worked collaboratively with all departments and campuses on the effort, we only have access to the detailed data from our department.

2. Further Increase the representation of California residents in the program: Prior to the implementation of the PDST, California residents represented 25-30% of MSCEE enrollment. In this year, 37% of our student body population are California residents. We are therefore moving in the right direction. However, there is more room for growing that number. We are optimistic that several initiatives we employed during the previous PDST cycle have had positive results, however, more time is needed to firmly establish certain pipelines for California residents. We will therefore continue to strengthen and invest in these initiatives, while exploring more ways to increase the applications from California residents, such as more targeted graduate school open houses and information sessions. We have studied and learned from practices followed by other programs on campus who successfully increased their CA resident % of students, and we will invest resources to visit as many CA colleges (including community colleges) as

possible whose graduates could apply for an MSCEE degree. We will also improve our outreach to our current CEE undergraduate California students and incorporate grad school info sessions earlier during their time in CEE (e.g. during sophomore year). One aspect of our strategy is to reduce dependency on international admissions compared to California admits.

3. Strengthen outreach to the CEE community and alumni network: We will organize events that will bring together our MSCEE students and our alumni and CEE community to improve and develop more post-graduation opportunities and professional development and increase the visibility of our graduates. We will focus also on community outreach paired with fundraising efforts to further support and help offset the increasing costs of graduate education for our students. We will continue to invest in staff support for programs like (CEE)² as well as our alumni outreach. Finally, we are starting a new program for (CEE)² called “(CEE)² Ambassadors” through which MS students can engage in opportunities of community engagement and outreach with local organizations and schools with which we partner. The goal is to provide enrichment opportunities for our students, as well as professional development support that they get through community engagement such as public speaking and communication, network building, and teaching and curriculum development. This also supports the overall objective of (CEE)² to increase the pipeline of CA residents and URG students into CEE and our program.

4. Improve post-graduation employment opportunities for MS students: We have several programs underway for helping our MS students identify job opportunities, as well as prepare their resume and sharpen their interview skills. We plan to continue to invest in this direction and provide an even more “hands-on” approach with career sessions tailored to specific CEE tracks and student groups. We will scale our SEMM peer student mentoring program to the entire MSCEE student body, we will continue publishing the resume booklet and sharing with industry, and we will continue to leverage outreach programs (like (CEE)²) to strengthen our ties with industry, communities as well as government stakeholders to create employment pipelines. Based on feedback received directly from MS students that our 9-month degree “goes by very fast”, we plan to improve our new MS student onboarding orientation sessions, as well as be more strategic about follow up sessions that are better timed (e.g. in the Fall semester) to discuss career opportunities and guide our students.

5. Focus on our CEE climate: Our department was 1 of 6 units at UC Berkeley who participated in the pilot program called DEIBlueprint, that seeks to make departments more inclusive for all by providing a step-by-step approach that includes a customizable climate survey “question bank” assessment tool to identify climate issues, and a standardized, affordable “toolkit” to help departments appropriately implement solutions to identified challenges. We have conducted the DEIBlueprint climate surveys the past 3 years and have learned a lot with respect to the climate in the department across various groups (faculty, undergrads, MS, PhD, postdocs and staff). Data and trends from such surveys can really be used towards developing action items once a few years’

worth of data has been collected. We are therefore ideally positioned to develop our customized Toolkit with action items geared towards improving the climate in CEE. While this is important for everyone in our CEE community, it is particularly critical for our MS students who only spend a year in our department.

Goal Alignment with our Proposed PDST Expenditures

The PDST Use Table (below) includes an increase of PDST of 3% per year for both resident and nonresident PDST. We will review program costs and competitiveness annually when adjusting the PDST up to these amounts. The categories of expenditures represented in the PDST Use Table do not align directly with the above Goals, since expenditures to address Goals #1-5 each span multiple spending categories. In the following paragraphs we note the connections between these categories, programmatic investments, and the above goals.

Financial Aid: To expand our recruitment of a diverse student body, we ensure a minimum of 33% return-to-aid fraction. These funds will be distributed by Department admissions officers and will be used to encourage diverse applications from California undergraduate institutions. These investments will directly contribute to Goals #1 and #2, and annual increases will allow us to keep pace with cost-of-living and tuition increases faced by future MSCEE students.

Providing Student Services: We will continue to invest in MSCEE student advising (continue supporting two Graduate Student Advising Officers) and will continue to support a staff member tasked with student-alumni relations and professional network building. Student advising staff and externally focused student-alumni staff will be part of our student support team and will coordinate efforts closely and share information on the student and alumni experiences. These investments support excellence broadly in the program and help to create an inclusive and supportive community in the MSCEE. As such, this investment will contribute to our success in reaching all our Goals.

Expanding Instructional Support Staff: This spending category includes salary paid to temporary lecturers/Prof. Emeriti for MS courses. Note that benefits for these appointments appear in the “Benefits/UCRP Cost”. This contributes directly to Goal #3.

Improving the Student to Faculty Ratio: The investment in this category provides support for LSOEs. This frees up faculty time so more MS core courses can be covered, as well as new MS courses that move our MSCEE degree forward and keep it competitive.

Benefits/UCRP Cost: This spending category spans almost all programmatic investments and includes benefits for the student services staff and the instructional support staff, including the LSOEs. This spending is a fundamental component of achieving all

Goals above.

Facilities Expansion/Renewal: MSCEE student spaces will continue to be invested in annually. Early in the PDST program we invested in classrooms, improved study space, meeting space for student affinity groups, and student lounges for most of the programs in the MSCEE. These investments in improved space are important to creating and maintaining a positive student community, which is an important component of our Diversity Strategy (Goal #1) and we will continue to update them as needed.

Other: All Graduate Student Instructor (GSI) salary and tuition costs are included in this category.

Instructional Equipment Purchases: Computer labs and classroom technology will be periodically upgraded, and some lab courses make use of expendable resources. Maintaining modern educational tools is important for all our Goals.

Other, non-salary expenses: All MS student events and expenses go into this category, as well as expenses related to support for faculty/staff going to conferences for recruiting efforts.

As a summary of the expenditures, we note that the programmatic investments breakdown as a minimum of one-third in Return-to-Aid, one-third in instruction (including GSIs, Temporary Lecturers, LSOEs, and Benefits for all of these appointments), and the remainder in support of support staff and educational facilities.

Impact to Program Without Additional PDST Support

If the MSCEE PDST increases are not approved, PDST revenues will not be able to keep pace with increases in expenses associated with GSI salaries and tuition remissions for GSIs and for MSCEE students. We have included cost of living adjustments of 3% for staff who are supporting the MSCEE. The current proposal addresses rising academic GSI salaries and tuition increases through annual increases of 3%. If these increases are not approved, our ability to provide the services and investments outlined in this proposal will be diminished, and cuts would gradually be made to instruction and staff support for the MSCEE. Further, the financial aid available would not keep pace with student costs. Over time, this will lead to a deterioration of both the educational outcomes of students in the program and the ability of the Department to pursue investments to expand representation of California residents and students from under-represented groups (URGs). As is later mentioned in Section B IX.b, students' feedback was unanimous on the importance of financial aid (given rising costs of living in our area), the benefit of having GSIs in graduate courses, and the negative impact reducing these appointments would create for the MS students, as well as the benefit of having dedicated staff who advise and work with our MS students on their study programs, as well as on the community climate in CEE.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$20,000	\$5,000	\$5,000	\$2,000	\$1,000	\$2,000	\$35,000
Benefits/UCRP Cost	\$279,213	\$8,376	\$8,628	\$8,887	\$20,153	\$20,758	\$346,015
Providing Student Services	\$309,505	\$9,285	\$9,564	\$89,374	\$37,532	\$42,848	\$498,107
Improving the Student-Faculty Ratio	\$137,700	\$4,131	\$4,255	\$4,383	\$4,514	\$4,649	\$159,632
Expanding Instructional Support Staff	\$245,886	\$7,377	\$7,598	\$7,826	\$8,061	\$8,302	\$285,049
Instructional Equipment Purchases	\$50,000	(\$30,000)	(\$18,800)	\$2,303	\$41,949	\$7,548	\$53,000
Providing Student Financial Aid	\$950,000	\$10,000	\$56,148	\$38,502	\$44,951	\$54,505	\$1,154,106
Other Non-salary Cost Increases	\$50,000	(\$7,238)	\$43,573	(\$10,803)	(\$9,277)	\$8,752	\$75,007
Facilities Expansion/Renewal	\$55,540	(\$5,183)	(\$587)	\$1,493	\$1,538	\$6,584	\$59,385
Other (Please explain in the "Additional Comments" below)	\$726,298	\$21,789	\$22,443	\$23,116	\$23,809	\$24,524	\$841,978
Total use/projected use of revenue	\$2,824,142	\$23,537	\$137,821	\$167,080	\$174,230	\$180,470	\$3,507,280

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

Additional comments: The “Other” line captures travel expenses associated with outreach and program administration costs associated with Department staff time – human resources, financial manager, and IT support, as well as limited student travel/participation in select affinity group conferences.

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.

Over the past several years, the CEE Department has reduced costs and pursued several fundraising efforts. Cost cutting efforts have included reductions in staff support (program-specific staff were eliminated in favor of a smaller number of department-level staff) and funding for instructors, including both lecturers and graduate student instructors, while retaining our MSCEE curriculum and maintaining and growing enrollments. This approach allowed us to retain our core MSCEE curricular tracks described above.

Fundraising efforts are on-going and are focused on expanding faculty and lecturer numbers to further improve the student-to-faculty ratio. As previously stated, our department has invested towards our Community Engaged Education in Civil and Environmental Engineering (CEE)² program dedicated towards advancing community engagement within research, teaching, and service across CEE and building relationships, and strengthening partnerships with local Bay Area communities. We believe community engagement is critical to CEE education and practice for the 21st century. Our programs aim not only to equip CEE faculty, staff, and students to effectively and equitably navigate through community engagement opportunities but also to support current and future generations of diverse engineering leaders and community agents. This program can improve the pipeline of URGs and CA residents into the MSCEE.

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. 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					
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	96	103	106	106	106	106
Domestic Nonresident	29	47	47	50	53	56
International	124	100	102	104	106	108
Total	249	250	255	260	265	270

Additional comments: We plan to increase the percentage of California residents in the applicant pool (our goal is to be consistently at 40%) through deliberate and strategic outreach to UC and CSU undergraduates, including waiving application fees for students coming from the CSUs. We will continue to work with CSUs as well as other colleges, and community colleges. Increasing enrollment of California residents by five students per year is achievable, but will also require us to outreach to multiple new campuses each year. We believe the CSU system is the primary opportunity to grow California enrollment in the MSCEE together with Community Colleges transfer students and our own undergraduate student's recruitment. We believe the vision of a 5-year BS-MS progression for CSU students provides a great career opportunity for students and will be an important area of enrollment growth for California residents. International student admission will be maintained at past levels. Finally, we are also working on reaching out to our college transfer students, who represent another part of a very important pipeline.

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 Degree Completion by Starting Cohort Years

Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Georgia Institute of Technology	23,427	24,130	24,854	25,600	26,368	27,159	3.0%	703	3.0%	724	3.0%	746	3.0%	768	3.0%	791
University of Illinois Urbana-Champaign	38,346	39,496	40,681	41,901	43,158	44,453	3.0%	1,150	3.0%	1,185	3.0%	1,220	3.0%	1,257	3.0%	1,295
University of Michigan	43,947	45,265	46,623	48,022	49,463	50,947	3.0%	1,318	3.0%	1,358	3.0%	1,399	3.0%	1,441	3.0%	1,484
University of Texas at Austin	26,787	27,591	28,419	29,272	30,150	31,055	3.0%	804	3.0%	828	3.0%	853	3.0%	878	3.0%	905
Massachusetts Institute of Technology	124,792	128,536	132,392	136,364	140,455	144,669	3.0%	3,744	3.0%	3,856	3.0%	3,972	3.0%	4,091	3.0%	4,214
Stanford University	87,427	90,050	92,752	95,535	98,401	101,353	3.0%	2,623	3.0%	2,702	3.0%	2,783	3.0%	2,866	3.0%	2,952
Average public comparison	33,127	34,121	35,144	36,199	37,285	38,404	3.0%	994	3.0%	1,024	3.0%	1,055	3.0%	1,086	3.0%	1,119
Average private comparison	106,110	109,293	112,572	115,950	119,428	123,011	3.0%	3,184	3.0%	3,279	3.0%	3,378	3.0%	3,479	3.0%	3,583
Average public and private comparison	57,454	59,178	60,954	62,782	64,666	66,606	3.0%	1,724	3.0%	1,776	3.0%	1,829	3.0%	1,884	3.0%	1,940
Your program	23,222	23,928	24,645	25,386	26,153	26,933	3.0%	706	3.0%	717	3.0%	741	3.0%	767	3.0%	780

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Georgia Institute of Technology	47,700	49,131	50,605	52,123	53,687	55,298	3.0%	1,431	3.0%	1,474	3.0%	1,518	3.0%	1,564	3.0%	1,611
University of Illinois Urbana-Champaign	65,733	67,705	69,736	71,828	73,983	76,202	3.0%	1,972	3.0%	2,031	3.0%	2,092	3.0%	2,155	3.0%	2,219
University of Michigan	83,101	85,594	88,162	90,807	93,531	96,337	3.0%	2,493	3.0%	2,568	3.0%	2,645	3.0%	2,724	3.0%	2,806
University of Texas at Austin	57,839	59,574	61,361	63,202	65,098	67,051	3.0%	1,735	3.0%	1,787	3.0%	1,841	3.0%	1,896	3.0%	1,953
Massachusetts Institute of Technology	124,792	128,536	132,392	136,364	140,455	144,669	3.0%	3,744	3.0%	3,856	3.0%	3,972	3.0%	4,091	3.0%	4,214
Stanford University	87,427	90,050	92,752	95,535	98,401	101,353	3.0%	2,623	3.0%	2,702	3.0%	2,783	3.0%	2,866	3.0%	2,952
Average public comparison	63,593	65,501	67,466	69,490	71,575	73,722	3.0%	1,908	3.0%	1,965	3.0%	2,024	3.0%	2,085	3.0%	2,147
Average private comparison	106,110	109,293	112,572	115,950	119,428	123,011	3.0%	3,184	3.0%	3,279	3.0%	3,378	3.0%	3,479	3.0%	3,583
Average public and private comparison	77,765	80,098	82,501	84,977	87,526	90,152	3.0%	2,333	3.0%	2,403	3.0%	2,475	3.0%	2,549	3.0%	2,626
Your program	42,201	43,113	44,040	45,001	45,988	46,998	2.2%	912	2.2%	927	2.2%	961	2.2%	987	2.2%	1,010

Source(s):

Georgia Institute of Technology	Public	12 months (30 units)	https://www.bursar.gatech.edu/student/tuition/fa24/fa24_grad.pdf
University of Illinois Urbana-Champaign	Public	9-11 months (36 units)	https://cost.illinois.edu/
University of Michigan	Public	12 months (30 units)	https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=182&college_school=22&full_half_term=35&level_of_study=38
University of Texas at Austin	Public	12 months (30 units)	https://onestop.utexas.edu/managing-costs/cost-tuition-rates/cost-of-attendance/
Massachusetts Institute of Technology	Private	24 months (66 units)	https://sfs.mit.edu/graduate-students/cost-of-attendance/grad-cost-of-attendance/
Stanford University	Private	15 months (45 units)	https://studentservices.stanford.edu/tuition-rates/2024-2025-graduate-and-professional-tuition-rates#GradEngineering

Additional comments: The comparison of program costs in this table takes into account the duration of the degree. The competing programs included in the table above do not all have the same program duration: MIT is the longest, with a program that takes two full academic years to complete (and including a research component). Michigan, Stanford, and Berkeley all have programs that are typically completed in a single academic year. Illinois, Georgia Tech and Texas M.S. degrees take three semesters; in the case of Texas, it is possible to complete the degree in two semesters plus a summer, but three semesters is more typical. Using these degree durations, the table presents the total degree costs by 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).

UC Berkeley's CEE Department and MS programs have been consistently top-ranked. The peer institutions chosen are ones that have consistently also been in the top 5-10 of national rankings. They also each compete effectively to recruit students and faculty in at least 2 of the 8 curricular tracks that the MSCEE at Berkeley spans. Three of the public institutions (Georgia Tech, Illinois-Urbana Champaign, and Texas-Austin) are the closest to Berkeley in terms of breadth of offerings and overall academic reputation and ranking. Michigan also competes strongly in 5 of the 8 curricular tracks, and is the next closest in terms of breadth of offerings. Stanford and MIT are included as private peers due to their strength in a subset of the curricular tracks in the MSCEE. Stanford competes strongly in Environmental Engineering and Engineering Project Management; MIT competes strongly in Transportation Engineering and in Environmental Fluid Mechanics and Hydrology (a sub-discipline within Environmental Engineering). Neither of these private institutions competes across the entire set of sub-disciplines, though the public peer institutions do.

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

For the purpose of the discussion here, we focus on the public peer institutions, which include Michigan, Illinois, Texas and Georgia Tech, and we are using the published tuition information for the 2024-25 academic year. It should also be noted that these programs are most similar to the set of offerings here at Berkeley, due to the fact that they all span CEE sub-disciplines (in contrast to Stanford and MIT, which offer more specialized curricula). In 2024-25, the average price for in-state students to complete the degrees at these programs is estimated to be \$33,127. The total price of the Berkeley MS degree for a California resident is \$23,222. This price point remains below our comparison set of public programs (Texas, UIUC and Michigan are at \$26,787, \$38,346 and \$43,947 respectively) but on par with Georgia Tech (\$23,427). Finally, we note that if we include the peer private institutions (Stanford and MIT), the average cost for the competition is \$57,454 (with the peer private institutions average cost at \$106,110).

For nonresidents, the total price of a Berkeley CEE M.S. degree is \$42,201 for the 2024-25 cohort. The average of our public comparators for nonresident tuition is \$63,593; including Stanford and MIT in the calculation results in an average nonresident cost for peer institutions of \$77,765. The lowest priced degree would be Georgia Tech (\$47,700) which is still higher than our degree.

In both the resident and nonresident cases, it should be noted that the Berkeley MS in CEE is broadly ranked ahead of these other programs nationally and internationally. By maintaining the position of our pricing relative to these peer institutions, while simultaneously re-investing in our M.S. program, we will preserve and strengthen this leading position. Further, it should be noted that because our degree is completed in one academic year, there is additional opportunity cost for students attending longer programs, since their career, and earning, will be delayed accordingly. Expenses associated with cost-of-living are less for a 9-month program compared to 18 or 24 month programs.

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MS in CEE. As described above, we do not want to undermine the public nature of the degree, or alter the culture of the department and program. We believe that the proposed PDST levels, including the differentiation by California residency status, strikes the appropriate balance and will remain affordable and competitive for most students. Additionally, the distribution of financial aid is projected to address concerns from the remainder of our student population. All students who participated in focus groups and town halls were in favor of the proposed increase in PDST, especially when taking under consideration the cost of a similar degree in other peer institutions and the top ranking of our MSCEE.

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

The Department of Civil and Environmental Engineering at UC Berkeley has been the academic leader for the field for decades. The Department has 7 ladder-rank professors, 2 Professors of the Graduate School and 1 adjunct professor who are members of the National Academy of Engineering; faculty, researchers, and students continuously receive national and international acclaim; students from both our BS and MSCEE programs regularly win engineering and design competitions; and graduates of our program make up the faculty ranks at institutions across the nation and around the world.

The peer institutions highlighted in the previous section are making strides to close the gap with Berkeley, but we have continued to innovate and evolve to maintain our standing, including creating new innovative academic tracks for MSCEE students, such as our newest program in “Construction Systems”, which will welcome its first cohort next Fall. Some institutions compete strongly with Berkeley in sub-disciplines (for example, MIT in Transportation Engineering, or Yale and Stanford in Environmental Engineering), but even in those fields we maintain our leadership. Many of our peer institutions have developed a breadth of sub-disciplines similar to ours. Berkeley remains the academic and intellectual leader for the field, however we must remain vigilant and maintain the excellence in our education at the MS level by frequently revisiting our curriculum and by extending competitive recruitment offers so we can continue to attract the top students in our MSCEE. PDST revenue is critical in allowing us to support our courses at a high level with GSIs and more faculty (vs lecturers) in the classroom, offering financial aid, and maintaining top level professional development and mentoring.

The Berkeley MSCEE program is carefully designed to maximize its impact on the early career individuals that enroll. Through a structured 1-year coursework-based curriculum, we are able to strike a balance between rigor and affordability that is unmatched at peer institutions. This has, in part, resulted in the MSCEE at Berkeley being the top ranked program for both Civil Engineering and Environmental Engineering for many years (US News & World Report). A key feature of the MSCEE is the combination of breadth and depth of programs that we are able to provide; all sub-disciplines within CEE are represented with excellent academic programs, faculty and staff. The closest peers in this regard are Georgia Tech, University of Illinois, and University of Texas, but the State of California’s position, both in its vulnerability to earthquakes, traffic congestion, climate change, and natural hazards and in its policy leadership, make UC Berkeley the pre-eminent program for addressing the engineering problems associated with these challenges.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	2.2%	0.9%	3.7%	4.0%	N/A	N/A
American Indian	0.7%	0.0%	0.9%	1.2%	N/A	N/A
Hispanic/Latino(a)	7.0%	10.6%	6.9%	7.2%	N/A	N/A
Subtotal Underrepresented	9.9%	11.5%	11.5%	12.4%	0.0%	0.0%
Asian/Pacific Islander	16.2%	17.7%	19.7%	18.9%	N/A	N/A
White	30.3%	25.2%	15.6%	17.3%	N/A	N/A
Domestic Unknown	1.5%	1.3%	1.8%	1.6%	N/A	N/A
International	42.1%	44.3%	51.4%	49.8%	N/A	N/A
Total	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
Socioeconomic						
% Pell recipients	21.4%	29.9%	26.6%			
Gender						
% Female	44.0%	39.0%	42.0%	44.2%	N/A	N/A
% Male	56.0%	59.0%	58.0%	54.2%	N/A	N/A
% Non-Binary	0.0%	1.0%	0.0%	0.4%	N/A	N/A
% Unknown	0.0%	1.0%	0.0%	1.2%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: N/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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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 student demographics table clearly shows that, while having achieved modest growth in representation of students from URGs (12% compared to 7% at the end of our previous PDST cycle), the growth is not reflective of the improvements in diversity that we believe we can and should achieve, and a key goal for the coming years is to continue to increase the diversity of our student body by improving access to the MSCEE as well as strengthening our reputation as a department where diversity is valued and celebrated and where everyone feels like they belong and like they can achieve their fullest potential. We will increase our efforts towards MSCEE info webinars to share details of our program, our admission rates, the experience of our current students as well as our students' post-graduate successes. We will also further pursue publishing more data on our website on admission rates, focusing on URGs and CA resident groups to eliminate misconceptions about "being impossible to get into Berkeley". In the past years, we have continued to implement several new efforts to address this issue. These efforts have helped move the needle on student enrollments, however certain programs are only now maturing and can provide real lessons learned rather than anecdotal evidence. Through evaluation of their outcomes, and through extensive conversation with students, we continue to invest towards improving the diversity of the MSCEE student body. The remainder of this section outlines the steps taken to date, what worked and what didn't work, and then outlines the strategy that we will implement in the coming years.

Based on the obviously lower representation of URGs in our students, we have focused on approaches to address this shortcoming. Specific actions implemented to date include the following: (a) expanded funding targeting students from diverse backgrounds, including first generation college students; (b) holistic review of applications, including contributions to building inclusive communities; (c) broad recruiting by the Department to admitted students; (d) program-specific recruiting. Despite these efforts, the proportion of students from underrepresented groups remains well below expectations, and we must go further. Reflecting upon the effectiveness of these actions within the faculty and through discussions with current and former students led to the following conclusions:

1. Generous funding packages from PDST and department fellowships for URG and first-generation students, while necessary, are far from sufficient to successfully recruit these students. The existing CEE community, including faculty, staff, and graduate students, is an important factor in the decisions of admitted students. Any California resident that is a member of a URG, including indigenous backgrounds, is offered fellowship funds that meet or exceed PDST fees.
2. Formal implementation of holistic review of applicants in the admissions process does successfully diversify the admitted student population. The permanent addition of graduate students in the application review process has proven very beneficial, as well as the overall awareness around the benefits of holistic evaluations and the importance of representation. The Admissions committee uses the same criteria as our campus' prestigious Chancellor's award which is designed to support students from historically marginalized/underrepresented populations in higher education.
3. Recruiting and outreach is far more successful when done at the program level, rather than Department-wide. While the department still handles certain aspects of recruitment, the majority of the work has shifted towards the individual programs, which is one of the reasons for the slight increase in the number of URG students enrolled in the MS. The program admissions officers have followed a more hands-on approach, sending personalized emails to students who we are trying to recruit, following up frequently, planning and executing individualized program and department visits to highlight strengths and opportunities within the specific programs the students are applying to. We have also strongly engaged and involved current graduate students in this process based on feedback from prospective students, who have clearly said that it is very important for them to connect with current students as it helps them visualize what life will be like as a MSCEE student.
4. The DEI Blueprint surveys that were conducted in the past 3 years have offered important data on the department's climate with respect to inclusion, belonging and the overall experience of students. We are now "unpacking" the data and trends, and formulating a Toolkit with actionable suggestions that will result in our departmental DEIBJ Strategic Plan.
5. Finally, following our Department Strategic Plan (adopted in June 2020) and the strong mention of the need to bring equity and justice into the MS curriculum, as well as our vision to prepare our students for the grand challenges of tomorrow, several new graduate courses have been added (CE292B: Climate Resilient Infrastructure Civil Studio, CE 290 inclusive infrastructure, CE 290 Plants in the Built Environment, CE 290 Ecohydrology, CE294 Disaster Risk Analysis of Infrastructure Systems)

Our Strategy to Improve Student Diversity

With reflection on these results and on the input received from students (described in the student consultation section; these engagements included town halls, focus groups, surveys, visits to program-specific student events, and meetings with student leadership committees and a student admissions committee), we have identified the need to establish a faculty-student task force that will focus on pipeline and recruitment. The task force's objectives will be to analyze data on applicant pool and recruitment and identify additional ways for outreach as well as more fresh ideas on recruitment strategies. The task force will have members from

our Graduate Studies Committee, the DEIB Committee and the Strategic Planning Committee, to facilitate coordination among these committees and their individual initiatives and activities.

Our strategy will include initiatives that are weaved in all stages of the student experience, which starts with (a) the decision to apply to Berkeley CEE (establishing the pipeline), then leads to (b) the admission process, and (c) the recruiting of admitted students, which is strongly influenced by (d) the MSCEE curriculum and the academic community in CEE at Berkeley. In discussions with current and past students, the Department appreciates the fact that these efforts must be built out in unison while maintaining certain tailored aspects to our wide range of discipline specific programs.

The details of each of these components of the strategy are outlined in the following sections but will continue to be amended through input of the task-force so that we can be responsive to ongoing current events and trends; We present the overall themes in the order in which they must be developed.

Encouraging applications/Diversifying the applicant pool: We will aggressively expand the outreach to more CSUs, as well as community colleges in coming years. In Fall 2024, we have schedule CSU and UC specific webinars to discuss the program, have created flyers to highlight the CSU fee waivers, and plan to host recruitment events in the Spring at the California Mid-Pacific conference for the American Society of Civil Engineers, which is attended by over 600 UC and CSU undergraduate students. The CSU-UCB Pathway to an MS in CEE as a 5-year analog to the California Master Plan for Education has already become a reality for some students, offering encouraging signs for further development. Success in this program will not only diversify the pipeline of applicants for the MSCEE, but it will also contribute to our goal of increasing the proportion of California residents in the MSCEE. As part of this program, we have created a webpage highlighting our commitment to diversity, access, affordability, and educational support (<https://ce.berkeley.edu/grad/degrees/promote/ms/diversity>). In addition, we are planning more organized information sessions for our UCB undergraduates to discuss graduate school options and communicate more effectively our admission rates and the pathway to a successful application. While we already do information sessions with our student honors society, we plan to expand to doing sessions for College of Engineering affinity groups as well. We will also continue programs such as the CEE Scholars program (mentioned above) as well as improve outreach to our transfer students to ensure they feel they could belong in our graduate programs. Our (CEE)² program will play an important role in further strengthening our pipeline through community engagement activities that will allow us to reach students in K-12.

Admissions Decisions: We will continue the holistic review described above, including consideration of contributions to building inclusive communities. In the past three years, the Graduate Studies Committee has 2 voting student members, and most programs are consistently engaging graduate students in the application reviews following the successful pilot for this effort in the previous PDST cycle. Our application review process has always been in compliance with Prop 209, and therefore in reviewing applications we

take into account all information provided by the applicant, including academic excellence, prior experiences that speak to challenges the applicant may have faced, the applicant's contributions to DEI-related activities and initiatives, and academic journey.

Recruitment of admitted students: All MS programs will continue their strategic and program-specific recruiting efforts that have yielded improved results in the past years, with special attention paid to CA residents and URGs. We will also work to better understand why CA residents and URGs choose to accept or decline our admission offer so we can refine our recruitment strategies. In addition, the department as well as the individual programs will continue to invest PDST, departmental and program-specific funds to offer competitive funding packages to URGs and CA residents. Thanks to improvements that we have made in terms of the overall climate in the department, current graduate students have become the best ambassadors for highlighting the MSCEE experience and value during recruitment and visit days. We will use PDST funds to support this effort (Table 2, "Other non-salary cost increases"), including funding for travel to conferences, creation of recruitment materials, and hosting recruitment events on and off- campus.

MSCEE Curriculum and Community: In addition to updating the MSCEE curriculum to include themes of equity and justice (discussed above), the Department has established and is supporting cross-cutting affinity groups and created physical space (a courtyard with meeting tables, solar charging stations) for student-led community building. Additionally, we will upscale the pilot tiered-mentorship program in one of the MSCEE Track (SEMM) and build on its recent recruiting success and to provide support to students from a wide range of backgrounds.

As mentioned above, as an additional opportunity to diversify the applicant pool for the MSCEE, we are looking internally at Community College transfer students, who enter our undergraduate program in the Junior Year. Frequently, these students use a fifth semester to complete their BS degree, which makes it challenging to transition directly into the MSCEE. We are currently considering a program that may help these students, who are almost entirely California residents and are more diverse than our current applicant pool, to consider pursuing an MSCEE. The program is to design a "six semester BS-MS program for community college transfers," which would allow community college transfers to complete both the BS and the MS requirements within 3 years of transferring to Berkeley.

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 best indicator we have for enrollment of low-income students is the number of Pell Grant recipients that enter the MSCEE. In the past three years 21-30% of our MSCEE students were Pell Grant recipients as undergraduates. The details of what is causing this

year-to-year variability are not immediately obvious, and will require attention (e.g. collecting more data, comparing with other departments, reaching out to the Graduate Division for additional insight and perspective) over a longer period of time. We will continue to emphasize our holistic review for return-to-aid with an emphasis on pipeline communities that are often higher in Pell Grant eligible students (First Generation, Low Income, CSU graduates, and Underrepresented communities, etc.) with a stretch goal of bringing this statistic to be more consistently around 30%.

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?

MSCEE has, in recent years, had a good balance between male and female students, which we believe reflects both the nature of our field, which emphasizes solving applied societal problems, and our success at developing and maintaining an inclusive environment for women in the Department. As described in Section V.b, our efforts to contribute to gender parity include the use of a holistic approach to admissions and a more deliberate approach to community-building among the students. Further, we will develop a new tiered-mentorship program to provide stronger community and peer support for students in the MSCEE. Finally, in section V.g below we speak to changes in hiring practices, and the recent successes in identifying and recruiting new women faculty members. Better gender parity in both the student and faculty populations will support one another, and lead to those outcomes being better sustained over time.

Taken together, these efforts have allowed us to maintain, and perhaps even increase, the representation of women in our graduate program. In the past three years, the percentage of female students has remained near or above 40%: 45% in 2020-21, 44% in 2021-22, 39% in 2022-23, 42% in 2023-2024, and 44.2% in Fall 2024. Within the CoE, we are one of the top engineering programs in terms of female identified enrollees along with MEng BIOE and MEng Material Science who are slightly above our numbers (at 47%-48%). While we do not have statistics on peer institutions with regard to gender parity, we are proud of these results and believe they reflect well on the culture and community that we have created. We will continue to prioritize the programs highlighted in the previous paragraph and build on these successes.

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.

With the campus-wide CSU-UCB Pathway program and our “six semester BS-MS program for community college transfers,” we are

focused on expanding the pool of applicants, particularly from CSUs and Community College transfers at Berkeley. Those efforts, as well as other efforts described in section V.b, and our enrollment plan to increase the proportion of California residents to steadily be at or above 40%, we believe our student body will better reflect the diversity of California.

Specifically with regard to URG students, we have a long way to go from our current enrollment level at 12%. Accurately reflecting the demographics of California would require increasing the representation of these students substantially, with the largest growth in Hispanic/Latino(a) students. Although there is a lot of work that needs to be done at all levels of engineering education to establish a more diverse student population, we believe that the efforts outlined in this proposal will continue our progress in moving in that direction. Our efforts of increasing our applicant pool have had positive results as well as our yields with URG students (went from 47% in 2020-2021 to 71% in Fall 2024).

For gender, the percentage of female students has remained near or above 40% over the past three years. We believe the relative gender parity in our program will persist. For Pell Grant recipients, we would like to ensure that the addition of PDST to our program does not inhibit their pursuit of the MSCEE, so our goal for Pell Grant recipients in our MSCEE student body (a surrogate for economic representation) is to consistently achieve a percentage at the high end of our recent outcomes (30%). With these demographics, we believe that MSCEE will better reflect the diversity of California, and we will be better able to support the needs of the state in addressing engineering challenges. We will continue to communicate our goals to the Admissions committee to review all self-reported information from students to identify where Pell Grant applicants may be and continue to include them in our holistic review for admissions and fellowships.

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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	1.0%	1.1%	1.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	2.1%	1.1%	1.0%
Hispanic/ Latino(a)	Domestic	8.3%	9.8%	8.9%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	12.5%	13.0%	10.9%
	International	0.0%	0.0%	0.0%
White	Domestic	74.0%	71.7%	74.2%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	1.1%	1.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	2.1%	2.2%	3.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		19.8%	20.7%	18.8%
Male		76.0%	73.9%	76.2%
Non-Binary/Unknown		4.2%	5.4%	5.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	2.2%	2.2%	4.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	15.2%	15.6%	15.9%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	17.4%	15.6%	13.6%
	International	0.0%	0.0%	0.0%
White	Domestic	65.2%	66.6%	66.0%
	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		2021-22	2022-23	2023-24
Female		34.1%	35.6%	36.4%
Male		63.6%	62.2%	61.3%
Non-Binary/Unknown		2.3%	2.2%	2.3%

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?

Berkeley CEE has been lacking in diverse faculty, both in terms of gender, in which the representation of women is well below what we see in our graduate students, and in terms of URGs. Particularly glaring is the underrepresentation of African-American and Latinx faculty. Recent changes in search practices, which have been applied in recent and current searches, particularly the inclusion of a statement on contributions to diversity, equity, and inclusion; the inclusion of a Faculty Equity advisor as a committee member; participation in equity training; and the rigorous use of rubrics are all designed to address diversity in the faculty. We go through a very rigorous process of identifying a very wide range of outlets for posting our positions, as well as always looking into lists from the Presidential Postdoc fellowships and Next Prof Nexus. The results of these changes are already evident: since 2020 11 new faculty members have joined. Of these, 6 are women, and 3 are URG. With changes like these, the makeup of the CEE faculty is slowly changing towards a more diverse faculty (going from 27% to 36% female in the past 4 years, and from 12% to 20% URG). This has an immediate positive effect towards the students as well, since the power of the role model cannot be overstated.

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 affordability goal is to ensure that financial considerations are not a barrier for students considering enrollment in the MSCEE. We use available data to inform our financial aid goals and to establish metrics to ensure that we maintain, or improve, the affordability of the program. To be specific, our goal is to maintain the percentage of Pell Grant recipients at a minimum of 30% of the MSCEE class, which would be an indication that financial aid is reaching those who need it most (ensuring access in addition to affordability). More broadly, in order to maintain the affordability of the MSCEE, we aim to maintain the percentage of domestic students who take on debt to be less than 25% (for both URG and Non-URG) and an average debt payment that is less than 5% of the median salary.

In support of these affordability goals, we will continue to have a minimum of 1/3rd return-to-aid (RTA) from the PDST. In the past 3 years, we have successfully demonstrated that program-specific distribution of RTA (at the level of the 8 programs within the MSCEE) was much more effective than distributing at the department level. This allowed for an improved understanding of the

needs of applicants and incoming students (see “Recruitment of Admitted Students” in section Vb for discussion of the importance of this in the context of student diversity). With this in mind, our RTA distribution strategy will continue to be built around the admissions officers for each program, who will receive RTA funds in proportion to the program size, and their engagement with the applicants for their program. Additionally, RTA funds will be distributed to CSU applicants and transfer students based on need, as identified by each program’s admission officer. We believe this approach will allow us to maintain access to low-income students (as discussed above in the context of Pell Grant recipients), while also increasing the diversity of our incoming cohort and enrollment of California residents. The RTA funds will be further increased with matching funds from program restricted fellowships similar to how we have been doing in the past 3 years (with great results in yield increases).

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	61.5%	56.3%	40.0%	45.5%	10.5%	22.7%
	Non-URG	24.4%	33.3%	10.0%	22.9%	19.2%	23.5%
	International	0.0%	0.0%	2.4%	3.2%	2.3%	4.8%
	All	15.4%	17.3%	8.9%	16.1%	11.4%	15.3%
Average Debt among Students with Debt*	URG	\$30,308	\$41,551	\$35,609	\$35,103	\$39,121	\$27,743
	Non-URG	\$34,383	\$39,522	\$35,760	\$29,080	\$36,207	\$40,087
	International	\$0	\$0	\$44,145	\$36,100	\$36,127	\$38,633
	All	\$33,259	\$40,111	\$36,751	\$31,000	\$36,443	\$37,759

* 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 above table shows that the percent of all students (domestic and international) graduating with debt has stayed stable in the past 3 years (fluctuating around 15%, excluding the 2021-2022 year when covid-19 and remote education affected the data significantly). It should be noted however, that this percent has decreased among URGs (from 45% to 23%), bringing the percentage

of URG students who are in debt in line with the percentage of non-URG students in debt in the most recent year. At the same time, the amount of debt among those students who did carry debt has ranged between \$36,000 to \$40,000 if 2020-21 is not accounted for, although showing to be about 30% lower in the most recent year for URG students relative to non-URG students (\$27,743 versus \$40,087). As we demonstrate above, the average amount of debt is manageable given the earning potential for the graduates of our program. We plan to continue to monitor and track this statistic in the coming years as we work to maintain the percentage of URG and domestic students with debt below 25%. We do not believe the increases proposed will substantially change the amount of debt and the proportion of students who take on debt in our program, due to the fact salaries are expected to increase at a rate comparable to the rate at which the PDST is proposed to increase. All students who participated in recent town halls and focus group consultation meetings agreed that our proposed increases in PDST will not affect affordability of the degree.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	15%	\$37,759	\$131,000	4%
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: 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.

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MSCEE. As described above, we do not want to undermine the public nature of the degree, nor alter the culture of the department and program. We believe that the current PDST levels, and continued annual growth as outlined here, including differentiating the PDST between California residents and non-residents, strikes an appropriate balance and will allow the program to remain affordable and competitive for most students. The distribution of financial aid will help address concerns for students who may be disproportionately affected.

The percentage of students who take on educational debt during the MSCEE has not increased in the past years (~ 15%). At the same time, average debt among those who do take on debt has increased slightly (from \$33,000 to \$38,000). Notably, the total amount of debt for URGs has decreased from a high of \$41,000 to \$28,000 in our most recent year. The median salary for Civil Engineers (ASCE data) is \$131,000; the ratio of monthly debt payment to income is only 4%. This level of debt is manageable given the median salary at graduation, with a monthly payment to income ratio of only 4%. We will track both this average debt data and the professional salary information to ensure that debt repayment continues to be affordable.

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.

Graduates of the MSCEE move into a wide range of careers, including NGOs and government agencies, in addition to private industry. If evidence emerges through our exit surveys that MSCEE graduates are not able to pursue the career paths or service activities that they would like, we will consider programs to provide assistance. To date, our exit surveys have not indicated that such programs are necessary. Nonetheless, we aim to explore resources for students interested in engaging in public interest careers.

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?

In several sub-disciplines of CEE (Environmental and Transportation Engineering, e.g.) graduates regularly pursue careers with lower long-term income than other branches of engineering. Examples of these careers include working for NGOs or for public agencies. Even for these graduates, however, the return on investment for the degree remains strongly positive due to the relatively high salary level for Civil Engineers with M.S. degrees relative to the indebtedness created by the PDST. This is why we track our debt levels and strive to keep our debt levels low as indicated above.

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

Our financial aid programs are described as part of the application guidelines on the department website. The details of financial aid distributions are communicated directly from faculty admissions officers to applicants and admits during the admissions and

recruiting cycle.

The distribution of financial aid across the department, including RTA on the PDST, takes need into account. The admissions officers for each of our seven programs work to identify students of need, particularly from California, who are from underserved or low-income communities. These students are priorities for need-based financial aid. Outreach to those students is done by the admissions officers through email and phone contact during the admissions and recruiting period (typically January – March each year). We have also highlighted our commitment to affordability on our webpage to promote our diversity mission (<https://ce.berkeley.edu/grad/degrees/promote/ms/diversity>).

We also have waived application fees for students coming from CSU institutions. This information was shared at in-person information sessions (pre-pandemic), in virtual information sessions, and on the Department website.

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 provide financial information as summarized in the tables above upon request. In our recruiting webinars and visit days, we provide information on costs, financial aid, and salaries. As circumstances among prospective students differ, we go into more detail during personal conversations.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

The post-COVID-19 period has been challenging in our department, as it has been across campuses as well. We returned to in person instruction in the Fall 2021, however it was not until the following year (Fall 2022) that all classes as well as other activities (social events, special seminars, networking events, etc) returned to a fully in-person mode. MS students in our program between 2021-2023 were still clearly affected by the remote learning experiences during their undergraduate years, and this translated into challenges with rebuilding our sense of community and other outreach efforts.

In addition to this, in the late Fall 2022-early Spring 2023 our department (and the whole UC system) was affected by the UAW-strike. This had a variety of consequences, first among the CEE climate, but also in terms of teaching resources and instructional support (due to lack of GSIs in some cases). Over the next few years, we anticipate increases to teaching and staffing costs due to increases from represented employee contracts. We anticipate a need to address this through curriculum reviews that emphasize student faculty connections as our priority.

While we cannot quantify the effect of the abovementioned events on application numbers, recruitment efforts and overall the MS experience, we have worked hard to collect information through various avenues so we can be responsive to the needs of our students, and our CEE community at large. The DEI Blueprint surveys we conducted between 2022-2024, have provided us with invaluable insights. Unfortunately, the response rate to the surveys has declined over the years (going from 50% in 2022, to 20% in 2023 and 15% in 2024) and each MS cohort that is surveyed is different from the previous one since our degree is only 1 year. We are currently discussing this with the Office for Faculty Equity and welfare who manage these surveys. We plan to continue to ask instructors to offer in class time for survey completion, as this seems to have worked the best in the past. In the DEI committee, we have also discussed having better communication with respect to initiatives that are direct results of the survey, to help future survey participants see the value of sharing their feedback. The data shows that the vast majority of MS students (83%) feel that members of the CEE department whose identities are underrepresented in the department or on campus (e.g., gender, sexual orient., religion, race, disability...) are valued and included, while data from our first MS Exit Survey that we conducted in Spring 2024 indicates that 73% of our MSCEE students are very satisfied or somewhat satisfied with their professional development in the department and 85% stated that the department facilitated networking opportunities with professionals in their field of study very well or somewhat well. Clearly, our efforts to build a diverse MSCEE community, within a department that students feel they belong, and they can safely achieve their professional goals, as well as our sustained efforts on professional development are proving fruitful. And the PDST revenue is critical in allowing us to do this. However, we know there is more work to be done to ensure our program offers opportunities to more CA residents and URG students and that, once on campus, all MS students are having a positive experience in the MSCEE programs.

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.

- x (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): Text
- x Scheduled in-person or virtual town-hall style meetings with students in the program to discuss the plan and solicit feedback
- x Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback
- x 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
- x Other (please describe): informal discussions during class and office hours and MS CEE Exit 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.

Process of engagement

Our MSCEE has assessed the PDST since the 2017-2018 academic year. Since the current proposal is to request a second cycle renewal, our communications and consultations (with faculty and students) primarily focused on two parts: (1) communication of PDST revenue usage (targeting transparency but also better understanding of the value it brings to the MSCEE) and (2) consultation on proposed fees and proposed spending categories/activities. The following represents our efforts to engage and consult with our students:

- Discussions have taken place during large (70+ students) upper-level undergraduate courses (e.g., CE175) that have a large % graduating senior in attendance to discuss the PDST structure and proposed fees. The students were overall in favor of the proposed fees and agreed with the revenue needed for supporting critical aspects of graduate education (e.g., GSIs).
- Two town halls were organized in the Spring 2024 where all 193 enrolled CEE MS students were invited to attend. Invitations were sent by email by the GAO to all CEE MS students, and the events were added on the MS students' calendars. The events were advertised 2 weeks in advance and multiple reminders were sent (e.g. 1 week before, 3 days before and the day before), the topic of the town halls was described in the email and food was provided. The GAO also made every effort to schedule these events at times that created the least conflicts with graduate courses (and the two events were offered on different days/times). The first town hall was scheduled as an in-person event on April 18, 2024. We only had 5 students attend, however the discussion was very valuable as it allowed us to discuss more in depth on some more program-specific elements as well. Beyond that, the students were unanimously very pleased to realize precisely how this supplemental tuition was being used and the difference it was making in their graduate education. They did not express any specific concerns on affordability when asked about the added cost of the PDST; they did, however, advise the department to improve the communication of what the PDST is and what it covers.

Given the low participation rate at the first town hall, we decided to have the second one on Zoom. The second one was therefore scheduled for May 1st, 2024. Nine students attended (different students from the previous ones), and like the first town hall, the discussion included positive feedback on the impact of GSIs in graduate education, on the importance of professional development seminars and events and of course the availability of additional dedicated staff for graduate student services. No concerns were raised regarding the affordability of the degree when students were asked about the added cost of the PDST.

- Our department participated in the MS Exit Survey that the Graduate Division developed and conducted for the first time in Spring 2023. Our department participated in Spring 2024 (the first year it ran as a pilot survey and was only distributed in the MEng and MPH programs) and we had 49 MS students respond (out of approximately 190 graduating MS students). In the survey we added some CEE specific questions that are listed below, as well as the % of the top answers where applicable:

How satisfied are you with the professional development support provided by the department during your master's studies? **70% very satisfied/somewhat satisfied (23 very satisfied, 13 somewhat satisfied)**

Were you aware of any financial assistance or funding opportunities provided by the department to support your professional development endeavors? **55% very aware/somewhat aware (8 very aware, 19 somewhat aware)**

How beneficial were department seminars and/or events for your professional growth and skill development? **82 % very beneficial/somewhat beneficial (17 very beneficial, 23 somewhat beneficial)**

How well do you feel that the department facilitated networking opportunities with professionals in your field of study? **82% very well/somewhat well (26 very well/14 somewhat well)**

Some of the comments from the open-ended question at the end of the survey are provided below, and highlight the importance of GSIs, which as mentioned in Section VII is at risk due to rising costs following the UAW strike and new contracts. Furthermore, the second comment attests to the affordability and value of the MSCEE.

“As a student, I found GSIs to be the backbone and cornerstone of the CEE department that allows students and faculty to work more cohesively and understand each other's experiences/perspective. When I had a class without a GSI, I noticed that myself and other students struggled significantly more... to the point where we commented about this fact to each other throughout the semester. Please find ways to increase departmental funding, we need more GSI's throughout the university, not less.”

“The SEMM is the best bang for my buck that I have ever got. For prospective students, I highly recommend this program to challenge their knowledge and aggressively sharpen their skills.”

Based on the data, we can conclude that students agree on the importance and effectiveness of our professional development activities, however we should improve communication of funding availability, as well as continue to hold information sessions about the PDST to maintain transparency about funds allocation. Our department will sharpen its message with respect to PDST-supported

activities, cost and funds management during Visit Days and recruitment, during orientation and onboarding of new graduate students, during semi-annual town halls and discussions to offer avenues for feedback. In an effort to raise awareness on the PDST, the department developed a new “PDST” logo that has been shared with faculty and student organizations to be used on posters and presentations as they relate to PDST-supported events/activities.

Some other comments were more critical of certain aspects, and will therefore provide excellent guidance for moving forward:

“I think more information about how to do a project instead of the comp exam should be provided. I think there should be notes on the comp exam or a known information sheet because it’s unrealistic to have no notes.”

These comments highlight the need for improved and clear documentation of expectations in milestones in the MS degree, such as the comp exam, which is currently being discussed by the Graduate Studies Committee.

- In the Fall 2024 we also organized two focus groups to discuss the PDST plan and proposal with the new MS cohort. The two focus groups targeted specifically CA residents and students in URGs. The two focus groups took place on the 19th and 24th of September and we had 13 and 8 students attend, respectively. Similar to the town hall meetings, information on the PDST was presented both in terms of budget as well as the various categories that the PDST revenue supports. Following the presentation there was ample time for discussion. The students were again unanimous in their support for our proposed increase for the PDST moving forward (by 3%) as they recognized the overall increase in all other expenses (e.g., GSIs, lecturer salaries, and general tuition). They provided insightful feedback on additional elements of professional development that could be incorporated (if funds allow) such as organizing sessions for specific certification options for engineers (e.g., LEED, PE, etc.). Finally, they expressed their concern about the possibility of not having the necessary GSIs for graduate courses, as they strongly believe that the GSIs significantly add to the educational experience.
- Finally, there have been many discussions in more informal settings, such as during class or in hallway conversations following seminars, or other social events, between department leadership and students. The overall sentiment is that once students are presented with the PDST budget and what it supports in the department and therefore how it impacts their education. There tends to be overwhelming support for the PDST as well as our proposed increase. The students have routinely commented on the value of the degree they are getting from CEE and that they firmly believe it is an extremely worthy investment. We understand that these types of discussions are harder to document and quantify in the form of statistics, however many students feel more comfortable expressing their opinions this way compared to town halls.

Based on the feedback from the above-mentioned activities, the department has formulated the proposed plan presented herein. In addition, we plan to be more proactive about discussing the PDST program during recruitment (e.g., during Visit Day), as well as once MS students arrive on campus (during the orientation sessions) and empower them to always share feedback on currently PDST-supported items and ideas on future ones. Semi-annual town halls will be planned to offer more avenues for students to provide feedback on our PDST-supported activities and suggest future additions or new directions. We will continue our efforts to build an even stronger and more diverse pipeline of applicants, we will work hard on recruiting a diverse MS cohort every year, and we will advance our alumni networking and community outreach through our unique and inspiring Community Engaged Education in Civil and Environmental Engineering (CEE)² programs.

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.

x Plan shared with Mckalee Steen on 11/1/24 .
Campus graduate student organization (i.e., your campus' GSA president)

☐ Comments or feedback was provided.

x Comments or feedback was not provided.

Nature of feedback or full comments:

☐ 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.

x 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

x 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.

Throughout the 3 years of the PDST program, the CEE Executive Committee (ExCom), which is a broad department-spanning of CEE faculty, has engaged in regular discussions of PDST levels and expenditures. Broad faculty discussion of the PDST fees and associated investments has been featured at several faculty meetings in the 2021-22, 2022-2023 and 2023-2024 academic years. The current plan and proposal were presented at a recent faculty meeting (September 18, 2024) where faculty unanimously expressed support for the PDST program, the plan for investments, and the annual increases described in this proposal. There were 23 (out of 38) faculty present (which represents 60% of our faculty) at that faculty meeting, however the slides of the presentation were shared with all CEE faculty after the meeting.

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.

- x Plan shared with Lisa Garcia Bedolla on 11/1/2024 .
Graduate Dean
- x Plan shared with Dania Matos on 11/1/2024 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)
- x Plan endorsed by Rich Lyons on 11/25/2024 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$47,040	\$49,392	\$51,862	\$54,454	\$57,178	\$60,036	5.0%	\$2,352	5.0%	\$2,470	5.0%	\$2,592	5.0%	\$2,724	5.0%	\$2,858
Prof. Degr. Suppl. Tuition (Nonresident)	\$47,222	\$50,764	\$54,570	\$58,664	\$63,064	\$67,794	7.5%	\$3,542	7.5%	\$3,806	7.5%	\$4,094	7.5%	\$4,400	7.5%	\$4,730
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,850	\$1,906	\$1,963	\$2,022	\$2,082	\$2,145	3.0%	\$56	3.0%	\$57	3.0%	\$59	3.0%	\$61	3.0%	\$62
Nonresident Suppl. Tuition	\$12,245	\$12,246	\$12,246	\$12,246	\$12,246	\$12,246	0.0%	\$1	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$290	\$305	\$320	\$336	\$352	\$370	5.0%	\$15	5.0%	\$15	5.0%	\$16	5.0%	\$17	5.0%	\$18
Est. First-Year Fees (CA resident)	\$63,196	\$66,032	\$69,000	\$72,105	\$75,357	\$78,757	4.5%	\$2,836	4.5%	\$2,968	4.5%	\$3,105	4.5%	\$3,251	4.5%	\$3,400
Est. First-Year Fees (Nonresident)	\$75,623	\$79,650	\$83,954	\$88,561	\$93,489	\$98,761	5.3%	\$4,027	5.4%	\$4,304	5.5%	\$4,607	5.6%	\$4,927	5.6%	\$5,272

* 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 a mandatory Instructional Course Materials and Services Fee and the Instructional Resilience and Enhancement Fee (IREF).

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

The UC Berkeley School of Law has trained future lawyers for 130 years. The law school, originally the School of Jurisprudence, was established on August 17, 1894. At its inception, a single instructor taught seven courses out of one classroom in North Hall. Today, there are typically 1400 students enrolled at UC Berkeley School of Law – over 1,000 students in the J.D. program – across the four degree programs: **J.D., LL.M., JSD, and Ph.D.** The building complex includes the Law Building, Simon Hall, North Addition, and South Addition. The JSP program is in a historic house on Piedmont Avenue and we currently lease a research center annex on University Avenue. Through the Jurisprudence and Social Policy Ph.D. program, we also offer an undergraduate Legal Studies major of about 450 students.

Our distinctive public mission includes a commitment to excellence and to providing access, affordability and career choice for a diverse range of students from all communities; to inspiring and assisting students to do public service in law school and throughout their careers no matter what their practice setting or field of law; and to harnessing our excellence in teaching, research, and service to tackle some of the most important, challenging and timely problems facing the state, nation and world. The impact of our public mission is magnified by our position as the flagship law school in California--the most populous and one of the most diverse states in the country.

The central purpose of UC Berkeley School of Law is to provide an outstanding legal education to all our students. Students working toward their J.D. degree engage in a rigorous, three-year, full-time program designed to teach them the necessary skills to become ethical, excellent attorneys with a commitment to increasing access to justice and advancing the public good. Graduates go on to become legal practitioners, scholars and teachers, judicial clerks and judges, policymakers, leaders in business, and change-makers. Many graduates of the J.D. program start their careers in large law firms. However, unlike some of our peers (and thanks to our investments in post-graduate support), a significant number of graduates of UC Berkeley School of Law immediately accept public interest and public service positions – at small firms and non-profits, doing direct client service and plaintiff's law or impact litigation, or working for the government. For the JD class of 2023 (the most recent available statistics), 24 percent of the graduates went into public interest positions and government positions. This is near the very highest of our peer schools. A significant benefit of earning your J.D. at UC Berkeley School of Law is the many doors it opens, while a hallmark of a UC Berkeley School of Law graduate is a commitment to serving the public interest – one that follows them no matter which path they choose.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 expiring plan covered 2019-20 through 2023-24 and originally included PDST increases of 7.5% after a PDST freeze since 2012-13; however, the plan was approved for two years, contingent on the program returning the following year with revised PDST increases that, by 2023-24, closed the gap in resident and nonresident rates such that the resident PDST rate does not exceed the nonresident PDST rate. Accordingly, our plan was approved the following year with annual PDST increases of 5% for resident students and 15% increases for nonresidents for years 2021-22 through 2023-24. The program closed the gap between resident and nonresident rates in 2023-24. In 2024-25, we were approved a one-year extension of our multi-year plan and kept PDST rates flat. During the period starting with 2019-20, new PDST revenue was used to support the four main goals: **Support Student Experience**, **Sustain and Build Faculty**, **Enhance Financial Sustainability**, and **Ensure Access**. The table below describes specific actions taken by the law school that supported each goal.

Goal 1: **Support Student Experience and Learning**

Focus on library, student services, legal writing for our classes, clinical, and summer public interest experiences for our students.

PDST used annually for this goal: \$1.485m

1. Lower student:faculty ratio in critical first-year courses, as measured by: reduction in class size in 1L Legal Research and Writing Classes (adding 3 FTE); transitioning from three large 1L course sections to four.
2. Increase access to clinical experiences for students, as measured by: adding 2-3 new clinics (each will add an LSOE and two additional FTE to enroll an additional 24-26 students per academic year. The *Racial Justice and Social Enterprise Clinic* will begin in fall 2025, the *Family Defense Clinic* received campus approval to begin its search, and the *Global Rights and Innovation Clinic* (with seminar) began in fall 2024.
3. Improve student experience by investing in student services, as measured by: hiring for a new position, *Director of Inclusion and Wellness*, and expanding the services provided by the *Director of Accessible Education*.

4. Maintain excellence in library resources, as measured by: continuing to increase budget in order to keep pace with annual expense increases of at least 3-5% in areas such as licensing, technology/computing, online subscriptions.
5. Encourage and support students doing public interest work, as measured by: increasing *Edley Grants* for public interest work (from \$5000 to \$5500/summer after the first summers and from \$6000 to \$6500/summer for second summers); increasing the amount of funding available to graduates pursuing public interest work through our *Bridge and Public Interest Fellowship Program* (from \$45,000 to \$49,500); increasing Bar Exam stipends from \$2500 to \$5500; expanding other post-graduate fellowship programs through fundraising (e.g., Larsen Fellowships).

Goal 2: Retain and Build Faculty

Focus on recruiting and retaining faculty, including through better support services.

PDST used annually for this goal: \$4.76m

1. Recruit new faculty members to ensure we are attracting leading scholars (emerging and established), as measured by: adding 23 new faculty members between 2019-2023; increases in expenditures in faculty relocation packages, faculty summer salaries, and faculty summer research budgets, all funded by PDST-revenue.
2. Retain our existing faculty, as measured by: successful retention of faculty despite competitive market, as measured by: limiting loss of Senate Faculty to no more than 2 per year.
3. Overall, show net positive growth in the size of faculty, as measured by: increasing the number of faculty to between 85-90 by 2024 (from 82 in 2019) despite the fiscal demands of this growth (from \$29m to \$34m during the same period).
4. Improving the faculty teaching experience, as measured by: reducing the class size in the large 1L sections by adding an additional large section, increasing the size of the Faculty Support Unit (from 12 to 16 FTE).
5. Attract and retain faculty by supporting innovative research in their fields, as measured by: creation of new research centers and institutes (4 since 2019); providing additional summer salary and research funding to faculty (increased from \$6.7m to \$9.1m in 2023-24; adding an empirical research group).

Goal 3: Enhance Financial Sustainability

Improve our cash flow; manage debt servicing obligations; explore new revenue streams. (See section III(c) below)

PDST used annually for this goal: \$500k

1. Meet debt servicing obligations, as measured by: making debt servicing payments despite significant financial pressure; explore options to refinance in order to avoid escalating costs in 2025 and 2026.
2. Increase fundraising efforts to assist with core operations, as measured by: creating new fundraising strategies and campaigns, and reimagining others.

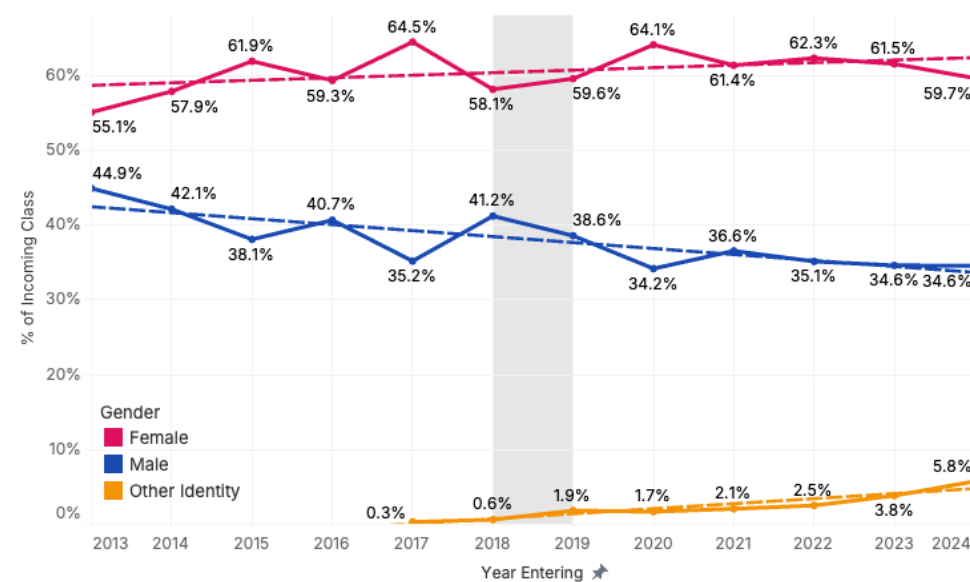
Goal 4: Ensure Access

Maintain or expand the affordability of the J.D. program while enhancing quality and diversity (within legal constraints).

PDST used annually for this goal: \$2.72m (Non-gift aid)

1. Improving the strength of matriculants to the J.D. program while maintaining to improving diversity of the classes, as measured by: increases in the LSAT and uGPA of the entering classes of 2019-2024 while also improving diversity across multiple indicators (e.g., socio-economic, race/ethnicity, gender identity, sexual orientation, Veteran status, enrollment in federally recognized tribes, etc.). See statistics in the charts below.

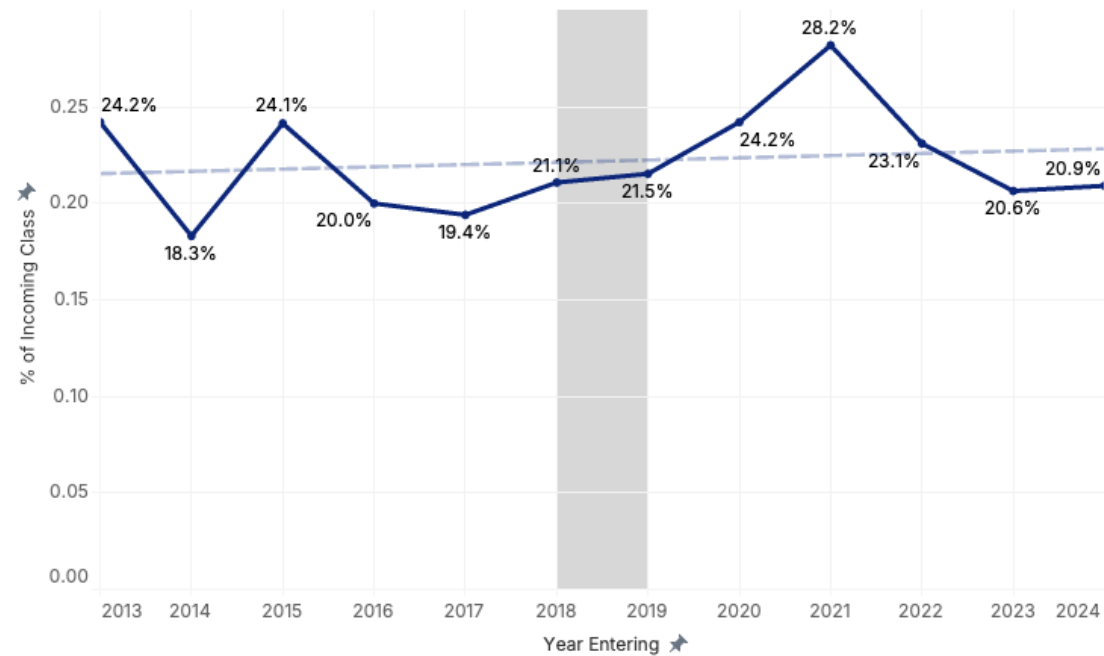
Gender of Incoming 1L J.D. Students, 2013-2024



Gender	Year Entering												Gender	2013-2018	2019-2024
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024			
Female	157	158	182	178	196	182	193	225	235	172	208	207	Female	1,053	1,240
	55.1%	57.9%	61.9%	59.3%	64.5%	58.1%	59.4%	64.1%	61.4%	62.1%	61.4%	59.3%		59.7%	61.2%
Male	128	115	112	122	107	129	125	120	140	97	117	120	Male	713	719
	44.9%	42.1%	38.1%	40.7%	35.2%	41.2%	38.5%	34.2%	36.6%	35.0%	34.5%	34.4%		40.2%	35.5%
Other Identity					1	2	6	6	8	7	13	20	Other Identity	3	60
					0.3%	0.6%	1.8%	1.7%	2.1%	2.5%	3.8%	5.7%		0.2%	3.0%
Decline to State							1			1	1	2	Decline to State		5
							0.3%			0.4%	0.3%	0.6%			0.2%
Grand Total	285	273	294	300	304	313	325	351	383	277	339	349	Grand Total	1,769	2,024
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%

	2013-2018	2019-2024
URG #	372	469
Matriculants	1,769	2,024
URG %	21.0%	23.2%

Underrepresented Groups as % of Incoming 1L J.D. Students, 2013-2024



2. Offering new, substantial gift aid programs to support diversity and public service commitment, as measured by: increase in number of *Berkeley Law Opportunity Scholars* from 13 to 30 recipients annually; creation of the *Public Interest Scholars Program*¹ and increase in number of recipients from 5 to 10-11 annually; launch of the *Native American Opportunity Plan*+² (covering all PDST for NAOP-eligible students; we were the first of the U.C. law schools to do so); launch of the *Military Promise Program*³; launch of the *Leadership Initiative*⁴ and delivery of new, related scholarships such as *Scholars-in-Law*, *Berkeley Law Innovation Scholars*, *Berkeley Justice Fellows*, etc. We also offered PDST-increase offset awards⁵ (PIOAs) from 2019-2024. Importantly, this decreased the net revenue we planned to realize based on the 2019 Regent’s approved PDST increases. While it was not a part of our initial plan, because of the COVID-19 pandemic we determined that it was critical for our students at the time. The unrealized PDST revenue (as returned to students in the form of PIOAs) during this period exceeds \$8.1m

(PDST Funds Only)

	2023-24
JD Need Merit Department ID	\$2,864,857.84
FA Deans & Matching Department ID	\$5,748,489.35
Other Student/Awards/Aid	\$1,633,992.51

¹ <https://www.law.berkeley.edu/admissions/jd/financial-aid/types-of-aid/scholarships/entering-student-scholarships/public-interest-scholars/>

² <https://www.law.berkeley.edu/article/law-school-gift-aid-program-uc-native-american-opportunity-plan/>

³ <https://www.law.berkeley.edu/admissions/jd/financial-aid/types-of-aid/financial-aid-for-active-military-and-veteran-j-d-students/#bb2-u-s-military-promise-program-0>

⁴ <https://transcript.law.berkeley.edu/issue/fall-2024/painting-a-new-picture-of-leadership/>

⁵ <https://www.law.berkeley.edu/admissions/jd/financial-aid/pioa/>

3. Increasing financial literacy programming,⁶ as measured by: launching a financial literacy program to assist our students with making fully informed and responsible decisions about their financial wellness.
4. Help students manage post-graduate debt, as measured by: offering comprehensive and personalized advising and educational programming; exploring options for the participation of federal student loan-ineligible graduates to participate in LRAP; substantially improving our *Loan Repayment Assistance Program (LRAP)*⁷ based on participant survey responses, peer comparison, and data on average salaries for public interest and government attorneys, as follows:



⁶ <https://www.law.berkeley.edu/admissions/jd/financial-aid/financial-literacy/>

⁷ <https://www.law.berkeley.edu/admissions/jd/financial-aid/loan-repayment-assistance-program/>

With respect to goals related to enhancing affordability, diversity, and quality, please refer to the following tables and charts:

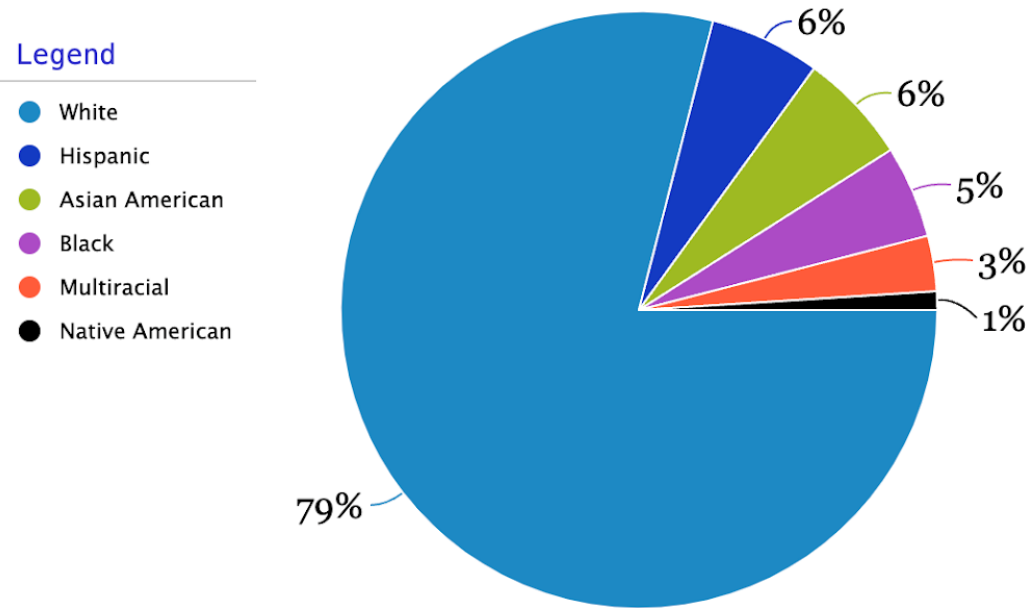
UCOP-Provided Admissions Related Figures

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	%	URG	All	%	URG	All	URG	All	%	URG	All
UC Berkeley - JD Law	2019-20	1017	6063	17%	195	1222	16%	19%	20%	65	351	19%	33%	29%
	2020-21	1200	5946	20%	288	1329	22%	24%	22%	89	392	23%	31%	29%
	2021-22	1689	8225	21%	280	1148	24%	17%	14%	101	387	26%	36%	34%
	2022-23	1494	6999	21%	219	945	23%	15%	14%	61	309	20%	28%	33%
	2023-24	1579	6904	23%	255	1124	23%	16%	16%	67	354	19%	26%	31%
	All (AVG)	1396	6827	20%	247	1154	22%	18%	17%	77	359	21%	31%	31%

Please note that we describe and think about diversity differently from the UCOP Corporate Student Center. For example, in the legal profession Asian-Americans are underrepresented. While the number of Asian American attorneys has increased recently (from 21% in 2021 to 6% in 2023, according to the ABA), Asian Americans in partnership roles; according to NAPABA, Asian Americans have the lowest partners: associates ratio and the highest attrition rate. Essentially, every group other than White/Caucasian is underrepresented in the legal profession, including Multiracial individuals; White attorneys made up nearly 80% of all attorneys in the U.S. in 2023.⁸

⁸ [Source: NAPABA, *Portrait of Asian Americans in the Law 2.0* \(2022\).](#)

Lawyers by race and ethnicity: 2023



Sources: ABA National Lawyer Population Survey, [U.S. Census Bureau](#)

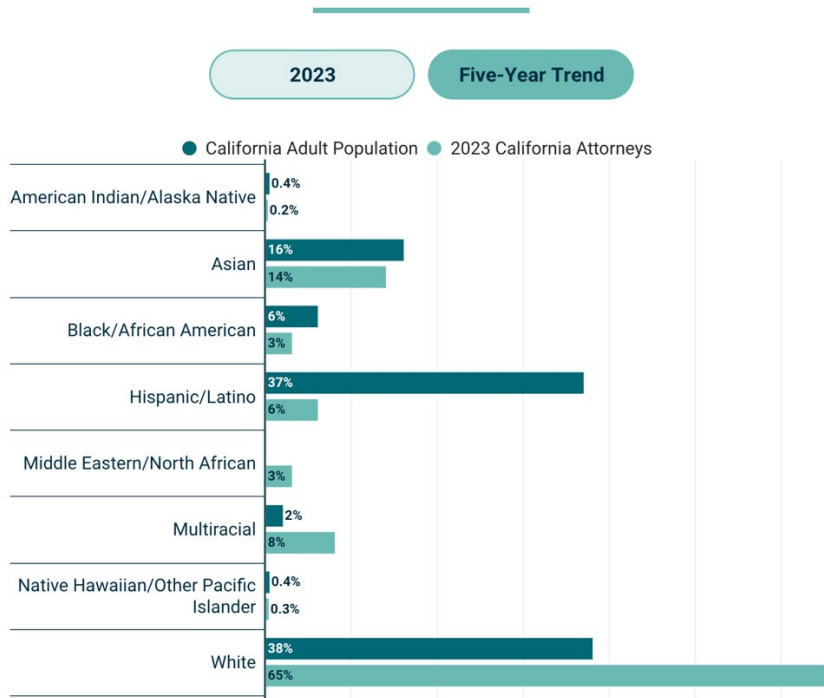


Moreover, when comparing the diversity of attorneys in California to the population of the state overall, White attorneys and Multiracial attorneys are the only groups whose representation in the profession exceeds their representation in the state population.⁹



The State Bar of California

Figure 1. Race/Ethnicity
California's 2023 Attorney Population
Compared with California's Adult Population



⁹ [Source: The State Bar of California's Diversity Report Card \(2023\).](#)

Each year we post a summary Class Profile on our Admissions website. The most recent profile is below.

JD CLASS OF 2027*

APPLICATIONS

Number of
applications
received

6,526

1L class
of 2027

350

ACADEMIC BACKGROUND

5 most common
undergraduate majors:

Political Science
Philosophy
Humanities
History
Economics

8%

Students entering with
advanced degrees

14%

Received a degree in a
STEM field

3.87

Median GPA

3.80 - 3.95 25th-75th
Percentiles

170

Median LSAT

167 - 172 25th-75th
Percentiles

AGE BREAKDOWN



GENDER BREAKDOWN



DIVERSITY FIGURES

16%

First in their family to
receive a college degree

35%

Identify as LGBTQIA+

50%

Students of color

GEOGRAPHIC REPRESENTATION



39

States
represented

9

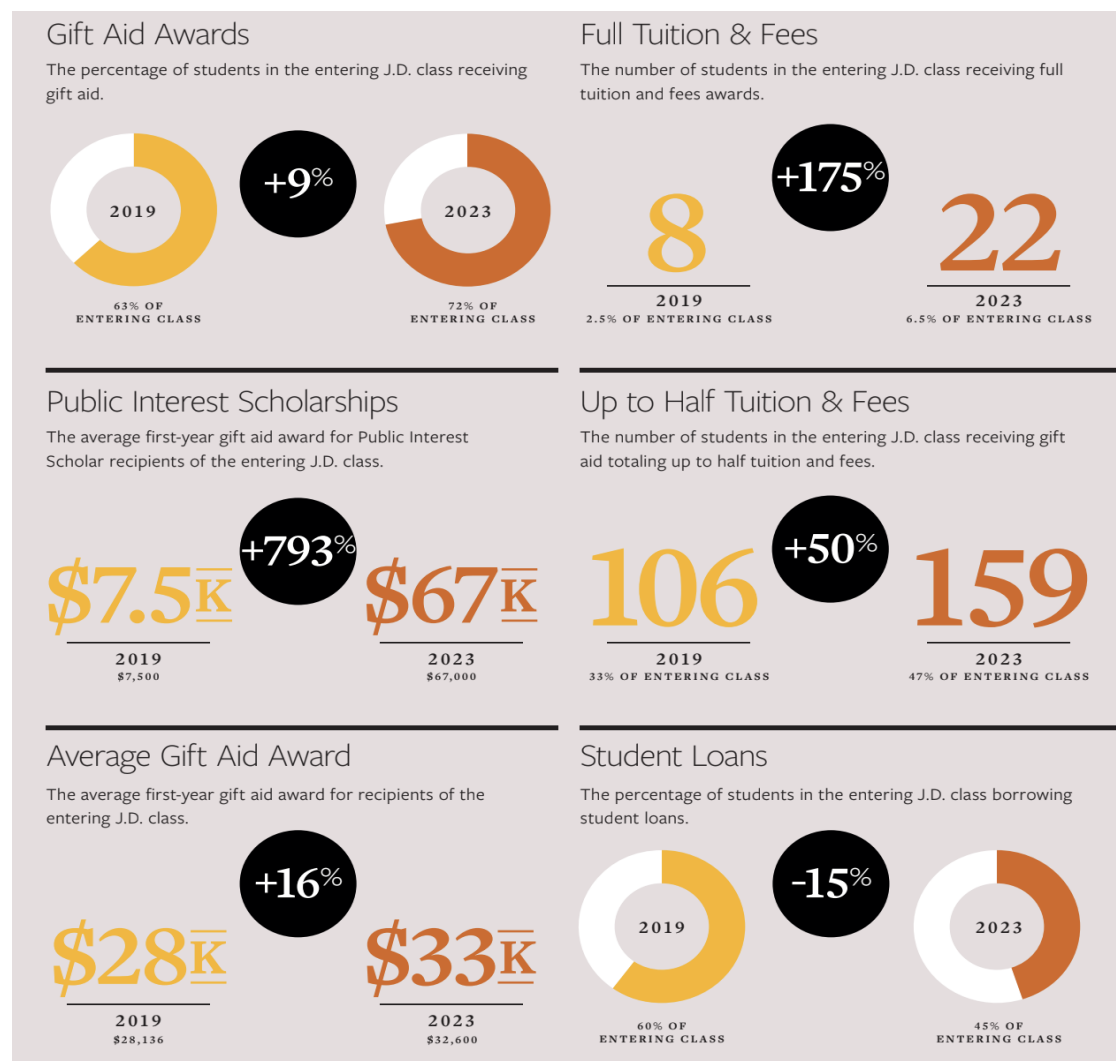
Countries
represented

*Numbers reflect the 2024-25 entering class as of August 19, 2024

Our ability to improve quality, diversity and access is directly expressed by the dramatic growth in our financial aid programs. Since 2019, we have increased our spending on aid programs every year. **The total increase from 2019-2024 is over \$10 million dollars.** We also **exceed** the RTA threshold established by the UC Regents every year.

As costs have increased and campus support has waned, we are pulling more financial aid resources from gift and endowment funds. While we are grateful that these funds are available, this also means that we are using them for this purpose rather than for other possible needs at the law school.

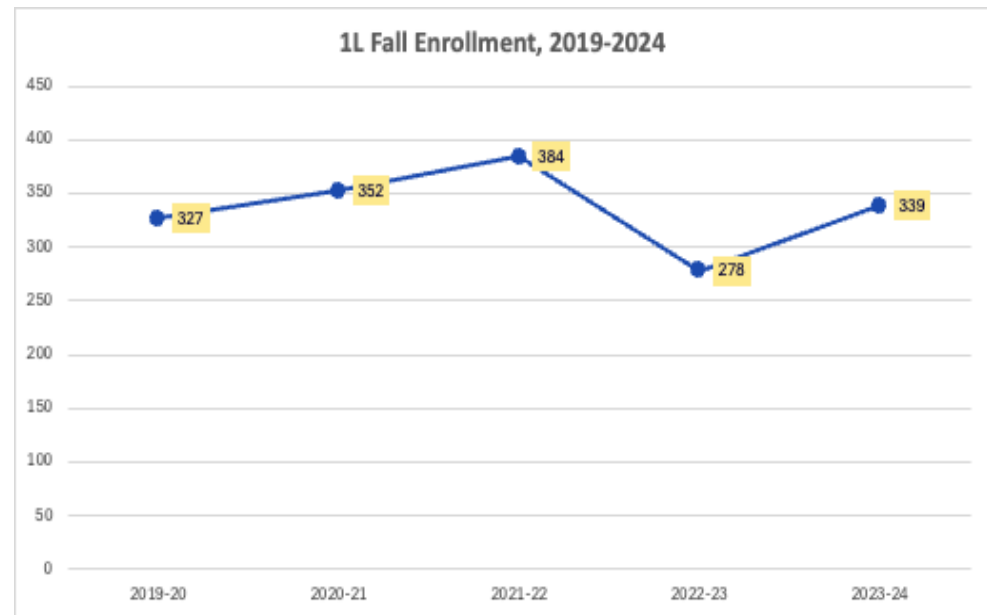
Note: PDST Increase Offset Awards (PIOAs) and COVID-related enrollment variability has meant that, despite the approved multi-year PDST increase plan from 2019, our actual PDST revenue has not developed steadily year-over-year. In spring 2024, we did a deep dive into the increases in financial aid spending and the allocation of those funds. **The infographic on the right summarizes some of our key findings.**



Source: [Berkeley Law Transcript Magazine](#), "Forward on All Fronts," by Andrew Cohen. Spring 2024 (pg. 20-41)

Impact of COVID-19: The COVID-19 pandemic required us to quickly adjust, redeploying resources to meet unanticipated needs and to sustain our existing commitments in the face of new challenges. When we looked at our scholarship spending in recent years, we realized the extent to which we had allocated financial resources to **“Confidence, Comfort, Community.”**¹⁰ Each of these elements was vital through the pandemic and in its wake; as students, faculty, and staff returned to campus and we jointly navigated our new reality. While our goals themselves did not change, how we met those goals and measured success did. Financial need, academic support needs, social-emotional needs, safety and operational needs, student training needs, and academic needs (as new areas of law developed, including public health, public safety, election law, law of international conflicts, AI law, etc.) coalesced to create unanticipated financial pressures and priorities. For example, new students began to enroll who had not had the same opportunities for internships and work during college. This created demand for new experiential learning opportunities, including expansion of the clinical program.

We also had to manage COVID-19 enrollment volatility. Increased yield in the 2019-20 admissions cycle resulted in higher than anticipated first year J.D. class enrollment for fall 2020. When those students matriculated, they were in entirely online instruction, meaning that we could accommodate them despite the limitations on classrooms. However, the following year, when instruction returned to in person, the limited number of classrooms, particularly for large course, meant that we need to constrain first year enrollment. Given the combination of fire marshall requirements (approx. 359 people can be accommodate in first year classes) and ABA requirements that classes take place in contiguous space controlled by the law school, we could not return to 350 from 380. We returned to 350 new JD students the following year, however, this also meant that in 23-24, we had two classes of 350 and one class of 280, reducing enrollment below the optimal number.



Furthermore, as shown on the right, enrollment in LL.M. programs became less reliable, especially our Executive Track LL.M. program. Enrollment is negatively impacted by travel restrictions, visa limitations, and a general decrease in transnational mobility during the same period. It became much more difficult to predict enrollment in those programs, which created pressure on J.D. enrollment. While larger J.D. class sizes *might* have created additional, unanticipated revenue, the reality was different. Our revenue has not kept pace with increased costs when the larger context is considered. Yet expenses such as staff and faculty salaries, building maintenance, and debt servicing did not shrink. In fact, post-pandemic inflation and cost of living expenses led to campus-wide salary pressures and unplanned increases. Changes in the labor landscape (such as the UAW collective bargaining agreement and a related settlement agreement) are impacting our bottom line in ways we could not have anticipated. Changes in existing collective bargaining agreements and new CBAs have significantly impacted operating costs.

CHART: 1L Enrollment Variability, 2019-2024¹¹

Table 1: ENROLLMENTS

JD ENROLLMENTS				
Description	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget
Enrollments				
Incoming 1L Resident	244	187	156	170
Incoming 1L Non-Resident	141	123	183	189
Transfers Resident	0	24	21	25
Transfers Non-Resident	0	6	9	20
Continuing - 2L Resident	198	241	177	154
Continuing - 2L Non-Resident	152	140	111	181
Continuing - 3L Resident	295	195	280	175
Continuing - 3L Non-Resident	71	151	115	110
Melts Resident				
Melts Non-Resident				
Total Enrollment	1101	1067	1052	1024
LLM ENROLLMENTS				
Description	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget
Enrollments				
TLLM - Fall & Spring	210	241	283	275
PLLM - Summer Incoming	55	33	25	35
PLLM - Summer Returning	50	49	33	35
HLLM - Hybrid	45	33	27	33
Total Enrollment	360	356	368	378

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?

¹¹ Datasource: American Bar Association Standard 509 Reports.

Our status as one of the country's leading public law schools, and our aspiration to be the very best, presents unique opportunities and challenges in the years ahead. Many things in legal education have changed, and competition has greatly increased: for top students, for leading faculty, for placement in coveted post-grad positions, and more. If any of these areas falter, the others can follow. Our ability to fulfill our mission and vision for our students requires significant, sustained investment in core operations and potential growth areas.

PDST revenue has not kept pace with steadily increasing operating costs such as staff and faculty salaries, building maintenance, and debt servicing. Post-pandemic inflation and cost of living expenses led to campus-wide salary pressures and unplanned increases. Changes in the labor landscape (such as the UAW collective bargaining agreement and a related settlement agreement) have impacted our bottom line in ways we could not have anticipated. Changes in existing collective bargaining agreements and new CBAs have substantially affected operating costs.

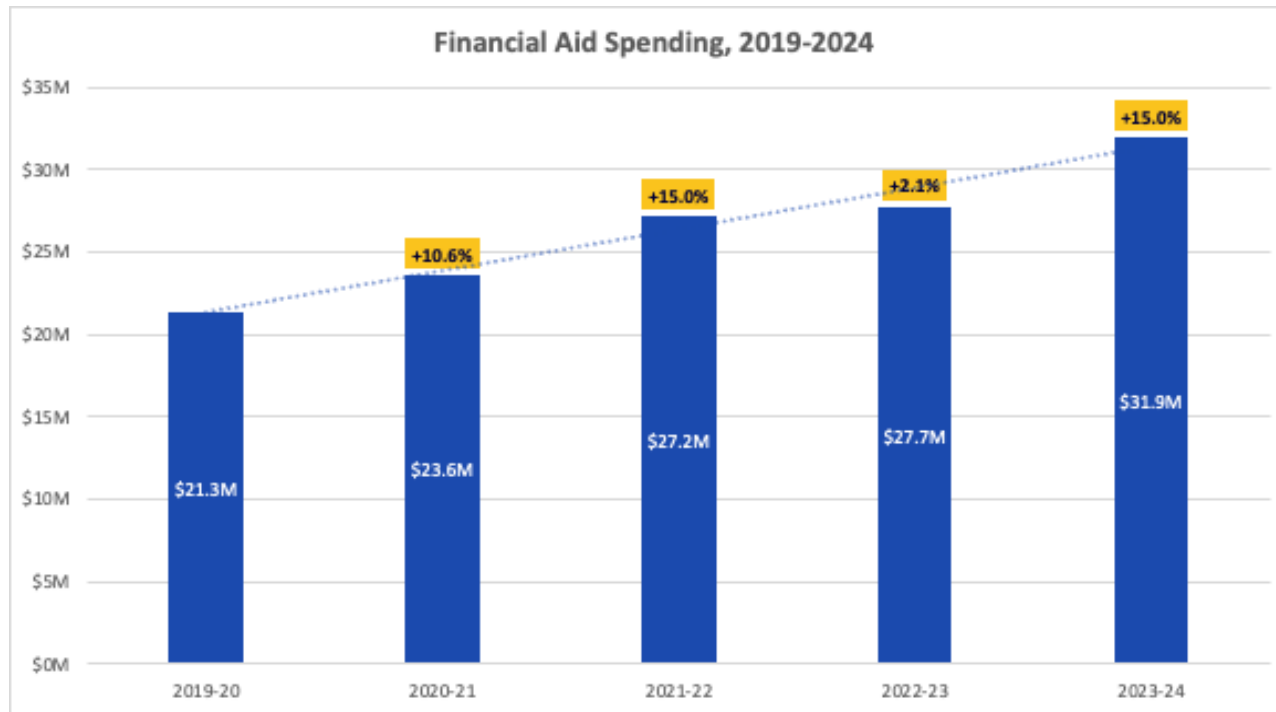
	Increase of Expenses over 5 years				
	2019-20	2020-21	2021-22	2022-23	2023-24
Summer Salary	\$4,700,956	\$ 4,569,764	\$ 4,214,306	\$ 4,997,158	\$ 5,622,808
Faculty Budgets (Travel, Relocation, etc)	\$2,433,167	\$ 1,821,031	\$ 2,527,447	\$ 3,288,939	\$ 3,511,822
JD Lecturers	\$2,206,502	\$ 2,225,989	\$ 3,082,693	\$ 3,112,695	\$ 3,460,401
LSOE Salaries/Wages	\$1,275,140	\$ 2,698,794	\$ 3,021,599	\$ 3,283,092	\$ 3,589,889
Clinic Salaries/Wages	\$1,210,047	\$ 1,560,591	\$ 2,042,244	\$ 2,685,016	\$ 2,525,631
Center Salaries/Wages	\$6,087,411	\$ 6,916,969	\$ 8,223,565	\$ 10,332,766	\$ 11,580,916
Staff Support Units Salaries/Wages (Operations, Admin, Gifts, Library, etc)	\$37,904,753	\$ 37,303,824	\$ 38,726,888	\$ 39,845,816	\$ 44,783,745
All Other Non-Comp	\$33,674,058	\$ 32,628,485	\$ 40,054,540	\$ 43,997,976	\$ 50,595,722
	\$89,492,034	\$ 89,725,448	\$ 101,893,281	\$ 111,543,458	\$ 125,670,934

Without PDST increases, we foresee facing difficult decisions regarding our priorities. **Accordingly, we propose annual PDST increases of 5% and 7.5% for resident and nonresident students, respectively, for each year of our multi-year plan.**

To realize our purpose requires us to simultaneously focus on a wide range of mutually reinforcing activities, investments, and initiatives. New PDST revenue will be used to build systems and infrastructure, including staff, that can support and extend our efforts in each of the following areas :

- Supporting leading faculty and scholars in their fields (their excellence, diversity, development, research, and retention). A recent study ranked Berkeley Law sixth in the country in scholarly influence as measured by citation count. We must retain this faculty as much as we can and continue to recruit new outstanding faculty members.
- Attracting the strongest and most diverse students and providing a comprehensive and multi-faceted approach to outreach (pipeline program development, etc.) and recruitment (student financial assistance, etc.) that ensures access to the program and law school.
- Enhancing the student educational and overall experience and helping them to achieve their professional and career goals (e.g., adding additional on-campus recruitment programs, judges-in-residence, etc.).
- Encouraging and investing in public service and pro bono work through programming (e.g., the pro bono program, including Student Initiated Legal Projects and Berkeley Alternative Service Trips, and clinical opportunities) and resources (e.g., ensure LRAP keeps pace with salaries, growing the Public Interest Scholars program, etc.). We are proud to be among the very best law schools in placing our students in public interest jobs. This reflects substantial investment of resources in summer grants, public interest career counselors, fellowships, and loan repayment assistance. For example, we previously received \$1.8 million from the Office of the President for public interest summer grants and fellowships. However, this funding recently ended. The Law School has absorbed this entire cost and pays for it out of our revenue. Without a PDST increase, this would be difficult to sustain.
- Maintaining and improving the physical plant, including classrooms, other teaching spaces, and core operations. ABA Standards require that law schools have full control over their physical space. Due to this requirement by our accrediting body, we are unable to use classroom and office space on other parts of campus and instead must rent or lease new facilities when we grow beyond our current space.
- Improving safety and security by investing in technology (e.g., cameras, access control systems, and additional SPOs or similar personnel, etc.)
- Innovating in areas such as curriculum and pedagogy for the purposes of incorporating emerging areas of study, embracing cross-disciplinary problem-solving and advocacy, preparing students for the Bar Exam, introducing students to numerous career opportunities, teaching real-world skills, and responding to the changing landscape of legal education and the practice of law.
- Amplifying our global reach and impact.
- Increasing our financial resilience to weather changes and volatility in legal education, especially in a competitive landscape with shifting perceptions of law school quality.
- Continuing to support students with robust financial aid, including need based aid. We have seen an increase on average of 10% annually.

CHART: Financial Aid Growth 2019-2024



The PDST increase is essential to maintain the quality of our program. Our plan, too, is that the quality of our program overall will improve because of additional PDST revenue. The increases will allow us to attract new faculty members and retain our faculty in the face of significant peer competition. Berkeley Law is constantly facing retention issues with regard to our faculty. In the last two years, we have lost two faculty members to Stanford (Bobby Bartlett and Orin Kerr) and one to Columbia (Rebecca Wexler). Three of our faculty members now have offers at NYU. Two others are interviewing at Stanford. We also have had several successful retentions. Inevitably, retentions require substantial Law School expenditures in summer salary and research budgets, which are paid out of the Law School's budget. Additionally, recruitments require these expenditures from the Law School, as well as for Faculty Relocation Allowances. All of this comes from Law School funds and not from campus money. The increased PDST is vital to allow us to continue to retain and recruit outstanding faculty. We can continue to sustain our financial aid programs, stabilize enrollment, and maintain or strengthen diversity. We will be able to invest in public interest program growth (clinic expansion, pro bono efforts, summer, and post-grad funding, etc.), build core capacity to address course enrollment pressures (in tax and business law courses, for example), and explore emerging areas of interest amongst our students and societal needs (e.g., artificial

intelligence, cybersecurity, public health, Federal Indian and Tribal law, etc.) The student experience will improve as well. For example, we moved from three to four “super mods” (the large 1L courses) to lower student: faculty ratio in those critical courses. We would like to be able to sustain that effort. We have added one clinic and are tentatively planning to add several more but require additional PDST revenue to do so.

If our proposed PDST levels are not approved, there is no way we can sustain this amount of financial aid funding and meet other core obligations. For example, we may have to cut or limit participation in some of the new scholarship programs since 2019. We have increased the number of Berkeley Law Opportunity Scholars and Public Interest Scholars and expanded programming; without a PDST increase we may need to reduce the number of recipients or reduce offerings. We may have to reduce staff size. We may lose key faculty members deciding between UC Berkeley School of Law and other peer schools or fail to retain faculty who receive stronger offers from competitors. Simply put, maintaining our excellence depends on receiving a PDST increase.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-26 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$2,150,000	\$325,479	\$111,737	\$119,104	\$172,077	\$183,386	\$3,061,783
Benefits/UCRP Cost	\$6,776,733	\$1,025,899	\$352,192	\$375,411	\$542,382	\$578,027	\$9,650,644
Providing Student Services	\$2,400,000	\$363,325	\$124,730	\$132,953	\$192,086	\$204,710	\$3,417,804
Improving the Student-Faculty Ratio	\$11,500,000	\$1,740,934	\$597,665	\$637,066	\$920,414	\$980,901	\$16,376,979
Expanding Instructional Support Staff	\$2,318,559	\$350,996	\$120,497	\$128,441	\$185,568	\$197,763	\$3,301,825
Instructional Equipment Purchases	\$2,153,032	\$325,938	\$111,895	\$119,272	\$172,320	\$183,645	\$3,066,101
Providing Student Financial Aid	\$16,366,378	\$2,477,633	\$850,574	\$906,649	\$1,309,899	\$1,395,983	\$23,307,116
Other Non-salary Cost Increases	\$2,600,808	\$393,725	\$135,166	\$144,077	\$208,158	\$221,838	\$3,703,772
Facilities Expansion/Renewal	\$1,750,000	\$264,925	\$90,949	\$96,945	\$140,063	\$149,268	\$2,492,149
Other GSI/GSR/Students	\$149,278	\$22,599	\$7,758	\$8,270	\$11,948	\$12,733	\$212,585
Total use/projected use of revenue	\$48,164,788	\$7,291,452	\$2,503,164	\$2,668,186	\$3,854,916	\$4,108,252	\$68,590,758

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

Additional comments: There is a larger increase the first year due to a lower 3L class graduating after 2024-25.

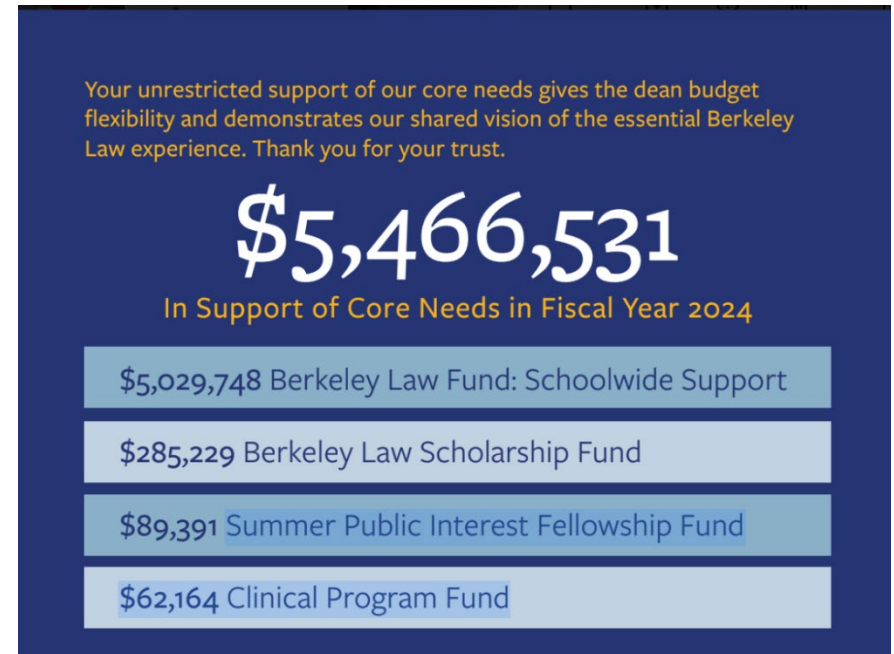
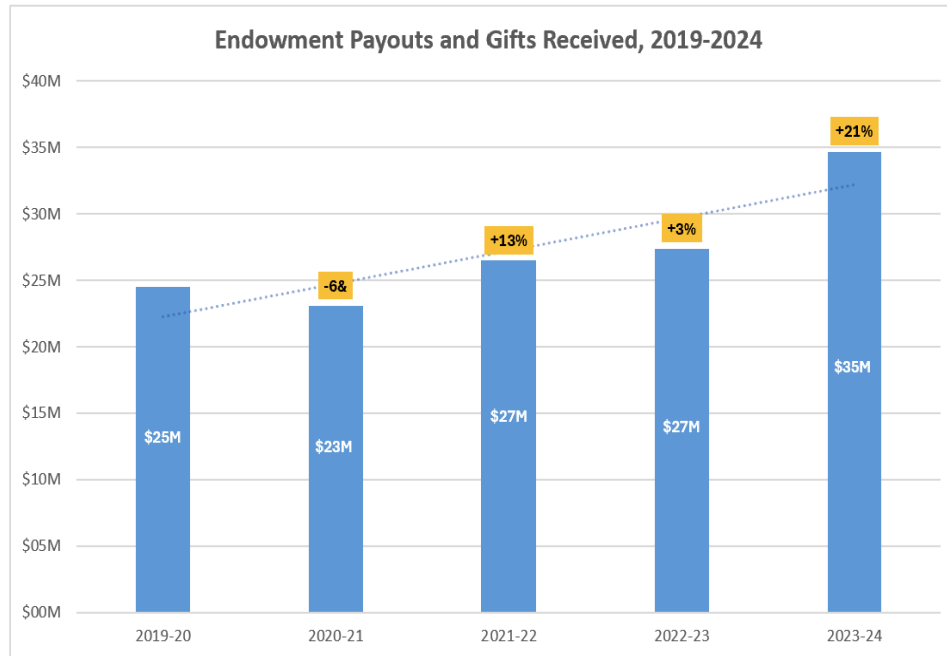
III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

Cost-Cutting Efforts Related to the J.D. Program undertaken to avoid PDST increases even greater than proposed:

- Administrative and Operational Area Consolidation: (1) Eliminated the Advanced Degree Program department and placed the staff and operations under existing departments. Specifically, the student and career advisors for LL.M. and JSD students now report to the Dean of Students. The LL.M. and JSD admissions and financial aid functions are now under the Dean of Admissions and Financial Aid. This not only reduces administrative overhead, it also supports resource-sharing, cross-training, and greater belonging for all students. (2) Combined Building, Facilities, and Operations into a single team under one administrative lead, reducing the number of senior administrators. The above resulted in the elimination of two senior leadership positions: the Director of Facilities and Administration and the Assistant Dean of Advanced Degree programs.
- Position Control: (1) Established a position control system for managing proposed staff recruitments. This includes establishing new systems of approval for recruitments, for retention, equity, and other salary increase requests, and for proposed reclassifications. (2) We are rolling out a similar system on the academic side (non-faculty positions). This reduces expenses permanently by encouraging some units to reorganize or use other fund sources such as reserves, and it ensures that soft-money funded positions are temporary and do not create future, permanent obligations for the law school.
- Budget Reductions: Working with administrative leaders, proposed reductions in operational costs for large events such as Alumni Reunion Weekend. We are also planning a 10% reduction in Travel and Entertainment expenditures by departments in FY26.
- Policy Articulation & Refinement: Taking steps to clarify and disseminate internal policy to curb expenditures in such areas as: (1) student social activities, (2) staff morale activities, (3) travel and entertainment, (4) after hours events, (5) faculty office furnishings.

Fundraising Efforts:

We have significantly ramped up fundraising efforts since 2019 as shown in the chart on the following page. This has resulted in improved fundraising results in both current use gifts and endowed funds. However, the vast majority of gifts to the law school come in as **restricted** funds. These are designated for specific purposes, initiatives, or research. For example, we created a new



Justice Center fundraised to create the Larsen Fellowships, and the Policy Advocacy brought in funds to hire additional clinical teaching fellows.

These are important efforts with direct, positive impact on the educational mission and student experience. However, they do not go towards offsetting our increased investment in financial aid, nor to adding pro bono opportunities and the Edley Grants. As the

infographic shows, of the \$35m raised in 2023-24, only \$5.4m was unrestricted gifts that could assist with meeting core needs.

Notably, we see significant potential for additional fundraising and will continue to focus on this area. For example, in 2023-24 only 15.3% of alumni made a gift or pledge to the law school. We are focusing on driving the participation rate up, engaging with alumni earlier, and encouraging unrestricted gifts for maximum flexibility.

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					
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	528	650	562	509	509	509
Domestic Nonresident	418	377	447	481	481	481
International	76	83	81	80	80	80
Total	1022	1110	1090	1070	1070	1070

Additional comments: One of our areas of focus is stabilization of enrollment that was affected by the COVID-19 pandemic. We feel that the ideal size of the entering 1L class is 330-340 students, with an additional 30-40 2L transfers. Due to limited building space, we cannot add more students during the academic year.

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.

Market Comparisons: Total Charges to Complete Degree by Cohort Start Year

Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	225,555	232,322	239,292	246,471	253,865	261,481	3.0%	6,767	3.0%	6,970	3.0%	7,179	3.0%	7,394	3.0%	7,616
University of Virginia	230,890	237,817	244,952	252,301	259,870	267,666	3.0%	6,927	3.0%	7,135	3.0%	7,349	3.0%	7,569	3.0%	7,796
University of Minnesota	159,657	164,447	169,380	174,461	179,695	185,086	3.0%	4,790	3.0%	4,933	3.0%	5,081	3.0%	5,234	3.0%	5,391
Columbia University	253,108	260,701	268,522	276,578	284,875	293,421	3.0%	7,593	3.0%	7,821	3.0%	8,056	3.0%	8,297	3.0%	8,546
Duke University	238,308	245,457	252,821	260,406	268,218	276,265	3.0%	7,149	3.0%	7,364	3.0%	7,585	3.0%	7,812	3.0%	8,047
Harvard University	238,308	245,457	252,821	260,406	268,218	276,265	3.0%	7,149	3.0%	7,364	3.0%	7,585	3.0%	7,812	3.0%	8,047
New York University	247,130	254,544	262,180	270,045	278,146	286,490	3.0%	7,414	3.0%	7,636	3.0%	7,865	3.0%	8,101	3.0%	8,344
Northwestern University	237,084	244,197	251,523	259,069	266,841	274,846	3.0%	7,113	3.0%	7,326	3.0%	7,546	3.0%	7,772	3.0%	8,005
Stanford University	230,195	237,101	244,214	251,540	259,086	266,859	3.0%	6,906	3.0%	7,113	3.0%	7,326	3.0%	7,546	3.0%	7,773
University of Chicago	245,847	253,222	260,819	268,644	276,703	285,004	3.0%	7,375	3.0%	7,597	3.0%	7,825	3.0%	8,059	3.0%	8,301
University of Pennsylvania	249,102	256,575	264,272	272,200	280,366	288,777	3.0%	7,473	3.0%	7,697	3.0%	7,928	3.0%	8,166	3.0%	8,411
Yale University	228,863	235,729	242,801	250,085	257,588	265,316	3.0%	6,866	3.0%	7,072	3.0%	7,284	3.0%	7,503	3.0%	7,728
Average public comparison	205,367	211,529	217,875	224,411	231,143	238,078	3.0%	6,161	3.0%	6,346	3.0%	6,536	3.0%	6,732	3.0%	6,934
Average private comparison	240,883	248,109	255,553	263,219	271,116	279,249	3.0%	7,226	3.0%	7,443	3.0%	7,667	3.0%	7,896	3.0%	8,134
Average public and private comparison	232,004	238,964	246,133	253,517	261,123	268,956	3.0%	6,960	3.0%	7,169	3.0%	7,384	3.0%	7,605	3.0%	7,834
Your program	198,228	207,138	216,462	226,219	236,816	248,297	4.5%	8,910	4.5%	9,324	4.5%	9,757	4.7%	10,597	4.8%	11,481

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	234,828	241,873	249,129	256,603	264,301	272,230	3.0%	7,045	3.0%	7,256	3.0%	7,474	3.0%	7,698	3.0%	7,929
University of Virginia	240,163	247,368	254,789	262,433	270,306	278,415	3.0%	7,205	3.0%	7,421	3.0%	7,644	3.0%	7,873	3.0%	8,109
University of Minnesota	189,998	195,698	201,569	207,616	213,844	220,259	3.0%	5,700	3.0%	5,871	3.0%	6,047	3.0%	6,228	3.0%	6,415
Columbia University	253,108	260,701	268,522	276,578	284,875	293,421	3.0%	7,593	3.0%	7,821	3.0%	8,056	3.0%	8,297	3.0%	8,546
Duke University	238,308	245,457	252,821	260,406	268,218	276,265	3.0%	7,149	3.0%	7,364	3.0%	7,585	3.0%	7,812	3.0%	8,047
Harvard University	238,308	245,457	252,821	260,406	268,218	276,265	3.0%	7,149	3.0%	7,364	3.0%	7,585	3.0%	7,812	3.0%	8,047
New York University	247,130	254,544	262,180	270,045	278,146	286,490	3.0%	7,414	3.0%	7,636	3.0%	7,865	3.0%	8,101	3.0%	8,344
Northwestern University	237,084	244,197	251,523	259,069	266,841	274,846	3.0%	7,113	3.0%	7,326	3.0%	7,546	3.0%	7,772	3.0%	8,005
Stanford University	230,195	237,101	244,214	251,540	259,086	266,859	3.0%	6,906	3.0%	7,113	3.0%	7,326	3.0%	7,546	3.0%	7,773
University of Chicago	245,847	253,222	260,819	268,644	276,703	285,004	3.0%	7,375	3.0%	7,597	3.0%	7,825	3.0%	8,059	3.0%	8,301
University of Pennsylvania	249,102	256,575	264,272	272,200	280,366	288,777	3.0%	7,473	3.0%	7,697	3.0%	7,928	3.0%	8,166	3.0%	8,411
Yale University	228,863	235,729	242,801	250,085	257,588	265,316	3.0%	6,866	3.0%	7,072	3.0%	7,284	3.0%	7,503	3.0%	7,728
Average public comparison	221,663	228,313	235,162	242,217	249,484	256,968	3.0%	6,650	3.0%	6,849	3.0%	7,055	3.0%	7,266	3.0%	7,484
Average private comparison	240,883	248,109	255,553	263,219	271,116	279,249	3.0%	7,226	3.0%	7,443	3.0%	7,667	3.0%	7,896	3.0%	8,134
Average public and private comparison	236,078	243,160	250,455	257,969	265,708	273,679	3.0%	7,082	3.0%	7,295	3.0%	7,514	3.0%	7,739	3.0%	7,971
Your program	239,228	252,166	266,004	280,811	298,425	319,076	5.4%	12,938	5.5%	13,838	5.6%	14,807	6.3%	17,614	6.9%	20,651

Sources:

University of Michigan <https://michigan.law.umich.edu/resource-center/tuition-rates-and-cost-attendance>
University of Virginia <https://www.law.virginia.edu/financialaid/annual-cost-attendance-budget>
University of Minnesota <https://law.umn.edu/admissions/jd/tuition-financial-aid-2024-2025>
Columbia University <https://www.law.columbia.edu/about/departments/financial-aid/jd-and-llm-tuition-and-fees>
Duke University <https://law.duke.edu/apply/tuition>
Harvard University <https://hls.harvard.edu/sfs/financial-aid/financial-aid-policy/cost-of-attendance/>
New York University <https://www.law.nyu.edu/financialaid/budgetandbudgeting/studentexpensebudget>
Northwestern University <https://chicagofinancialaid.northwestern.edu/tuition/pritzker-school-of-law.html>
Stanford University <https://law.stanford.edu/apply/tuition-financial-aid/cost-of-attendance/>
University of Chicago <https://www.law.uchicago.edu/financialaid/budget>
University of Pennsylvania <https://www.law.upenn.edu/admissions/grad/financing-your-education.php>
Yale University <https://law.yale.edu/admissions/cost-financial-aid/cost-attendance>

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 law schools we have selected as peers, despite being different from one another in some ways, also share many similarities. While it would be easy to point to overall rankings and prestige (this group represents those schools collectively acknowledged as the top fourteen (“T14”) in the U.S., the attributes we share are more nuanced than what one rankings schema can encapsulate. In formulating our list, we looked at:

- **Market Recognition** as a “leading National law school” as indicated by Application volume, Selectivity, Yield, Specialty Rankings.
- **Comparable Quality:** Faculty (Reputation, Impact, Size, Outputs, Recruitment Overlap) and Number of Centers and Courses Offered.
- **Clustered Student Outcomes:** Career Placement Rates and Locations, Placement in Highly Selective Positions (Clerkships and Academic), Bar Pass.
- **Core Public Mission:** Pro Bono and Clinical Programs, LRAP, Summer Funding for Public Service Work, Course Offerings, Scholarships.
- **Elite, Flagship Public Universities:** Campus Offerings, National and International Reputation, Accessibility, Other Graduate Programs, Concurrent and Combined Degree Programs Available

While we are not proponents of commercial rankings schema, and do not provide institutional data to those engaged in ranking law schools, we recognize that relative rank and peer grouping has some meaning to the consumer (prospective students). It also impacts to others (faculty, alumni, etc.). In 2024, USNWR ranking the “top 14” (T14) law schools as follows:¹²

1. Stanford (#1 TIE)
1. Yale (#1 TIE)
3. Chicago
4. Duke (#4 TIE)
4. Harvard (#4 TIE)
4. Penn (#4 TIE)
4. UVA (#4 TIE)
8. Columbia
9. NYU (#9 TIE)
9. Northwestern (#9 TIE)
9. Michigan (#9 TIE)
12. Berkeley
13. UCLA
14. Cornell (TIE #14)
14. Georgetown (TIE #14)

Overlap data: Using information received through our most recent gift aid reconsideration process (2023-24) for which nearly 450 admitted applicants shared their competing offers from other law schools, we compete mainly with the **University of Michigan, Georgetown, Duke and University of Virginia** from this list.

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

The selected comparisons represent public and private institutions within our current and aspirational range. Our resident tuition and fees are considerably lower than the other T10 law schools (approximately 10%-20% lower, depending on comparator). Our nonresident tuition is comparable to other peer law schools. For in-state students, our total charges to degree completion are projected to be less than both of our T10 public comparators (University of Michigan and UVA), but higher than the University of Minnesota, ranked outside the T14.

¹² Source: [USNWR 2024 Best Law Schools](#)

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

Despite our commonalities, UC Berkeley School of Law is unique from our competitors in a number of ways. While there are a number of peer schools who are public, few provide the same kind of access for students that attended community colleges, public undergraduate universities, or come from disadvantaged backgrounds.

While there are a number of peer schools who are diverse, we are unique in that we typically enroll close to 50% (or more). Most of our students are CA residents, which also means we serve students from our state in a way no peer of ours can. And while there are several peer schools that prepare students well for public interest careers, few offer the range of public interest programming, the level of financial support throughout and after the degree program, and the outcomes of UC Berkeley School of Law. Based on LawHub¹³ data, we are among the very best law schools in placing our students in public interest jobs. This reflects substantial investment of resources in summer grants, public interest career counselors, fellowships, and loan repayment assistance.

We also have several programs that are unparalleled among our peers, for example, Intellectual Property/Law & Technology (#1) and Environmental Law (#2). Moreover, we are in the top seven best law schools in the U.S. in a wide range of areas such as: Business and Corporate Law (#7), Clinical Training (#5), Constitutional Law (#5), International Law (#7), Criminal Law (#4). The depth and breadth of our programs, as well as their excellence, make Berkeley unique from even law schools that are ranked similarly or more highly overall.

Percentage of 2023 Graduates Entering Public Interest Positions	
UC Berkeley School of Law	21.7%
Univ. of Michigan	13%
Univ. of Virginia	10.2%
Stanford	16.4%
Northwestern	7.9%
NYU	24.2%
Harvard	13.3%
Cornell	12.6%
Univ. of Pennsylvania	11.3%

¹³ Source: [LawHub](#)

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 between public and private institutions as are available.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	Comparison (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	9.4%	9.6%	8.6%	8.6%	7.35%	8.4%
American Indian	1.5%	1.9%	1.9%	1.9%	0.35%	0.3%
Hispanic/Latino(a)	13.0%	12.3%	13.0%	13.0%	8.85%	12.0%
Subtotal Underrepresented	23.9%	23.8%	23.5%	23.5%	16.55%	20.7%
Asian/Pacific Islander	19.8%	21.8%	23.3%	23.3%	13.30%	13.5%
White	48.7%	44.9%	43.9%	43.9%	60.95%	48.4%
Domestic Unknown	1.9%	2.3%	1.8%	1.8%	7.45%	8.8%
International	5.7%	7.2%	7.5%	7.5%	1.75%	8.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	25.3%	24.9%	25.9%	N/A	N/A	N/A
Gender						
% Female	61.8%	61.8%	60.3%	60.3%	50.4%	52.9%
% Male	36.9%	36.2%	36.7%	36.7%	48.6%	45.8%
% Non-Binary	1.0%	1.8%	2.6%	2.6%	0.3%	0.9%
% Unknown	0.3%	0.2%	0.4%	0.4%	0.8%	0.4%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Data from LST (Law School Transparency) <https://www.lawschooltransparency.com/>

Comparison Schools (University of Michigan, University of Virginia for Public Schools, Duke University, Northwestern University, University of Pennsylvania, New York University, Columbia University, University of Chicago, Harvard University, Stanford University, Yale University for Private Schools)

Additional comments: Based on publicly available data from the **American Bar Association**¹⁴, UC Berkeley School of Law enrolls one of the most diverse J.D. classes amongst our peer institutions. The following chart demonstrates in raw numbers (not percentages) the relative racial and ethnic diversity for some of our public and private peer institutions.

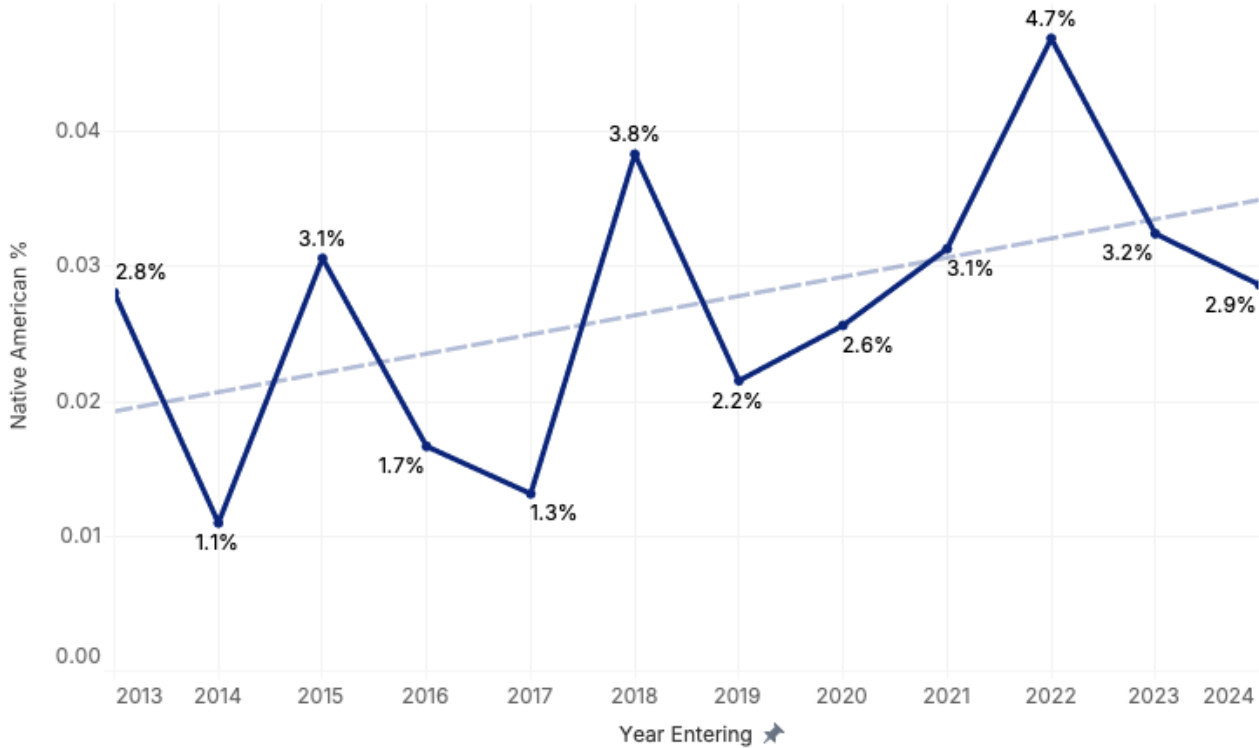
	Hispanics of Any Race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Two or More Races	Total People of Color	White	Non-Resident	Race or Ethnicity Unknown
Berkeley	45	2	59	22	0	35	163	149	12	12
Cornell	20	0	24	12	0	18	74	73	25	2
UVA	19	0	33	15	0	8	75	197	3	9
Duke	21	0	18	13	0	10	62	153	16	6
Michigan	21	3	40	13	0	29	106	188	2	10
Northwestern	28	0	32	18	0	11	89	153	21	15
Chicago	38	0	32	17	0	6	93	111	3	6
Harvard*	59	1	81	42	1	28	212	293	33	32

*Harvard Law School's class size is significantly larger than other schools, approx. 550 new J.D. students enroll there annually.

Note: ABA Standard 509 report requires race and ethnicity data be collected and aggregated in specific ways. For example, Middle Eastern and North African students are a sub-category within the super-category "White." Also, international students are counted in the category "Non-Resident" and not in any other category, regardless of race. Native American students are often undercounted because they report multiple races (e.g., Hispanic and Native American) and are then counted under "Two or More Races." The utility of this data lies in the ability to make clear comparisons between schools, despite its many other limitations. UC Berkeley School of Law does not usually report racial and ethnic enrollment data externally in this way. Furthermore, the ABA Standard 509 reporting requirements do not align with the UCOP reporting requirements. Hence, the numbers may differ.

¹⁴ Source: ABA Standard 509 Information Reports for 2022-23. The reports are not available for 2023-24 at this time.

Native American Students as % of Incoming 1L J.D. Class, 2013-2024



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Matriculants	285	273	294	300	304	313	325	351	383	277	339	349
Native American #	8	3	9	5	4	12	7	9	12	13	11	10
Native American %	2.8%	1.1%	3.1%	1.7%	1.3%	3.8%	2.2%	2.6%	3.1%	4.7%	3.2%	2.9%

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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?

Berkeley Law works to maintain and improve diversity in its student body. While there are fluctuations in any given year, the law school has been successful at recruiting and enrolling a diverse class across many measures. Over the past three years, about a quarter of our students come from underrepresented backgrounds, which is greater than our comparators.

With respect to URG students as measured by the UCOP data in Table 5 above, since 2020-21 our percentage of URG applicants has been over 20% and 22-24% of our admitted students were URG. The URG admit rate decreased between 2020-21 and 2021-22, in large part due to the increase in the number of URG applicants. In general, applicants in all categories increased dramatically in this period due to the influence of the COVID-19 pandemic, and overall yield also jumped. (This was the year that the class size increased to over 380 students, much larger than planned.) As a response and in order to maintain selectivity and hit class size targets, we therefore lowered the admit rate (for everyone); the URG admit rate fell from 22% to 14% in both 2021-22 and 2022-23. As the applicant pool size has stabilized and returned to steady state, the admit rate has likewise returned to a more typical range; AR is 16% for URG students in 2023-24.

We closely evaluate our ability to attract URG applicants as measured by percentage of applicant pool. This is an important measure (particularly when tuition and fees are increasing) and provides insight into whether we remain attractive to URG candidates. However, we cannot and do not consider race and ethnicity in our admissions process, and so while we look retrospectively at URG ARs, these are not “tracked” through the review process. At the end of each application cycle, we assess yield rates among URG admitted students; YR is a good indicator of the impact and influence of our financial aid programs and other admitted student recruitment activities. Despite fluctuations in applicant pool and in AR, we are pleased to see that the YR of URG students has increased from 29% to 31%. (Again, the COVID-19 years artificially inflated both applicant pool and yield, which is why there is a spike in yield from 2021-23, and a dip in 2023-24.) On average, YR (32%) for URGs during this period outperformed the percentage of the applicant pool (21%) and AR (16%). However, we are concerned that URG enrollment – while averaging 22%; (range = 19% to

26%) – appears to be declining, particularly in light of increases in the URG applicant pool percentage. We plan to do more research on this issue.

We feel it is important to note that the numbers in a single chart cannot tell the entire story of diversity at Berkeley Law. For example, there are many students who identify as multiracial (e.g., African American and Native American), yet may only be counted in a single category. In fall 2024, there are 14 students in the 1L class that are *exclusively* identified as African American, however, there are 28 students who identify African American as one of their racial/ethnic identities. The racial and ethnic diversity of the Berkeley Law community cannot adequately be represented in only one chart. Additionally, the data does not account for other layers of diversity and intersectional identities, such as the number of URG students who also identify as first-generation college graduates, members of the LGBTQIA+ community, low socioeconomic status, etc.

There are indications of greater diversity on the horizon thanks to investments we have made. For example:

- Since 2022, for example, Berkeley Law built upon the UC plan to cover graduate tuition for in-state Native American students to include the Professional Degree Supplemental Tuition. Eleven students have benefited since the inception of the Native American Opportunity Program Plus (NAOP+) and Berkeley Law continues to recruit even more Native American and Indigenous students to the community.
- The number of international students enrolling in the J.D. program is below many peers and could grow. Generally, all the URG students are U.S. domestic students, including undocumented and DACA-mented recipients.

Overall, compared to peer programs, Berkeley Law continues to demonstrate a robust enrollment of underrepresented groups and diversity amongst our students. This is thanks to strategic and specifically targeted efforts to identify, attract, admit, and enroll the strongest and most diverse applicants possible. There are multiple facets to this strategy, including:

- **Travel to Key Feeder Schools and Events**

We arrange unique programming and attend organized activities at schools with large URG student populations (e.g., HBCUs, HACUs, TCUs, CSUs, etc.). We also attend events (e.g., National Black and Hispanic Pre-Law Conference, LatinoJustice Law Day), and related programs. Berkeley Law established specific events at HBCUs such as a Morehouse and Spelman including an annual “family dinner” that brings together members of the pre-law organizations on campus, admissions representatives, and local alumni. These dinners, now well established, are an annual tradition that has helped strengthen our relationships with these institutions substantially.

- **Cultivation of Relationships**

We work closely with pre-law advisors at the above institutions (as well as others) and programs, allowing us to share information about Berkeley Law with key individuals who ideally are positioned to counsel prospective applicants. Since 2018-19, for example, we developed a conference in partnership PLSI (the *Pre-Law Summer Institute for American Indians and Alaska Natives*) that is held annually in New Mexico. This training is for pre-law advisors and tribal education department personnel supporting Native American students so they are familiar with the fundamentals of advising pre-law students at their institutions. We also actively seek out non-traditional pre-law advisors on campuses, such as the EOP program advisors, Transfer, Re-Entry, and Student Parents Centers, Underground Scholars Programs, and the Undocumented Students Programs. We have developed a number of programs and events to increase engagement with HBCU students and pre-law advisors. Firstly, we arrange an annual dinner each year in Atlanta with the Morehouse College pre-law advisor, students from local HBCU schools like Spelman and Morehouse, and alumni of color in the Atlanta area. When possible, we also visit HBCU schools in areas that are less populated, such as Prairie View A&M University in Texas and Tuskegee University in Alabama. Each year we also attend the HBCU Pre-Law Summit and National Black Pre-Law Conference. In 2024, we also hosted a virtual reception for HBCU students in partnership with the Law Students of African Descent.

- **Tailored Communications**

We send tailored communications to encourage applications to Berkeley Law. Using the Law School Admissions Council's Candidate Referral Service (CRS), we can identify prospective applicants and send them more information about the programs and communities they are most interested in learning more about.

- **Application Fee Waivers**

We have a longstanding, proprietary fee waiver program. Our fee waivers are typically not automatic and require an application. However, the application is aligned to our interests in recruiting a diverse class, as well as students pursuing public interest careers. Therefore, there are three categories under which a person may qualify – **financial need** (e.g., Pell Grant recipient, Cal Grant A or B recipient, etc.), **public service** (e.g., Teach for America, Peace Corps, U.S. military service, AmeriCorps, etc.), or program participation (e.g., PPIA program, CLEO, Graduate Horizons, Upward Bound, Posse, etc.) If someone qualifies under any of these categories, their application fee is automatically waived.

- **Pipeline Programs**

We are increasing our investment in the development of our own pre-law pipeline program(s) and designing new programming to reach different populations and serve different candidate needs. Berkeley Law has two pipeline program partnerships: PPIA, and *Pathway to Law*. We also launched our own, unique program: the *Pre-Law Preparatory Academy* (PLPA).

- PPIA (Public Policy and International Affairs Junior Summer Institute) is a partnership with the Goldman School of Public Policy. It brings 30 students to an in-residence program each summer; 10 of these students are designated Law Fellows. Law faculty teach in the program, and all participants are guaranteed a minimum level of gift aid should they apply and be

admitted to Berkeley Law. The Law School funds these students' participation in PPIA and participates in their selection as a part of the Admissions Committee.

- Pathway to Law is a program we co-created in partnership with ASU Law and MSU Law, focused on preparing Native American students for the application process. During the five-day summer session, we provide housing, travel assistance, funding for LSAT prep programs, and other resources. Berkeley Law hosted the pathway program for 36 Native participants in June 2024. The program is funded in part by American Indian Law Center, the National Native American Bar Association, each partner institution, and Tribal Nations.
- Pre-Law Preparatory Academy is a free, online, modular, asynchronous, and self-paced pre-law program for individuals considering law school. Funded in part by a grant from AccessLex Institute, the J.D. Admissions Office developed it to increase access to reliable information about law school and the application process, particularly for candidates who do not have the means to engage with traditional, in-person pipeline programs or whose undergraduate institutions lack or have limited pre-law advising. The Pre-Law Preparatory Academy is planning to expand programing, hosting a number of events, both in-person and virtually. These will include an annual "Discover Law School" reception featuring current law students and admissions professionals from local law schools. With increased funding, the program has the potential to grow into several bootcamp or workshops type events.

We also maintain close connections with other pipeline programs.

- In 2018, Berkeley Law signed on to the MOU to become a partner school with the California Bar Association's "Pathways to Law," a 2+2+3 program. This program is designed to connect law academies at high schools, community college partners, undergraduate partner institutions, and law schools to smooth the path for community college graduates to transfer to a four-year school and then gain admission to law school.
- We also partner with Graduate Horizons, the Legal Education Access Program (LEAP), Centro Legal de la Raza Diversity Legal Pipeline, and other external pipeline programs.
- Berkeley Law hosts the Center for Youth Development Through Law (CYDL), a summer program for disadvantaged high school students in the Bay Area that combines leadership and jobs training with pre-law programming such as mock trial. We also have hosted the FLY program (Fresh Lifelines for Youth), serving youth ages 11-24 who are currently, formerly, or at risk of juvenile justice system involvement, and providing legal education, leadership training, and mentorship.

After students are admitted, we engage in sustained and strategic efforts to encourage them to select Berkeley Law. This includes contact by current students, members of the faculty, and alumni community. We host Diversity Dinners in several cities to help diverse and URG students meet alumni in their areas. (These are advertised to all admitted students via our website, and all are welcome. In the same cities we also host general law firm receptions). This is particularly helpful in areas like New York City and

Washington, DC., where a common concern of admitted students is whether there is a robust alumni network and whether they will be able to return to the areas to work after graduation.

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?

Berkeley Law has great success enrolling low income and socioeconomically disadvantaged groups while working within legal requirements (Prop. 209). About a quarter of our student body had received Pell Grants as undergraduates over the last three years. This is supported by several strategic programs and policies:

Pre-Admission

- Within the application we have an optional **Socio-Economic Questionnaire** that asks extensively about educational and economic barriers faced in the past and present. We have found that inviting applicants to share this information from the very beginning creates a sense of trust on the part of the student, and helps the school gain a more well-rounded view of the applicants' accomplishments and potential. Our admissions review process is entirely need-blind.
- Our **Pre-Law Preparatory Academy** specifically seeks to attract students who are from low-SES status backgrounds and are the first person in their family to earn a college degree or pursue a graduate/professional degree. The PPIA Law Fellow program, with whom we partner and provide funding, specifically considers financial need within its application criteria
- As described in a previous section, our **application fee waiver** program also explicitly seeks to decrease the barriers to applying for students from a socioeconomically disadvantaged background.
- When admitted students are considered for gift aid, both need and merit are considered. To accomplish this assessment, we send all admitted students the **Supplemental Gift Aid (SGA)** application, a tool which looks at historical and current indicators of financial need (e.g., unhoused or housing insecurity, receipt of state or federal benefits, Pell grant recipient) Collection of this information allows us to conduct a thorough and holistic review of all the relevant factors in a particular application.
- We actively partner with other organizations and schools. The following are our **Outreach Partnerships**:
 - a) Berkeley Law-Developed partnerships: Pathway to Law Initiative, Law Fellows (within the PPIA-program hosted at Goldman School of Public Policy).
 - b) Community College partnerships: California Law Pathways.
 - c) U.C. Berkeley partnerships: Underground Scholars, ASUC Pre-Law Committee, GBO and 'Getting Your Bearings.'
 - d) State partnerships: Legal Education Access Pipeline, Inc. (LEAP), Centro Legal de La Raza Pipeline to Law, Center for Youth Development through Law (CYDL), Central Valley Scholars, California Indian Law Association (CILA) Pathway to Law.

e) National partnerships: SEO Catalyst, Weil Legal Innovation Program, Graduate Horizons, National Coalition of Public Interest Law Schools (NCPILS), Pre-Law Summer Institute for Native Americans (PLSI).

- We maintain web pages dedicated to providing information and resources to specific groups, including undocumented candidates or those with DACA, and active military and Veteran candidates.
- We direct SAPEP funds to support the Law Fellows cohort of the **PPIA Junior Summer Institute** (in partnership with Goldman School of Public Policy) and help review applications for the program.
- We provide **individualized advising and outreach** throughout the application process.

Post-Admission

- Reconsideration: We established a **formal reconsideration process**, if an admitted student feels that there is additional information that they believe is necessary to understand their financial need, they are told how to share that information.
- Pre-Orientation Program: Over the course of five days preceding first-year orientation we offer a small group of JD students an introduction to law school teaching methods and skills. Incoming first-year JD students most likely to benefit from the program receive a letter over the summer with information about how to apply. This is a unique opportunity to better understand and practice the skills needed to succeed in law school, as well as develop supportive relationships with professors and other students.
- Drop-In Advising: Throughout the summer, we offer financial aid Office Hours and other resources.

Programs

- **Berkeley Law Opportunity Scholarship (BLOS)**
We created the **BLOS** and expanded it from 3-5 recipients to 10 per year. This award goes to a cohort of students each year who are the first in their family to earn a college degree and have financial need. BLOS provides full tuition scholarships or grants for all three years of law school at Berkeley Law and is a cornerstone of our commitment to making a legal education at Berkeley Law truly accessible. In addition, sharing information about the BLOS opportunity in print and electronic materials goes a long way toward making applicants feel valued, welcome, and like Berkeley Law is affordable. BLOS applicants also receive mentors and programmatic support through our First-Generation Professionals student organization.
- **Military Promise Program**
Launched in 2023-24, this program guarantees a certain level of gift aid to active-duty military and Veteran students. It has dramatically increased the number of students from this group at Berkeley Law. We also partner with the student organization, BAMV, to host outreach events specifically for this audience.
- **Native American Opportunity Plan+ and Pathway to Law**
We were the first UC law school to announce a plan to go beyond the system wide NAOP awards and cover PDST for all qualifying individuals. We led this effort and redirected gift aid funds for this purpose because we felt that to honor the intention

and fully realize the purpose of NAOP, given how significant PDST is, required us to act. We are also a founding law school and co-creator of the [Pathway to Law](#) program. In June 2024, we hosted the 10th Pathway program at UC Berkeley School of Law.

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?

Berkeley Law has excelled in gender parity in recent years. In fact, we have been recognized as having the highest female enrollment figures in the Top 20 law schools. While the number of women in the legal profession has increased from 31% to 39% between 2010 and 2023¹⁵, Berkeley Law has consistently and significantly enrolled higher percentages of women in its classes. While 17 of the top 20 national law schools now enroll a majority of women, Berkeley Law is ranked second in the group with over 60% of its classes identifying as women.¹⁶ Berkeley Law frequently enrolls a class that is nearly two-thirds women, and we anticipate that trend will continue. We do not have efforts focused on this and review all candidates without consideration of gender. However, we find that we yield women (they choose to enroll at Berkeley Law over more than other similar schools where they have been admitted) at a higher rate. For example, in the 2023-24 application cycle, 58.2% of all applicants were women, 61.49% of all admits were women, and 63.35% of matriculants were women. Among our peers, we significantly outpace others (by between 2-11%) in recruitment of students who identify as female.¹⁷ If you look at research done on representation of women at law schools (1948-2021), we are leaders in enrollment of women in the law school (3rd) and appointment of deans who are women (7th).¹⁸

Law School	% Female
1. Stanford University	53%
1. Yale University	51%
3. University of Chicago	50%
4. Duke	55%
4. Harvard University	53%
4. University of Pennsylvania	54%
4. University of Virginia	51%
8. Columbia University	49%
9. New York University	58%
9. Northwestern University	54%
9. University of Michigan, Ann Arbor	50%
12. University of California, Berkeley	60%
13. University of California, Los Angeles	58%
14. Cornell University	49%
14. Georgetown University	56%

¹⁵ <https://www.abalegalprofile.com/women.html>

¹⁶ <https://www.law.com/2024/02/02/17-of-the-top-20-law-schools-have-more-women-enrolled/?sreturn=20241112-15434>

¹⁷ Source: 2023 US News Best Law Schools: Female Enrollment

¹⁸ Elizabeth D Katz, Kyle Rozema, Sarath Sanga, Women in U.S. Law Schools, 1948–2021, *Journal of Legal Analysis*, Volume 15, Issue 1, 2023, Pages 48–78, <https://doi.org/10.1093/jla/laad005>

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.

It is difficult to anticipate the future enrollment of underrepresented students given that we cannot engage in race-based admissions. Variations and fluctuations are normal and to be expected. However, given the success we've achieved in the past, and coupled with our endeavors and initiatives (e.g., Pathways to Law Preparatory Academy, continuing our partnership with the California Bar Association's Pathways to Law Program) we expect to see a sustained percentage of URG and low-SES background enrollment, and maintain our excellence in gender parity.

Berkeley Law will continue with the strategic and multi-pronged approaches described above as well as to seek out new opportunities. We will also proactively share information about affordability and specific funding opportunities such as BLOS, and we will deploy our institutional resources thoughtfully with these goals in mind.

V.f. In the tables on the following, 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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	11.1%	11.3%	10.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	4.9%	5.0%	6.7%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	13.6%	12.4%	13.5%
	International	0.0%	0.0%	0.0%
White	Domestic	64.3%	64.9%	61.9%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	1.2%	1.3%	2.2%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	4.9%	5.1%	5.6%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		32.1%	31.3%	33.7%
Male		54.2%	53.7%	52.8%
Non-Binary/Unknown		13.7%	15.0%	13.5%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	6.5%	5.9%	6.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.3%	0.3%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	8.1%	7.3%	8.5%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	9.3%	11.9%	12.1%
	International	0.0%	0.0%	0.0%
White	Domestic	57.2%	56.0%	52.9%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	2.8%	2.2%	3.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	15.8%	16.4%	17.5%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		43.2%	43.4%	42.9%
Male		39.4%	39.4%	39.6%
Non-Binary/Unknown		17.4%	17.2%	17.5%

Source: UC Berkeley Campus Workforce Planning Data (<https://calanswers-bi.berkeley.edu/analytics/saw.dll?Dashboard>)

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 there are openings on the faculty, we engage in extensive outreach and recruitment to ensure a diverse pool. For example, for all lateral hires we create faculty “reading groups” that systematically review the work of those in a particular field. It works. For

example, in the last two years, we have hired 11 new full-time faculty. Seven are individuals of color (two are Black individuals, two are Latinx individuals, and three are of Asian descent). Six are women. This has been typical of our recent hiring. This has been done in compliance with Proposition 209, without any preference based on race or sex. We make use of all available tools to look at the national pool, including the Faculty Appointments Registry maintained by AALS.

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?

Berkeley Law's commitment to access, affordability, and post-graduate career flexibility reflects our public mission. Our financial aid strategy is designed to ensure that talented students from diverse socioeconomic backgrounds can pursue legal education without being hindered by financial constraints. We focus on enrolling students with significant financial need, particularly those who have overcome substantial barriers, and those who demonstrate exceptional potential for academic and professional success. Moreover, we encourage students to pursue public interest careers by offering targeted financial aid and post-graduate support.

A key principle of our financial aid strategy is transparency. We ensure that students have the necessary information to make informed decisions about law school by providing estimated net costs in award letters and establishing a formal reconsideration process for financial aid offers. Our commitment to fairness is reflected in the reliability of our awards, most of which are renewable over the course of a student's time at Berkeley Law.

Success in achieving these goals is measured in several ways. We closely monitor the enrollment of students from low-income backgrounds and those with financial needs, as well as our ability to attract top candidates in competition with peer institutions. Additionally, we assess the number of our graduates who pursue public interest careers, as these outcomes align with our broader institutional objectives.

Our **Financial Aid and Admissions Office** plays a central role in helping students plan for their law school expenses. We offer a range of financial aid options, including grants, fellowships, and merit- and/or need-based scholarships, as well as federal and private loans. For students pursuing public interest careers, our Loan Repayment Assistance Program (LRAP) provides post-graduate financial support, while our Career Development Office collaborates to offer summer public interest funding and post-graduate fellowships, including Public Interest Fellowships (PIF) and Bridge Fellowships.

All admitted J.D. students are automatically considered for institutional merit-based gift aid, which is determined through a holistic review process. This review goes beyond LSAT and GPA and considers factors such as leadership, community engagement, advocacy, and public service experience. We aim to identify students with the potential to make a significant impact in their communities and fields, even when their accomplishments might not be immediately apparent through conventional academic measures.

For students who wish to apply for specific scholarships (e.g., Berkeley Law Opportunity Scholarship), they must submit a required essay with their admissions application for consideration. Finalists are selected based on a thorough review of their applications and Supplemental Gift Aid Application (SGA) if submitted. Students are notified of their awards, and nearly all gift aid is renewable over three years, allowing recipients to plan for their total cost of attendance.

We also provide a formal reconsideration process for students who did not receive an initial offer during the admissions process or who wish to have their initial financial aid offers re-evaluated. This process can be initiated if a student has received a more competitive offer from another law school they are considering or if their financial circumstances have changed. This information is shared by email, and it is posted on the Admitted Student section of the website.

Berkeley Law encourages all admitted students to submit the SGA for consideration of need-based aid. The SGA allows us to assess students' socioeconomic backgrounds and any financial hardships they may have experienced. Financial aid offers are then made based on a combination of merit, need, or both. In 2024, approximately 61% of entering students received some form of Berkeley Law gift aid, with an average award of \$36,500. Roughly 31% of this aid was awarded based on financial need.

Beyond their first year, students can apply for donor-funded scholarships that provide additional financial support. These scholarships range from \$1,000 to \$20,000 and are available to rising 2Ls and 3Ls. Roughly 56% of students who applied for continuing student scholarships benefit from the same commitment to fairness and transparency that we offer to entering students.

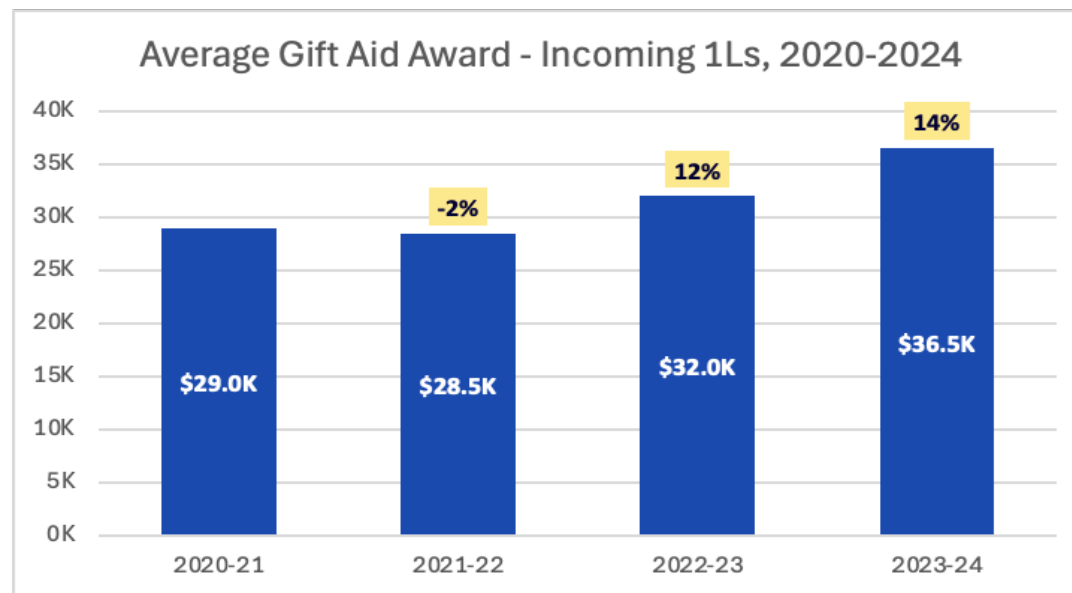


Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	87.5%	91.1%	91.4%	81.3%	84.5%	83.8%
	Non-URG	66.0%	66.1%	67.7%	59.4%	64.0%	60.2%
	International	0.0%	7.1%	12.5%	18.2%	17.6%	16.7%
	All	70.5%	68.0%	69.3%	62.4%	65.9%	64.3%
Average Debt among Students with Debt*	URG	\$124,223	\$148,902	\$143,914	\$136,094	\$149,973	\$142,178
	Non-URG	\$143,351	\$155,918	\$130,792	\$134,991	\$145,339	\$149,473
	International	\$0	\$115,908	\$127,366	\$83,718	\$178,963	\$112,163
	All	\$137,941	\$154,023	\$134,040	\$134,764	\$146,972	\$146,840

* 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?

Over the past five years, the percentage of students borrowing loans has steadily declined, dropping from 59.6% in the 2019-2020 academic year to 50.6% in 2023-2024. During this period, the total number of student borrowers also decreased from 588 to 524, despite an increase in overall student enrollment from 987 to 1,035. We attribute this trend to our holistic financial aid packaging strategies and enhanced financial aid counseling, both of which have helped reduce the reliance on student loans.

We do not expect the proposed PDST increase to significantly affect the group most vulnerable to loan debt—graduates pursuing lower-paying public interest careers who demonstrate financial need. A portion of the additional revenue from the PDST increase will be allocated to financial aid programs, such as need-based aid and the Loan Repayment Assistance Program (LRAP), which directly support this population and help mitigate the impact of loan indebtedness.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	64%	\$146,840	\$215,000	10%
Public comparisons	68%	\$145,995	\$220,000	9%
Private comparisons	64%	\$160,839	\$221,000	10%

Sources:

UC: Corporate Student System for UC Berkeley

Comparison Debt Information from LawHub Debt Report <https://www.lawhub.org/trends/debt-per-law-school> and Median Salary from each schools Additional Employment information.

Comparison institutions: University of Michigan, University of Virginia for Public Schools, Duke University, Northwestern University, University of Pennsylvania, New York University, Columbia University, University of Chicago, Harvard University, Stanford University, Yale University for Private Schools

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.

Berkeley Law graduates generally pursue one of two paths: a high paying career coupled with aggressive loan repayment, or a public interest or public service career paired with loan forgiveness. As detailed below in section VI.e., the median starting salary for first-year graduates working in private practice is \$215,000. This is in alignment with national large firm salaries for first year associates and can comfortably support monthly student loan payments on a 10-year or less-than-10-year schedule. Students pursuing private sector careers have access to Berkeley Law's financial aid counseling services during school and after graduation.

Berkeley Law graduates pursuing public interest and public service careers have access to additional services, including our **Loan Repayment Assistance Program**. The median starting salary is \$72,000 for first-year graduates working in public interest and \$86,000 for first years working in public service (see section VI.e.). Although these salaries are higher than the national average, given the disparity between private and public sector salaries, Berkeley Law offers a generous LRAP. Key features and highlights of our LRAP program include:

- LRAP is available to any graduate working in law-related, public interest employment.
- Graduates can access up to 10 years of LRAP support so long as they enroll in the program within 3.5 years of graduation.
- Berkeley Law's LRAP is highly utilized, with up to **20% of each graduating class enrolling in LRAP** at some point after graduation.
- Each year, LRAP provides between 150-300 Berkeley Law graduates with LRAP funding to cover all or a portion of their student loan payments.

- On average, LRAP provides approximately \$4,000 per participant per year.
- Participants earning less than \$80,000 receive full LRAP funding from Berkeley Law such that they do not need to make any out-of-pocket student loan payments.
- Participants earning over \$80,000 and up to \$120,000 receive partial LRAP support.
- In addition to funding, LRAP participants also receive counseling and tailored informational services about federal student loan programs like Income-Driven Repayment (IDR) and Public Service Loan Forgiveness (PSLF).
- LRAP participants are required to enroll in a federal IDR plan, making loan payments smaller and more affordable.
- Between 80-90% of LRAP participants are simultaneously pursuing loan forgiveness via PSLF.
- Dozens of Berkeley Law graduates and LRAP participants receive tax-free total loan forgiveness through PSLF each year.

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.

Berkeley Law has several programs targeted to students interested in public interest and public service work. Support begins at the application stage, when admitted students are eligible for most of their gift aid from Berkeley Law. One of Berkeley Law's full tuition scholarships is the Public Interest Scholarship, launched in 2021. The Public Interest Scholarship provides 10 students a year with a full tuition and fees scholarship, plus community-building, mentorship, and professional development programming and opportunities. The intention of the scholarship is to support those interested in and committed to lower-paying, impactful public interest and public service careers. Not only does the scholarship result in these students taking on less loan debt and reducing financial barriers to public interest careers, but it also creates a network of peers that uplift and encourage each other. **The Class of 2024 is the first graduating class of Public Interest Scholars and has 100% of graduates working in public interest careers**, including public defense, an Equal Justice Works fellowship, and direct legal services.

Aside from the Public Interest Scholarship, there are additional scholarships for incoming students interested in criminal justice, civil rights, social justice, tribal law, and other areas providing services to underserved populations. And once students are here, they become eligible for continuing student scholarships, which are awarded each summer to incoming second- and third-year students. Many of these scholarships are also awarded strictly to those interested in social justice, environmental justice, criminal law, and labor and employment, among other public interest fields.

Students who work at nonprofits, in government, or in judicial chambers during their summer internships are eligible for Berkeley Law's summer funding grants known as "Edley Grants." The Career Development Office (CDO) administers these grants each spring,

which are guaranteed so long as students log 25 pro bono service hours. **Over 300 students each summer receive a grant** to cover their time spent in public interest and public sector internships.

See section VI.e. below for a description of the advising and programming services available to students to encourage them to go into public interest careers and provide support during application, interview, and career transition processes.

After graduation, students working in law-related, public interest careers can apply for Berkeley Law's Loan Repayment Assistance Program, described in section VI.c. above.

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?

Based on employment surveys submitted by graduates of the Class of 2023 (the most recent class for whom we have complete data), the median salaries of graduates is:

- **\$215,000** for alumni working in private practice.
- **\$72,000** for alumni doing public interest work.
- **\$86,000** for recent graduates (2023-) working in the public sector.

Note: We define "public interest careers" to include graduates working as public defenders, legal aid attorneys, and others working for non-profit organizations. define "public sector careers" to include graduates working for federal, state and local government agencies - including county level district attorney offices. "PIPS" is a terms that refers to these two categories together (public interest/public sector).

Given the significance of the disparity between private sector and public interest/public sector (PIPS) salaries, the most effective tools for ensuring that PIPS careers are financially viable for students are:

- Our Loan Forgiveness and Repayment Program (LRAP)
- Our *Director of Public Interest Financial Support*, who provides consistent guidance to students on the benefits of our LRAP Program - as well as lends her national expertise on how students can utilize the Public Service Loan Forgiveness Program (PSLF) to wipe out most if not all of their student loan debt after doing qualifying work with a PIPS employer for ten years.

Berkeley Law's Career Development Office (CDO) also offers substantial resources and advising:

- Staff: We have three full-time PIPS counselors and a full-time PIPS Program Administrator. These four full-time employees provide ongoing counseling and support to students who are determined to do PIPS work following graduation.
- The CDO presents programs in conjunction with the Financial Aid Office that are intended to help students do the financial planning necessary to make a PIPS career possible.
- The CDO administers a **summer fellowship program** which provides summer grants to any 1L or 2L student doing a summer internship for a non-profit, government agency, or federal or state court. (These amounts were recently increased.)
- The CDO administers a **post-graduate fellowship** program that provides short (i.e., 3 months) or long-term (i.e., one-year) funding to support graduates who were unable to find externally funded PIPS work following graduation. These school-sponsored fellowships make it possible for graduates to gain the experience necessary to have long-term successful PIPS careers.

As a result of these investments, Berkeley Law has seen a steady increase in the number of grads starting their careers in public interest jobs since 2020:

- Public Interest employment grew nearly 7% since 2021.
- In 2023, Berkeley Law had more **Equal Justice Fellows** than any other law school in the nation.
- In 2024, Berkeley Law had the second highest number of **Skadden Fellows** in the nation.

These successes are a testimony to our commitment and our financial priorities. They are even more remarkable because we had been receiving \$1.8m a year from the Office of the President to support students in public interest and public service summer and post-graduate positions. This support was reduced and has now ended. The law school, faced with the decision to either scale back our support or find internal resources to continue and expand the programs, chose to do the latter. In order to continue these programs and keep pace with peer schools and student needs, we must increase the PDST we are able to charge.

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

The Berkeley Law Financial Aid and Admissions offices collaborate closely to ensure prospective and admitted students are well-informed about the financial resources available to support their legal education. This includes detailed guidance on entering and continuing student gift aid, UC scholarships, veteran's benefits, outside agency scholarships, federal loans, work-study, and the Loan Repayment Assistance Program (LRAP), along with comprehensive instructions on application timelines and processes.

Each admitted student receives a direct communication from the Financial Aid Office introducing Berkeley's financial aid resources, including need-based and merit-based aid options. To further support admitted students, the Financial Aid Office hosted five virtual

sessions in 2024 to provide updates on scholarships and financial aid resources for the incoming J.D. Class of 2027. These sessions provided opportunities for students to ask questions and receive clear guidance on how to access funding options. Our team is available year-round via phone, email, and in-person to any prospective student who wishes to discuss their financial aid options. We also send regular updates to students regarding timelines, program changes, and important deadlines.

For high-need, low-income, and underrepresented students (URG), Berkeley Law offers additional support through a Supplemental Gift Aid (SGA) application. This application considers financial obstacles students have faced or continue to face, allowing for a more holistic assessment of a student's financial need. We encourage students from low-income backgrounds or those who have overcome significant financial challenges to complete the SGA application, as it directly impacts their overall aid offer. To reach these students effectively, we promote the SGA application through tailored email campaigns and informational materials.

The Admissions Office integrates comprehensive information on financial aid programs into our prospective student brochure, which is distributed at fairs and outreach events nationwide. This information is also included on the Admitted Students website. At Admitted Students Weekend, held each spring, we host multiple financial aid information sessions, including dedicated sessions on the LRAP program. These sessions are followed by open office hours with general financial aid counselors and the LRAP advisor, giving students the chance to ask individualized questions in a supportive setting.

Our Financial Aid Office offers one-on-one counseling to admitted students, helping them navigate the FAFSA, SGA application, and any other financial aid requirements. This personalized approach helps demystify the financial aid process, making it more accessible to high-need, low-income, and URG students. Throughout the year, we remain available to answer questions and provide updates as students prepare to join Berkeley Law.

By prioritizing accessibility and support for high-need and URG students, we aim to ensure that Berkeley Law's financial aid resources are equitable, transparent, and fully accessible to all 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?

Yes, we believe it is essential for prospective students to have clear, accessible information about financing a legal education. The Financial Aid Office regularly presents on student indebtedness and offers insights into loan repayment options tailored to different

career paths and salary ranges. Additionally, the average cumulative loan debt for law graduates is available on the Financial Aid and Scholarships office website.¹⁹

The Career Development Office (CDO) also publishes each year the employment outcomes of its graduates online. CDO also includes this data in materials for prospective and admitted students so that they can make a well-informed decision about legal education.

The American Bar Association (ABA) Standard 509 Reports are publicly available and posted to our website.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

Described in Section II.

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).

¹⁹ <https://financialaid.berkeley.edu/center-for-financial-wellness/financial-literacy-hub/repaying-your-loan/>

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 consultations 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 Tuesday, October 15, Dean Chemerinsky held a town hall with students. This was announced in advance and publicized; all students were invited to attend and the town hall was scheduled for the standing lunch hour (during which there are no classes) to make the event accessible to as many students as possible. About 50 students were present. Dean Chemerinsky presented the budget, including describing both the law school's sources of revenue and the expenses in detail. He then presented the proposed PDST increase that was being requested as represented in this submission to the Regents. He also presented data on how our current and projected tuition and fees compare to peer schools.

There were several questions raised by students, including how much would go to financial aid and what the revenue would be used for. No objections were raised by anyone present. There were questions about how they might advocate (externally) regarding issues such as the reduction in support for summer public interest grants. The students' questions were answered thoroughly at the town hall and students were invited to email with follow up questions they might have. No additional questions were received via email. It seemed to be apparent from the presentation of the budget as to why an increase in PDST is essential.

Additionally, Dean Chemerinsky has a coffee with the students about every three weeks. These occurred on September 3 and on September 25. About 40 students attended on September 3 and about 25 attended on September 25. The issue of the PDST increase was discussed at these meetings. Again, the students seemed understanding and discussed the amount that is used for financial aid.

Dean Chemerinsky regularly meets with the co-presidents of the law school student government. They were informed of the planned request for a PDST increase at their meeting on September 11. They understood that we did not seek a PDST increase for this year and that we need this to maintain our excellence.

In all these contexts, students have asked questions, but there have not been objections to the proposed PDST increase. As a result of consultation with students last year, we determined that it was much more understandable (and less stressful) to explain it in concrete terms. Rather than sharing it only as a percentage increase, we have found it helpful to explain that, for example, in year one CA residents will be charged \$2836.00 more, and non-residents will pay an additional \$4026.00. We have also found it helpful to contextualize this by sharing:

- Our average debt at graduation relative to peers
- How we have increased our financial aid expenditures and expanded or initiated new full-tuition scholarship programs
- The \$25,000 increase in the median private sector starting salaries of our graduates between 2021-2023 (\$190,000 in 2021; \$215,000 in 2023)
- Our significant investments in and ongoing commitment to our LRAP program
- The historical conversion rate of non-residents to residents between academic years.

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.

x Plan shared with Mckalee Steen on 11/1/2024 .
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:

x If applicable, plan shared with Co-SABL Presidents Stephanie Alvarez and Rosie Rios on 9/11/2024 .
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:

Nature of feedback or full comments: The Law School has its own student government. As is customary for law schools, the campus graduate student organization has minimal involvement with the law school. Thus, our presentation has focused on the leaders of the law school student government and a town hall meeting open to all students. The SABL co-presidents were consulted beginning on September 11, 2024. There is a standing meeting between Dean Chemerinsky and the leaders of the Student Assoc. of Berkeley Law about every three weeks.

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 consultations 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 meeting on August 21, 2024, there was a detailed presentation of the budget and a presentation of the proposed PDST increase. This was a joint meeting of faculty and staff.

About 50 faculty attended and about 150 staff were present. Slides were shown describing both revenue and expenses. Slides were shown comparing our tuition to peer schools (this information is presented in this document above). The faculty also was informed of what we are proposing for PDST increases. The overall reaction was positive. There was a widespread sense that the PDST increase is essential to maintain and enhance our quality. No faculty member spoke against it. The faculty especially focused on the net increase in cost to students of approx. \$2,800-\$4,000 in year one. The faculty recognized the vital need to increase PDST and noted that for in-state students we still will be significantly less expensive than any of our peer schools and that we will be comparable to tuition at peer schools for our competitors.

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.

- x Plan shared with Lisa Garcia Bedolla on 11/1/2024 .
Graduate Dean
- x Plan shared with Dania Matos on 11/1/2024 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)
- x Plan endorsed by Rich Lyons on 11/25/2024 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Prof. Degr. Suppl. Tuition	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,850	\$1,906	\$1,963	\$2,022	\$2,082	\$2,145	3.0%	\$56	3.0%	\$57	3.0%	\$59	3.0%	\$61	3.0%	\$62
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)***	\$5,740	\$5,926	\$6,110	\$6,299	\$6,494	\$6,696	3.2%	\$186	3.1%	\$183	3.1%	\$189	3.1%	\$195	3.1%	\$202
Est. First-Year Fees (CA resident)	\$29,606	\$30,262	\$30,928	\$31,615	\$32,320	\$33,046	2.2%	\$656	2.2%	\$666	2.2%	\$686	2.2%	\$705	2.2%	\$726
Est. First-Year Fees (Nonresident)	\$41,851	\$42,507	\$43,173	\$43,860	\$44,565	\$45,291	1.6%	\$656	1.6%	\$666	1.6%	\$686	1.6%	\$705	1.6%	\$726

* 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 Summer Session Fees and a mandatory Course Materials and Services Fee called the Instructional Resilience and Enhancement Fee (IREF) that all graduate students pay.

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

Leaders for Equity and Democracy (LEAD) (formerly Leadership for Educational Equity Program {LEEP}), is a rigorous and supportive three-year doctoral (EdD) program in the Berkeley School of Education (BSE). LEAD was designed for practicing educational leaders (professional students) who are interested in leading complex educational systems, such as school districts, institutes of higher learning, mission-aligned nonprofit organizations, and community-based organizations.

The success of our democracy relies on equitable schools, which in turn rely on transformational system leaders. To this end, the mission of UC Berkeley's educational doctorate, Leaders for Equity and Democracy (LEAD) is to engage passionate, equity-conscious, practicing leaders with the theories, research design principles, operational capacities, and networks they need to effect large-scale change in education. Importantly, at the end of the three-year, transdisciplinary program, graduates leave exceptionally prepared to design liberatory educational systems. Such leaders are committed to and capable of realizing our potential as a nation - an inclusive America focused on uplifting the brilliance of its vibrant, diverse communities.

Admitted LEAD students represent the diversity of California, and include principals, policy or advocacy leads, nonprofit directors, higher education administrators or others whose work necessarily intersects with the public education system. Over 85% of students identify as leaders of color, including 23.8% Black/African American, 23.8% multiracial, 19.0% Latine/Hispanic, 19.0% APIDA, and 14.3% white. Almost half grew up speaking a language other than English, and 61% are parents. At the time of enrollment, LEAD students average 18.4 years of professional experience as educators; 38.1% are working as PK-12 system leaders (superintendents, SELPA directors, deputy chiefs) in California districts, 38% work in California institutes of higher education, 19% are PK-12 principals, and 4.76% work in early childhood education. All 100% have persisted in the program.

The program connects passionate, equity-driven practicing leaders with the theory, practical knowledge, experiences and networks they need to be large-scale change agents in public education. LEAD prides itself on exposing working practitioners to intellectually stimulating content and assignments while ensuring they have the resources they need to complete their research and graduate within normative time. Nationally, less than half of those who enter doctoral programs graduate,¹ a trend LEAD was designed to disrupt. LEAD makes a commitment to enrolling students to provide the scaffolding needed to meet success. The first cohort of the program graduated in FY2023-24, 75% of the 12 students enrolled in the first cohort graduated within the program's expedited

¹ Gardner, S. K. (2009). Student and faculty attributions of attrition in high and low- completing doctoral programs in the United States. *Higher Education*, 58(1), 97- 112.

three-year timeline and the remaining students are projected to graduate within four years, still considered well within normative time for a doctoral degree.

Structurally, LEAD blends cohort learning with personalized pathways, allowing students to dig deeply into issues of leadership development, change management, and identity (personal/professional/ scholar), while providing access to world-class faculty who specialize in specific areas of practice. Because successful system leadership requires cross-sector skills and resources, students also have the option to take courses across the BSE, in Berkeley's renowned Goldman School of Public Policy and the Haas School of Business, or at partnering institutions, including Stanford University, UC Davis, Harvard University, or Mills College.

Given their positionality as professional students, LEADers are engaged as active designers for equity. In addition to completing coursework, LEADers learn by doing. Our standing as a professional program necessitates we create opportunities for students to engage in a variety of real-life, performative experiences, providing practice in the art and science of system leadership. Additionally, each student completes two field visits throughout the course of their studies. One field visit takes place within a public education system (e.g., district office, county office of education, Special Education Local Planning Area, public institute of higher learning, etc.), while the other focuses on educational innovation outside of its traditional bounds, allowing practitioners to explore spaces they may not otherwise have the opportunity to experience.

Knowing they are returning to the realm of direct practice, LEAD prepares scholar-practitioners to engage with research to influence practice. LEAD's dissertations are designed to incorporate rigorous research and scholarship in the quest to bring about different outcomes in the field. This emphasis on translating research to practice leads students to produce dissertations ready for submission to a variety of journals. The dissertation is the third publishable piece most students produce, with two smaller, faculty-supported publication milestones earlier in the program.

LEAD recognizes that leadership occurs from multiple seats within and across organizations and sectors. Our commitment to equity and democracy necessitates a focus on collectivist decision-making to ensure the full participation of all constituents, and particularly those furthest from opportunity. At the same time, we recognize the need for equity-focused system leaders across a variety of institutions. In addition to preparing students for careers in formal PreK-20 settings, we position our graduates to advance equity throughout the public sector, in mission-aligned nonprofits, through policy or advocacy efforts, and through a variety of global initiatives.

LEAD is considered a full-time program, but operates on non-traditional hours (summers, weekday afternoons/evenings and weekends). This means that students take a full load of classes each semester and over summer session in order to complete their studies and research within three years' time.

The EdD program for professional students has existed in the School of Education since 2007, operating under the previous name of LEEP until 2020. No EdD students were admitted between 2014-2021 due to shifts in BSE faculty away from a focus on educational organizations and leadership, and a lack of departmental infrastructure to provide adequate levels of support to professional doctoral students. The addition of the PDST in 2020 was pivotal to the reimagining of LEEP as LEAD.

The first cohort of the newly minted LEAD program described above began their studies in 2021. All 12 students in that cohort received scholarships funded at least partially by the PDST, as well as the additional support of the Academic Coordinator hired to support the program and ensure an integration between theory and practice. All 12 of those students have persisted in their studies and all 12 have either completed or are projected to complete before the end of the fourth year of the program (within normative timeline per [Berkeley Graduate Division standards](#)). Alumni in this first round are now working as high-level leaders across California school districts, county offices of education, and universities.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 expiring multi-year plan covered 2019-20 to 2023-24. The program at the time was called Leadership for Educational Equity Program (LEEP). The plan was reimagined as Leaders for Equity and Democracy (LEAD) and relaunched in 2022. The addition of the PDST in 2020 was pivotal to the reimagining of LEEP as LEAD. The two primary goals listed in the expiring multi-year plan are included below:

- **To continue enrolling a high proportion of underrepresented students using targeted financial aid packages.**

Underrepresented students comprise approximately three-quarters of California’s K-12 student population. Maintaining diversity in the LEEP program is important so that graduates are prepared to serve as professionals in diverse urban schools, districts, and communities. Attracting and enrolling underrepresented minority students not only benefits the educational environment of the program, but also has the downstream effect of fostering a more diverse cadre of educational leaders in the field². Through employment in executive leadership positions, these students will increasingly reflect the diversity of the communities and districts in which they serve. Because the wealth gap between African-American and Latino families and white families is well documented in research literature, PDST revenue was used to fund financial aid awards where highly qualified applicants could not otherwise join LEEP for lack of funding.

Progress update. Over 85% of admitted students identify as leaders of color, many of them from underrepresented groups (58.3% of total admits for Cohort 1 and 77.8% of total admits for Cohort 2 – see admissions data in the table below). Fifty percent of total PDST funds were used as return-to-aid; with the support of donated scholarship funds, the program was able to offer the equivalent of 89% of PDST funds in FY2023-24.

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
Program Name	2020-21													
	2021-22	46	93	49.5%	7	12	58.3%	15.2%	12.9%	7	12	58.3%	100%	100%
	2022-23													
	2023-24	24	60	40.0%	7	9	77.8%	29.2%	15.0%	7	9	77.8%	100%	100%
	2024-25													
	All	70	153	45.8%	14	21	66.7%	20.0%	13.7%	14	21	66.7%	100%	100%

Note: The newly designed LEAD program began admitting students in FY2021-22 and only admits new students every other year hence the absence of data in 2020-21, 2022-23 and 2024-25.

- **To increase program support and student services to ensure students graduate on time.** It is a well-known problem—particularly in executive EdD programs—that full-time professional students need regular and continuous advising and assistance that exceeds what their professors may be capable of providing. Full-time professional students may lose focus

² Bartanen, B. & Grissom, J. (2019). School Principal Race and the Hiring and Retention of Racially Diverse Teachers (EdWorkingPaper No.19-59). Retrieved from Annenberg Institute at Brown University: <http://edworkingpapers.com/ai19-59>

after completing course work and pay for additional semesters to finish their dissertations. This is a bad bargain for students. PDST revenue was used to fund one FTE for an academic coordinator and a number of writing coaches who were trained in the program's signature pedagogy to deliver direct dissertation support to LEEP students and help them graduate within three years. In particular, the academic coordinator played an especially active role in shaping the dissertations that come out of the program, but both the coordinator and the writing coaches directly contributed to ensuring graduation by the normative time-to-degree. This reduces the number of students whose progress is delayed and who incur additional costs towards completion. This affected all students, but is especially helpful for students with limited economic means and students who rely on student loans.

Progress update. Student persistence and graduation rates are significantly higher in the new program as compared with its pre-PDST counterpart. Nine of 12 students in the inaugural cohort of the new PDST-enhanced EdD graduated within three years time. No single EdD student graduated within three years time in the final five years of the previous program's tenure (i.e., prior to 2020). In terms of funding, half of PDST revenue were used for program support and student services.

These goals continue to be the focus of the program. See more information in Section III below.

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 program proposes a continuing PDST level of \$8,000 with no increase in the subsequent years of the five-year plan.³ The proposed PDST level for this doctorate program is priced moderately, more than the \$6,000 PDST levels for two other Masters PDST programs for teacher education and principal leadership at the Berkeley School of Education. **Consistent with those programs, LEAD is not requesting a fee increase.** In comparison with the two Masters PDST programs in the BSE, at the level of the EdD, we attract applicants with much higher earnings and earning potential. For example, an assistant superintendent at a Bay Area school district can make a salary in the mid \$100,000s. An annual PDST level of \$8,000 seems justified, comparatively speaking. We intend to use

³ The expiring plan included an annual increase of 3% for the PDST fee; however, the program opted to keep PDST rates as low as possible and did not increase it beyond the initial level of \$8,000 in 2019-20.

PDST revenue towards the same following goals included in our expiring plan:

- **To continue using half of PDST revenue in support of our affordability and diversity goals.** The number of underrepresented students in California's K-12 population continues to grow, influencing education policy and practice from early childhood through university settings. LEAD's previous goal of enrolling a high proportion of URG students has proven successful and is recommended for continuation. Maintaining diversity in the LEAD program is as important today as ever, and LEAD's success in not only attracting and admitting students from underrepresented groups (over 58% in Cohort 1 and 77% in Cohort 2) but supporting them to completion is worthy of further attention. To this end, PDST revenue will continue to be used to fund financial aid awards for highly qualified applicants who could not otherwise join LEAD for lack of funding. Of the 21 students admitted to LEAD during the current PDST period, 100% have received financial support. Among these 21 students, 86% identify as students of color, 61% as parents, 48% as multilingual and 48% were first-generation collegians. All students receive a base level of aid and additional funding is provided based on need.
- **To maintain high levels of program support and student services to ensure students graduate on time.** The initial granting of a PDST in 2020 provided the groundwork for the new vision of LEAD by supporting the hiring of a full-time academic coordinator and, with it, more responsive and timely supports for working professional students. The proof of concept has now been reached, with students persisting and graduating at hitherto unseen numbers and citing the presence of the academic coordinator as paramount to their success. PDST revenue will thus continue to be used to fund one FTE for an academic coordinator trained in the program's signature pedagogy to deliver direct dissertation support to LEAD students and help them graduate within three years. This will continue to reduce the number of students whose progress is delayed and who incur additional costs towards completion. This affects all students, but will be especially helpful for students with limited economic means, including those who rely on student loans. The remaining half of PDST revenue will be used to fund program support and student services.

In the previous version of the Berkeley EdD, about half of the students came from underrepresented populations, as compared with 66.7% (see admissions table in section II) in the current iteration of the program. While 90% of the enrolled students in this pre-PDST version of the EdD graduated, the program had a significant time-to-degree problem that was effectively alleviated with the increased resources from the PDST revenue. Without support from PDST revenue, we expect the time-to-degree problem to return and it is likely that the Berkeley School of Education will have to reconsider the viability of the program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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 2024-26 PDST Revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$48,000	\$44,000	(\$44,000)	\$48,000	(\$48,000)	\$48,000	\$96,000
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$48,000	\$44,000	(\$44,000)	\$48,000	(\$48,000)	\$48,000	\$96,000
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)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$96,000	\$88,000	(\$88,000)	\$96,000	(\$96,000)	\$96,000	\$192,000

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

Additional comments: LEAD is not requesting an increase in PDST fee levels. LEAD admits cohorts of 9-12 students every other year. Cohort 1 of the newly designed program started in July 2021 with 12 students (8 graduated in May 2024, 1 is on filing fee and 3 are continuing); Cohort 2 started in July 2023 with 9 students, and we are expecting Cohort 3 to start in July of 2025. Fluctuations in dollar amounts are due to changing enrollment levels due to admitting students every other year.

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 Berkeley School of Education has employed a combination of cost-cutting and fundraising efforts over the past five years to sustain program quality and provide maximum financial support to students. We have been able to reduce overhead costs by shifting compensation costs (based on effort) to the [21st Century California School Leadership Academy](#) (21CSLA) grant. At the same

time, we have intensified fundraising efforts for our professional programs, seeking both donor-generated fellowship resources and foundation funding for special initiatives. For example, for the past five years, each of the students in LEAD received an average of \$7,000 of fellowship support from a combination of fund sources, including PDST and funding supplied by private donors. The program's fundraising efforts continue, with a new focus on alumni giving now that the first cohort of the newly designed LEAD program has graduated. Efforts have also been made to engage in revenue generation efforts, such as welcoming international visitors, or providing leadership coaching to program alums, to generate additional revenue for scholarships. In addition, a current-use fund is currently being planned to commemorate the deep commitment to LEAD that was held by the BSE's previous Interim Dean Christopher Edley. Contributions for the Edley Leadership Fellows programs will begin in earnest later this fall in coordination with Dean Edley's family. LEAD will continue to actively seek support.

In addition to external fundraising efforts, LEAD has supported students in connecting with their employers about the potential availability of funds to offset the costs of tuition. At present, 29% of LEAD students have been able to secure funds from their employer (employers offering assistance include UC Berkeley and Stanford).

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. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under "Additional comments."

Table 3: Enrollment

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	12	23	12	24	12	24
Domestic Nonresident	0	0	0	0	0	0
International	0	0	0	0	0	0
Total	12	23	12	24	12	24

Additional comments: While we do not anticipate enrolling students from out of state due to the requirement that our students work in a local area school system, occasionally a student may have moved to California too recently to achieve resident status. In such cases, that student would have to pay nonresident supplemental tuition for the first year, until they receive resident status. Since it is unlikely we have not included any non-resident enrollment. The year-to-year changes in enrollment reflect the program's biennial admissions cycle. Every other year, a new cohort is admitted and takes classes during the existing cohort's third and final year. The following year, only this new cohort is enrolled for their second year of classes before being joined in their third year by the newly entering cohort.

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 Degree Completion

Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Texas	72,225	74,392	76,624	78,923	81,291	83,730	3.0%	2,167	3.0%	2,232	3.0%	2,299	3.0%	2,368	3.0%	2,439
University of Washington - Tacoma	87,876	90,512	93,227	96,024	98,905	101,872	3.0%	2,636	3.0%	2,715	3.0%	2,797	3.0%	2,881	3.0%	2,967
Columbia University	104,868	108,014	111,254	114,592	118,030	121,571	3.0%	3,146	3.0%	3,240	3.0%	3,338	3.0%	3,438	3.0%	3,541
University of Virginia	56,688	58,389	60,141	61,945	63,803	65,717	3.0%	1,701	3.0%	1,752	3.0%	1,804	3.0%	1,858	3.0%	1,914
University of Pennsylvania	103,677	107,824	112,137	116,622	121,287	126,138	4.0%	4,147	4.0%	4,313	4.0%	4,485	4.0%	4,665	4.0%	4,851
University of Southern California Rossier	106,987	110,197	113,503	116,908	120,415	124,027	3.0%	3,210	3.0%	3,306	3.0%	3,405	3.0%	3,507	3.0%	3,612
Vanderbilt University	128,070	131,912	135,869	139,945	144,143	148,467	3.0%	3,842	3.0%	3,957	3.0%	4,076	3.0%	4,198	3.0%	4,324
Average public comparison	80,414	82,827	85,312	87,871	90,507	93,223	3.0%	2,413	3.0%	2,485	3.0%	2,560	3.0%	2,636	3.0%	2,715
Average private comparison	112,911	116,644	120,503	124,492	128,615	132,877	3.3%	3,733	3.3%	3,859	3.3%	3,989	3.3%	4,123	3.3%	4,262
Average public and private comparison	94,342	97,320	100,394	103,566	106,839	110,217	3.2%	2,978	3.2%	3,074	3.2%	3,172	3.2%	3,274	3.2%	3,378
Your program	84,374	86,400	88,462	90,582	92,763	95,009	2.4%	2,026	2.4%	2,062	2.4%	2,120	2.4%	2,181	2.4%	2,246

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Texas	72,225	74,392	76,624	78,923	81,291	83,730	3.0%	2,167	3.0%	2,232	3.0%	2,299	3.0%	2,368	3.0%	2,439
University of Washington - Tacoma	152,568	157,145	161,859	166,715	171,716	176,867	3.0%	4,577	3.0%	4,714	3.0%	4,856	3.0%	5,001	3.0%	5,151
Columbia University	104,868	108,014	111,254	114,592	118,030	121,571	3.0%	3,146	3.0%	3,240	3.0%	3,338	3.0%	3,438	3.0%	3,541
University of Virginia	85,020	87,571	90,198	92,904	95,691	98,562	3.0%	2,551	3.0%	2,627	3.0%	2,706	3.0%	2,787	3.0%	2,871
University of Pennsylvania	103,677	107,824	112,137	116,622	121,287	126,138	4.0%	4,147	4.0%	4,313	4.0%	4,485	4.0%	4,665	4.0%	4,851
University of Southern California Rossier	106,987	110,197	113,503	116,908	120,415	124,027	3.0%	3,210	3.0%	3,306	3.0%	3,405	3.0%	3,507	3.0%	3,612
Vanderbilt University	128,070	131,912	135,869	139,945	144,143	148,467	3.0%	3,842	3.0%	3,957	3.0%	4,076	3.0%	4,198	3.0%	4,324
Average public comparison	103,670	106,781	109,984	113,284	116,682	120,183	3.0%	3,110	3.0%	3,203	3.0%	3,300	3.0%	3,399	3.0%	3,501
Average private comparison	112,911	116,644	120,503	124,492	128,615	132,877	3.3%	3,733	3.3%	3,859	3.3%	3,989	3.3%	4,123	3.3%	4,262
Average public and private comparison	107,631	111,008	114,492	118,087	121,796	125,623	3.1%	3,377	3.1%	3,484	3.1%	3,595	3.1%	3,709	3.1%	3,827
Your program	121,109	123,135	125,197	127,317	129,498	131,744	1.7%	2,026	1.7%	2,062	1.7%	2,120	1.7%	2,181	1.7%	2,246

Source(s):

University of Texas, Austin: <https://education.utexas.edu/academics/doctoral/executive-doctoral-program/executive-ed-d-program-costs/>

University of Washington: <https://www.tacoma.uw.edu/soe/EdD/courses>; <https://www.tacoma.uw.edu/registrar/tuition-rates>

Columbia University: <https://www.tc.columbia.edu/organization-and-leadership/education-leadership/urban-education-leaders-program/program-of-study/course-work/#tab-9211949>

University of Virginia: <https://education.virginia.edu/admission/graduate-admission/tuition-fees>

University of Pennsylvania: <https://www.gse.upenn.edu/admissions/financial-aid/tuition#execedd>

University of Southern California: <https://rossier.usc.edu/programs/find-compare-programs/doctor-education-educational-leadership/cost-attendance>

Vanderbilt University: <https://peabody.vanderbilt.edu/academics/departments/leadership-policy-organizations/doctor-of-education-edd/>

Additional comments: University of Pennsylvania states on their website that Tuition and fees typically increase up to 4% annually.

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).

There is no established and accepted national ranking of university-based leadership preparation programs in education, nor are schools and colleges of education included in the National Research Council ratings of academic departments. For purposes of this comparison, therefore, we treat as peer institutions those schools and colleges of education that rank highly in the overall US News and World Report rankings. However, since the USNWR rankings are oriented primarily to doctoral programs and research productivity, we also consider those institutions with a long-standing reputation for innovation and quality in leadership preparation. The BSE is currently ranked #14. We consider our closest public comparators in the area of school leader preparation to be the University of Washington (#23), which offers an EdD program in educational leadership; University of Texas, Austin (#8; tie) (launching an educational leadership EdD program in Summer 2019), and University of Virginia (#8; tie); the closest private competitors are the University of Southern California (unranked), University of Pennsylvania (#7), Vanderbilt (#5), and Columbia University, Teachers College (#1), which offer the EdD in educational leadership. We consider the University of Southern California, with its many satellite programs across the state of California and its well-established career network in many California school districts as the closest competitor among those listed in the market comp table. Despite its much higher cost, the USC program attracts EdD students from all over the state.

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

Even allowing for the PDST, BSE offers its leadership program at a favorable cost compared to other institutions. Compared to our private peers, LEAD tuition is incredibly affordable, at less than 75% of the cost of the private average for California residents. Compared to our public peers, LEAD is only marginally more expensive than the cost of the public average for residents.

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

The EdD program at UC Berkeley is distinguished from most other EdD programs in that LEAD has developed a signature pedagogy that blends theory and practice at the intersection of system leadership and equity. The focus on system leadership, including in coursework and through the signature LEAD dissertation design, is a distinguishing characteristic of our program and a unique asset to professional students looking to rise to the senior-most level roles in education, such as the superintendency or the college presidency. Such roles require explicit instruction in resource management, political alliances, issues of personnel and governance, crisis leadership, and other specialty courses offered here in Berkeley and in few other locations nationally.

The UC Berkeley approach has found a very favorable reception among a national audience of professors in educational leadership programs through our engagement in the Learning Policy Institute's EdPrepLab collaborative. Two practice briefs about the program have been published by EdPrepLab, and presentations about the model have been delivered at national and international conferences.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	33.3%	33.3%	42.9%	33.3%	N/A	N/A
American Indian	8.3%	8.3%	4.8%	16.7%	N/A	N/A
Hispanic/Latino(a)	16.7%	16.7%	19.0%	8.3%	N/A	N/A
Subtotal Underrepresented	58.3%	58.3%	66.7%	58.3%	N/A	N/A
Asian/Pacific Islander	25.0%	25.0%	19.0%	16.7%	N/A	N/A
White	16.7%	16.7%	14.3%	25.0%	N/A	N/A
Domestic Unknown	0.0%	0.0%	0.0%	0.0%	N/A	N/A
International	0.0%	0.0%	0.0%	0.0%	N/A	N/A
Total	100.0%	100.0%	100.0%	100.0%	N/A	N/A
Socioeconomic						
% Pell recipients	39.3%	28.6%	31.3%			
Gender						
% Female	50.0%	50.0%	57.1%	50.0%	N/A	N/A
% Male	50.0%	50.0%	42.9%	50.0%	N/A	N/A
% Non-Binary	0.0%	0.0%	0.0%	0.0%	N/A	N/A
% Unknown	0.0%	0.0%	0.0%	0.0%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: No data available

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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 current LEAD program admitted its first cohort in 2021-22 and since its launch, around two thirds of the program's total enrollment were U.S. domestic students from underrepresented groups. During previous iterations of the EdD program, about 50% of the program's total enrollment were U.S. domestic underrepresented groups. In both cases, these percentages far exceed national rates, which show that the majority of EdD graduates naturally continue to belong to groups historically well represented in higher education. The program will continue to strive to maintain high levels of URM enrollment as it has in the past.

We will continue the successful outreach that we have engaged in to date. Applicants are actively recruited from Bay Area school districts that serve large proportions of low income and underrepresented groups. Administrators in these districts are often of color, as public school districts themselves strive to diversify. Also, the theme of the program, Leaders for Equity and Democracy, attracts students who have a special commitment to social justice. To date, LEAD has relied heavily on our website as a recruitment tool, in combination with informational events both on and off campus. We have also capitalized successfully on our growing network of graduates to recruit through word of mouth and nominations. The website conveys the program's commitment to equity and diversity and the focus on schools, districts, and communities facing challenging socio-economic circumstances. Potential applicants are put in touch with enrolled students with similar demographic profile who communicate the program's welcoming climate for underrepresented groups. The program intends to extend this feature by creating access for potential applicants to alumni through the website.

Future enhancements to our recruitment work will continue to grow our outreach into California's rural communities in order to identify additional, qualified, diverse applicants with critical roles in ensuring equity across California's educational landscape. The flexibility of PDST funds allows us to provide opportunities for applicants from different geographic and socio-economic backgrounds who may face additional barriers to entry. Additionally, changes to the website are currently being planned, utilizing the far-ranging social media campaign that has been launched for this year's Cohort. Artifacts from that campaign, which includes video testimonials of existing students and alums and a podcast featuring recent alums, will be added to the program website throughout the following months.

LEAD has proudly served students of indigenous backgrounds, including those who are members of federally recognized Native American, American Indian, or Alaska Native tribes. Using both the PDST funds we collect and other programmatic funds, LEAD has been able to provide 100% of these students with scholarships in amounts that exceed that of the PDST collected. We are committed to continuing to fully cover NAOP-eligible students for the entire duration of this next PDST approval.

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 most recent Pell Grant data show that 31.3% of LEAD students are recipients (about 7 students). These data are tracked regularly by program administrators. Students qualifying for admission to LEAD are experienced professionals who are compensated accordingly. For example, an assistant principal can expect to make approximately \$120,000 in Oakland, CA⁴. The LEAD program continues to aggressively seek out scholarship and grant opportunities in an effort to offset tuition costs for students from low socioeconomic backgrounds. LEAD has successfully secured contributions from private donors to assist students who could not otherwise afford a graduate education at UC Berkeley. Additionally, a portion of the PDST fees are also used to support these 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?

LEAD seeks to promote gender parity by actively recruiting male, female, and non-binary students. The gender demographic in LEAD has mostly been equally split between males and females. Though there is a higher proportion of women in the teaching profession, they have been historically underrepresented in the field of school administration. LEAD's gender parity is in line with other providers nationally.

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.

It is expected that LEAD will continue to attract a highly diverse student population as the program will build on the strong reputation in the field for welcoming students from diverse ethnic, gender, and socioeconomic backgrounds and will recruit from

⁴ <https://www.salary.com/tools/salary-calculator/assistant-school-principal/oakland-ca>

similar populations as in earlier cohorts. The program will continue to strive for gender parity in its enrollment as it has in the past.

V.f. In the tables, 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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	11.8%	8.6%	11.6%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	11.8%	12.9%	15.1%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	8.2%	8.6%	9.3%
	International	0.0%	0.0%	0.0%
White	Domestic	60.0%	60.2%	54.7%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	3.6%	6.5%	5.9%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	4.6%	3.2%	3.4%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		43.5%	46.2%	48.8%
Male		50.6%	47.3%	44.2%
Non-Binary/Unknown		5.9%	6.5%	7.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	12.3%	12.1%	13.2%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	10.5%	8.6%	11.3%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	7.0%	6.9%	9.4%
	International	0.0%	0.0%	0.0%
White	Domestic	66.7%	69.0%	62.3%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	1.8%	1.7%	1.9%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	1.7%	1.7%	1.9%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		35.1%	37.9%	43.4%
Male		57.9%	55.2%	49.1%
Non-Binary/Unknown		7.0%	6.9%	7.5%

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?

BSE is the most racially/ethnically diverse school on the UC Berkeley campus (includes faculty, staff and students). UC Berkeley provides many programs for faculty and departments that are designed to help integrate equity, inclusion and diversity into all aspects of academic life. Additionally, our Office of Faculty Equity & Welfare (OFEW) provides specific guidelines for faculty searches including policies on diversity in the context of proposition 209. Links to both programs are included below.

Campus Faculty Diversity and Retention Programs - <https://diversity.berkeley.edu/faculty-our-programs-and-services>

Senate Search Guide including policies on diversity in the context of Prop 209 - <https://ofew.berkeley.edu/senate-search-guide>

The Berkeley School of Education's research, teaching, and practice support a vision of public education that has as its goal equity and inclusion at all levels and that positively impacts personal growth and social transformation. The job descriptions and requirements of our faculty and teaching positions are anchored in diversity, equity and inclusion and tend to attract a diverse applicant pool. Our faculty and Senate Faculty URG positions have consistently been above 30% or more over the last five years (31.9% five-year average and 34.5% in 2022 for all Faculty; 36.7% five year-average and 37% in 2022 for Senate Faculty).

Ladder rank faculty FTE is shared across multiple programs in the school. The school is typically allocated at least one ladder rank faculty search authorization each year, more if there are retirements or vacancies. Since FY2019-20, BSE has hired eight new ladder rank faculty across the school (37.5% URG). None of these positions were specifically allocated to the LEAD program, but there has been very little turnover in the ladder rank faculty who teach in the program. More recently, the program was able to hire a dedicated adjunct professor to support the program.

As a professional program, LEAD is heavily reliant on lecturers with specific leadership experience to teach in the program. Using a variety of strategies including targeting job posting and outreach in the field, LEAD is very successful in recruiting a diverse lecturer pool by looking at the population of leaders in the field in line with our diversity goals and recommending they apply.

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 is to configure financial aid packages (including PDST, fellowships, stipends, fee waivers, etc.) so that students in greatest economic need will not find fees to be an insurmountable barrier to applying and enrolling and so that students with the highest financial need do not incur substantial debt to complete their degree. We propose to measure our success primarily by tracking the composition of the applicant pool, student enrollment, and graduating cohorts.

The LEAD program was relaunched in 2021-22 and the first cohort graduated in May 2024. There is not recent data available on the level of debt of our recent graduates. The data included in the table below is related to the historical EdD program. Anecdotal data from the historical program indicate that students in the discontinued program were taking out loans to cover tuition, which is especially concerning given the time-to-degree issues the historical EdD program experienced. The redesign of the program and the addition of the PDST has eliminated this issue.

The LEAD program is designed as a three-year program, although normative timeline is considered under four years. All but three of the students in the first cohort completed the program within that time frame (one is completing now and currently on filing fee) and the remaining students are on track to finish in four years. The PDST-funded financial aid packages coupled with the new program design will keep students on track to graduate in three years with minimal debt at the end of the program.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	50.0%	**				25.0%
	Non-URG	80.0%	0.0%				0.0%
	International	0.0%	0.0%				
	All	71.4%	50.0%				17.0%
Average Debt among Students with Debt*	URG	\$273,568	**				\$28,696
	Non-URG	\$59,269	\$0				\$0
	International	\$0	\$0				
	All	\$102,129	\$489,387				\$28,696

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

** Figures for these students are included in the "All" rows but are not shown separately due to the small number of students in this category and the resulting privacy concerns.

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

Additional Comments: Data in the table above are related to the students in the previous program and prior to the approval of the PDST. The first cohort of the newly revamped program graduated in May 2024.

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 LEAD program was relaunched in 2021-22. The first cohort from this newly designed program graduated in May 2024. The data for the students in the existing program is not included in this table. Our goal is to configure financial aid packages (including PDST, fellowships, stipends, fee waivers, etc.) so that students admitted to the program with great economic need (household size, salary, caregiver needs, etc.) will not find fees to be an insurmountable barrier to applying and enrolling and so that students with the highest financial need do not incur substantial debt to complete their degree. We anticipate that the debt will be lowered based on the aid packages and time to degree, but we do not currently have data on this.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	0%	\$28,696	\$177,500	2%
Public comparisons	NA	NA	\$177,500	NA
Private comparisons	NA	NA	\$177,500	NA

Sources:

UC: Corporate data, first cohort graduate in 2023-24 – no data available

Comparison institutions: Debt data not available; used same salary for all

Additional comments: Data for the first cohort of the LEAD program is not yet available. 2022-23 data are for the cohort prior to the relaunched program.

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 BSE seeks to minimize student debt for our graduates. To this end, our leadership programs are designed to enroll and accommodate the schedules of working professionals, which allow them to earn income while enrolled in coursework. Where

necessary, we will use PDST funds to provide need-based aid in the form of grants. Because LEAD students work full-time, we are not able to provide graduate student research or teaching positions that are often available in traditional doctoral programs.

However, upon graduation, students can expect to earn relatively high incomes. California principals typically make over \$140,000 per year, while superintendent salaries can reach over \$215,000⁵. In light of these salaries, debt repayment seems more manageable.

Finally, principals and superintendents who do accumulate educational debt may take advantage of the Public Service Loan Forgiveness Program (PSLF), a Federal program created to encourage careers in public service, to enter and stay in public sector jobs by offering a loan forgiveness program after 10 years of eligible service.⁶ Students are reminded about this option yearly at their annual review meeting with program administrators.

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.

Students in the program are expected to pursue public interest careers and provide services to underserved populations. They are actively recruited for this purpose. However, as explained above in Section VI.c., graduates can expect to earn relatively high incomes.

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?

Upon graduation, students can expect to earn relatively high incomes (see response to Section VI.c). Principals and superintendents who do accumulate educational debt may take advantage of the Public Service Loan Forgiveness Program (PSLF), a Federal program created to encourage careers in public service, to enter and stay in public sector jobs by offering a loan forgiveness program after 10 years of eligible service.

⁵ <https://www.salary.com/research/salary/benchmark/school-superintendent-salary/oakland-ca>

⁶ <https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>

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

We continue to promote the availability of financial aid as an integral part of all our recruitment and outreach efforts, as well as in annual review meetings with matriculated students. The BSE designates a key staff person in our BSE Student Services Office with full-time responsibility for providing financial aid guidance; she responds to queries from prospective students, supplies information at on-campus informational events, works with newly admitted students, and provides continuing support to enrolled students. Financial aid information is accessible on our website, together with links to campus financial aid resources, and other communication venues including the printed and online Guide to Graduate Studies, on- and off-campus informational sessions, and recruitment webinars. We also utilize social media platforms to reach out to potential candidates and inform them of upcoming LEAD recruitment and professional development events.

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?

LEAD hosts multiple public information sessions where prospective students are informed of the tuition costs, as well as median salary and earning potential of program graduates. Information Session attendees are also provided information about financial aid and available scholarships. Information sessions are then recorded and posted on our website to increase access for all.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

The LEAD program opened its doors to students in July of 2021 in the midst of the COVID-19 pandemic. It is lucky that by the nature of the program's planned 2021 start, no students were enrolled for the first year and a half of the pandemic. As a result, necessary shifts occurred mostly during the recruitment and admissions season for Cohort 1, with changes made to the delivery of information sessions and admissions interviews.

One of the shifts that did affect students in that initial cohort instructionally was the decision to pivot to a hybrid launch for the program in the summer of 2021, despite what was initially designed for a fully in-person kick-off. Instead, the first cohort of LEAD began their instruction in a hybrid model, spending half of each instructional week engaging in instruction online and the other half on-campus using a variety of precautionary measures (masks, symptom screeners, no eating or drinking, etc.). Following this

unplanned hybrid start, LEAD students were able to get onto the pre-COVID planned structure of the program in Fall of 2021. The program has continued to be responsive to needs that arise should students or those for whom they give care be diagnosed with COVID-19, understanding that this is even more likely given many students' proximity to young children by nature of their professional roles as educators. To support students effectively, LEAD has made several investments, including training all staff members and undergraduate student assistants to provide real-time support to instructors in order to increase their ability to offer students access, and purchasing instructional technology (a microphone, a 360-degree camera, a tripod, etc.) that can facilitate students in joining remotely when required due to health issues.

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.

Process

The Leaders for Equity and Democracy (LEAD) EdD program solicited feedback on the PDST from both faculty and students. Faculty engaged in a conversation regarding PDST at the monthly LEAD team meeting on September 19, 2024. Present were Academic Coordinator Dr. Lihi Rosenthal, Faculty Director Dr. Jabari Mahiri, Adjunct Professor Dr. Ozge Hacifazlioglu, Coordinator of Instructional Support Dr. Jessica Evans, Program Assistant Nelly Hernández, and program collaborator, PLI Director Dr. Soraya Sablo Sutton. To facilitate the collection of student input, LEAD offered two forums by which students could learn about and give input on the PDST. On Friday, September 6, 2024, a survey was sent to all current LEAD students and its recent graduates (18 responses out of 21 surveys) asking them to share their impressions of the PDST. Then, the following day, Saturday, September 7, an optional focus group meeting was held after class time with students in the current cohort (8 students attended out of a total of 9).

On the survey and in the focus group, students learned what the PDST was and how the funds were used by LEAD. Currently, LEAD uses the funds in three ways:

1. To pay for need-based student scholarships
2. To purchase student books and supplies, such as software licenses for qualitative research data analysis
3. To fund the Academic Coordinator position that supports the LEAD program and its students

We shared that we planned to spend 50% on RTA (#1 above) and 50% on a combination of academic coordinator FTE and books/supplies (#2 and #3 above). We did not further breakdown how the 50% would be split between #2 and #3, but indicated we would continue to purchase all required books and software programs, and then use the difference for the academic coordinator salary.

Are LEAD's PDST funds currently benefiting students?

All 18 students who completed the survey stated that they had benefited from the supports funded through the PDST. Wrote one, "The supports funded by PDST have been instrumental to my ability to not only complete work, but remain in this program. The support from [the Academic Coordinator], the design of her classes, and the intentionality with which she scaffolds our work is beyond value. I appreciate the access to the books and the scholarship as well." Another agreed, and added that, "The materials (books and software) have been helpful as well, especially the MAXQDA software."

The student survey responses mirror what was heard in the student focus group, where students appreciated the additional support, guidance and mentoring provided by an academic coordinator, as well as the financial support of books and scholarship dollars. One student, who has benefited from a PDST scholarship shared that, “The financial support has made it possible for my family to support me in doing this program.”

Faculty similarly shared feeling that students benefited greatly from the additional infrastructure and supports put in place by the presence of an academic coordinator, as evidenced by the 100% student persistence rate and high percentage of on-time completions (both stats markedly different than those of the previous EdD program, which was operated with no PDST funds and thus no Academic Coordinator).

Do students feel PDST funds should continue to be used in a similar way?

Both survey respondents and focus group participants unanimously agreed that PDST funding should continue in each of the three areas noted above. Several members of the focus group mentioned that the academic coordinator was the most important of the existing supports to them, as they felt it was the only support they could not find an alternative way to provide for themselves (unlike books and scholarships). This was echoed in the written surveys, with one respondent saying, “I have received assistance with tuition costs and books. However, the most benefit comes from the guidance, mentorship, and support of the [academic coordinator]. Not only does she effectively design lessons for professional learning but also monitors and ensures that each student is on-track to meet the program expectations and milestones.”

Two students in the focus group offered additional suggestions for how funds could be used in the future, if additional funds are collected or additional student scholarships are obtained to lessen the need for support. These two students suggested the potential future additions of travel stipends and/or the hiring of trainers to support students in learning the many technical components required in their new studentship (such as data coding, academic annotation, APA formatting, etc.). The moderator of the conversation confirmed these were suggested changes for future rounds of PDST approvals, not the current proposal, and students reiterated it was. Still, the program team considered whether either travel stipends and/or training funds should be added to this year’s proposal after hearing these suggestions voiced by students. In the end, the team decided not to incorporate them at this time due to the heightened demand for additional funds in the existing categories (see list above). Still, the team decided to keep note of the students’ ideas for discussion at the next PDST approval interval.

Do students feel that PDST funds should be increased?

Although we are not requesting an increase at this time, we were curious to hear students’ impressions on the prospect to inform future planning. When asked whether PDST funds should be increased, every responding student said they would prefer no increase, citing existing concerns about already high tuition and cost of living. One student offered a more nuanced response, writing, “I would not recommend raising it unless it was offset in some way so that students were not paying. Since our tuition is already higher

than other doctoral programs.” Two other students expressed an openness to increase if it were recommended by key program faculty or, in one case, “If there is a specific expense that needs to be covered, I would be willing to consider an increase.”

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 Mckalee Steen on 11/1/24 .
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 _____ 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.

The summary included in section IX.b. above includes commentary on both the student and faculty engagement. As noted above, faculty engaged in a conversation regarding PDST at the monthly LEAD team meeting on September 19, 2024. The LEAD monthly meeting includes all faculty who hold core responsibilities for LEAD to gather together. Present were Academic Coordinator Dr. Lihi Rosenthal, Faculty Director Dr. Jabari Mahiri, Adjunct Professor Dr. Ozge Hacifazlioglu, Coordinator of Instructional Support Dr. Jessica Evans, Program Assistant Nelly Hernández, and program collaborator, PLI Director Dr. Soraya Sablo Sutton. Additional faculty input included the following:

- Dr. Sablo Sutton was moved to see we are spending so much more than the required 33% on scholarships (LEAD allocated 88% of its PDST funds in FY2023-24 for this purpose), commenting that this underscores our value system and the emphasis we put on making the program accessible for diverse students.
- Dr. Mahiri felt that the idea that PDST gives us flexibility to support students is beneficial. He was encouraged to hear that students did not advocate for us to remove the PDST or stating that it is a hardship. “PDST helps us have a strategy for equity, not just equality,” he shared.
- In addition to strongly supporting the continuation of the PDST, Dr. Hacifazlioglu recommended that the team continue to look at opportunities for fund-raising or revenue generation so that we are consistently aiming to raise even more money for 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 Lisa Garcia Bedolla on 11/1/2024 .
Graduate Dean

☒ Plan shared with Dania Matos on 11/1/2024 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

☒ Plan endorsed by Rich Lyons on 11/25/2024 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$31,620	\$32,880	\$34,170	\$35,520	\$36,930	\$38,400	4.0%	\$1,260	3.9%	\$1,290	4.0%	\$1,350	4.0%	\$1,410	4.0%	\$1,470
Prof. Degr. Suppl. Tuition (Nonresident)	\$31,620	\$32,880	\$34,170	\$35,520	\$36,930	\$38,400	4.0%	\$1,260	3.9%	\$1,290	4.0%	\$1,350	4.0%	\$1,410	4.0%	\$1,470
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,125	\$1,161	\$1,197	\$1,233	\$1,272	\$1,311	3.2%	\$36	3.1%	\$36	3.0%	\$36	3.2%	\$39	3.1%	\$39
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)***	\$2,741	\$2,821	\$2,906	\$2,992	\$3,082	\$3,170	2.9%	\$80	3.0%	\$85	3.0%	\$86	3.0%	\$90	2.9%	\$88
Est. First-Year Fees (CA resident)	\$49,502	\$51,292	\$53,129	\$55,039	\$57,028	\$59,087	3.6%	\$1,790	3.6%	\$1,837	3.6%	\$1,910	3.6%	\$1,989	3.6%	\$2,059
Est. First-Year Fees (Nonresident)	\$61,747	\$63,537	\$65,374	\$67,284	\$69,273	\$71,332	2.9%	\$1,790	2.9%	\$1,837	2.9%	\$1,910	3.0%	\$1,989	3.0%	\$2,059

* 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 summer fees (Tuition, the SSF, and campus-based fees). Does not include voluntary fees like the UCGPC Fee and one-time fees like the “Document Fee.”

Additional comments: The UC Davis Graduate School of Management (GSM) is proposing annual increases of 4% in Professional Degree Supplemental Tuition (PDST) in each of the years of this period to maintain the quality and current services of the full time MBA program.

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

Davis's full-time two-year Master of Business Administration program, established in 1981, prepares students to serve as collaborative, ethical and impactful leaders wherever excellent managers are required. The MBA program has averaged approximately 80 students during the past five years. The program provides core education in necessary skills for management, including organizational behavior, strategy, accounting for managers, finance, economics, marketing, operations, quantitative analysis, articulation and critical thinking. A broad selection of electives allows MBA students to delve deeper into fields of interest such as business analytics, technology management, entrepreneurship and financial management. The UC Davis GSM seeks to attract a diverse student body and deliver a curriculum that teaches and encourages leaders who value diversity, equity and inclusion. Students in the UC Davis MBA also have access to the riches of the rest of campus where world-class research occurs in food and agriculture, renewable and sustainable energy, biotechnology and the practice and provision of health care, among other subjects. The UC Davis Graduate School of Management (GSM) taps directly into these resources for MBA students through industry immersions where corporate executives present on the latest in their fields and challenge mixed teams of MBA and other graduate students with cases to solve.

Students go on to a broad variety of management careers in business, including product management, financial analysis, strategic consulting, human resources, sales and marketing and operations management. UC Davis MBA graduates are found in a broad variety of industries including health care, food and agriculture, financial services, energy, and information and communications technology.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 full time MBA program's last multi-year PDST plan pertained to 2019-20 through 2023-24 and was approved with annual 4% PDST increases. Last year, the UC Davis Graduate School of Management proposed a multi-year plan for 2024-25 through 2028-29,

again with annual increases of 4%. A fee increase for one year was approved. The following refers to both the prior five-year plan period through 2023-24 and academic year 2024-25. The prior plan proposed to use PDST to accomplish the following goals:

1. Enhance program affordability:

- a. The MBA program provided at least 33% of PDST as financial aid each year of the last multi-year plan. In the most recent three years, financial aid has exceeded 40% of PDST. In a challenging MBA market, this has been an essential factor in attracting diverse cohorts of high-quality students. The increase in funds to this goal has reduced funds available however, both in absolute and relative terms, for the remaining three goals to Maintain Program Quality, Provide New Student Services and Enhance Program Diversity.
- b. For the incoming class in Fall 2024, 84% of students received some financial aid. Individual awards ranged from \$10,000 to \$60,000 for the two years of the program.
- c. The previous UC Davis MBA multi-year plan described the goal for affordability as follows: “to provide financial aid to students based on merit and to make the program affordable to all qualified students.” To date, all financial aid has been allocated nominally as merit-based aid. The affordability discussion with each admitted candidate has sometimes caused MBA Admissions to increase that aid to increase affordability, but these adjustments have not been tracked. We estimate that 10-15% of financial aid would have been allocated as “need-based” if a tracking system had been in place. Plans for a new tracking system have been initiated with the cohort matriculating in Fall 2025.

2. Maintain program quality:

- a. The prior multi-year plan included a goal to maintain program quality by allocating approximately 41% of PDST revenue to compensation and benefits for faculty, including both research faculty and Lecturers, and benefits. The allocation of PDST to these purposes in 2024-25 is approximately 30%. Despite the balance of the reduction in allocation to this purpose, the GSM has been able to maintain and increase its elective offerings to full time MBA students by including them in weekend intensive courses in Davis and Sacramento. This has added 8-12 courses per year in management topics of high student interest such as personal branding, innovation and entrepreneurship, and technology platforms.

3. Provide new student services:

- a. The program goal for the prior multi-year plan period proposed to use 24% of PDST revenue towards “additional student services”, principally in the areas of enhanced career development services, soft skills development and student-led co-curricular activities. This was incorrectly labeled “New Student Services” since these additional, enhanced services already existed from previous plan periods. The fees increase was necessary to maintain these services, but they did not represent new student services during the most recent plan period. The GSM has

maintained these services and the staff that deliver them despite a shortfall of funds due to lower enrollments as compared to the plan.

4. Enhance program diversity:

- a. In the prior multi-year plan, the GSM outlined a series of planned activities to recruit a diverse student body for the full time MBA program. During the plan period, the GSM participated in recruiting events sponsored by organizations that focus on members from underrepresented groups such as the National Society of Hispanic MBAs, the National Black MBA Association, the National Black Pre-MBA Association, and the Forte Foundation. The GSM remained very active in the UC consortium that sponsors the Summer Institute for Emerging Managers and Leaders, which brings together exceptional undergraduate students from historically black colleges and universities and Hispanic-serving institutions to learn about MBA programs and the opportunities available at UC business schools. The GSM also implemented the UC-wide Native American Opportunity Plan. These activities were supported by PDST funding, which is the source for most of the recruiting budget for the MBA program. Outreach activities intended to enhance program diversity were not tracked separately in the financial system, although estimates of the annual budget specific to this purpose would be in the range of \$30,000. The results of these efforts were favorable, increasing students from underrepresented groups from 7.8% in the last year of the prior period to a high-water mark of 18% in 2021-22. After two years of low URG enrollments, however, this fell to 6.2% of the student population in the fall quarter 2024. This decrease occurred despite continued attention to the activities that had met with success previously. The table below details applications, admissions, and enrollments over the past five years:

UC Davis MBA	Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
	URG	All	%URG	URG	All	%URG	URG	All	URG	All	%URG	URG	All
2020-21	31	293	10.6%	13	126	10.3%	41.9%	43.0%	9	46	19.6%	69.2%	36.5%
2021-22	24	361	6.6%	7	115	6.1%	29.2%	31.9%	6	42	14.3%	85.7%	36.5%
2022-23	23	382	6.0%	9	87	10.3%	39.1%	22.8%	5	40	12.5%	55.6%	46.0%
2023-24	19	364	5.2%	6	97	6.2%	31.6%	26.6%	2	38	5.3%	33.3%	39.2%
2024-25	18	327	5.5%	7	109	6.4%	38.9%	33.3%	3	42	7.1%	42.9%	38.5%

There was also a decrease in the percentage of Pell recipients in the incoming class. After several years of substantial increases in this metric, with an average of nearly 40% in the cohorts from academic years 2021-23, we experienced a decrease in the cohort matriculating in 2024. Only 15% of this class were Pell recipients as undergraduates, despite the program maintaining outreach and offering consistent financial aid.

Consequences of COVID-19 on Multi-Year Program Goals:

COVID-19 had significant consequences for the GSM MBA program, disrupting the modality of instruction in the short term and

accelerating the adoption and acceptance of distance learning technologies broadly in business education for the long term. All instruction in the MBA program moved online at the end of winter quarter in 2020 and remained online until fall quarter 2021. This required a small additional outlay of funds for audio-visual equipment, which was offset by lower program costs in areas such as recruiting travel, catering for student events, etc. The GSM endeavored to maintain student engagement during the pandemic through webinars with corporate executives, online career development services and student-led co-curricular activities such as Zoom yoga sessions. The additional expenses associated with moving these activities online was also offset by the reduced on-premises expenses. The longer-term impacts are being felt throughout higher education, and very directly in graduate business education. Programs around the country are reporting that students are less engaged in the classroom, both in terms of attendance and participation, and are oftentimes choosing the convenience of online instruction over the in-person experience when offered the option. It is not yet clear to what extent these effects of the pandemic are temporary, and students will revert to the “norm” of in-person on-premises instruction, and to what extent they represent a fundamental shift to which the GSM and other business schools will be adapting over this next multi-year plan period.

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 GSM MBA proposes 4% annual PDST increases during this multi-year plan. Fixed cost increases to salaries and benefits, mandated at the system and campus levels through collective bargaining agreements and annual budgets, will exceed 4% through the plan years. The enhanced student services, faculty support and financial aid are important features of the program that keep it attractive to diverse and highly qualified candidates. The requested annual increase is the minimum necessary to maintain this support and financial aid at current levels.

Broadly, the goals for this PDST multi-year plan reflect the goals of the prior plan:

- 1. Enhance program affordability:** The MBA program will increase financial aid support from an allocation of approximately 40% in the prior plan to 45% in this plan. The goal will be to continue to attract students from low socio-economic backgrounds at the same rate as in the years of the recently concluded multi-year plan period, which will be key to increasing the enrollment of Pell grant recipients. This allocation will also help the MBA meet its commitment to the Native American Opportunity Plan for both

system-wide tuition and fees and PDST along with other commitments to a diverse student body, for example to alumni of HBCUs and HSIs who participated in the Summer Institute for Emerging Managers and Leaders.

Beginning with recruitment of the class entering in summer 2025, admissions recruiters are including a question in the interview process about the candidate's Pell-grant eligibility as undergraduates, as well as a more generic question about the affordability of the program for the candidate. Due to the dynamic and time-bound nature of MBA admissions, the candidate's self-reported socio-economic status will be the basis of any need-based allocation. Financial aid that is allocated based on the results of that discussion will be marked as "need-based," and tracked accordingly. We expect that 10% to 20% of all financial aid will be identified as "need based."

Overall, financial aid will continue to be awarded in an effort to attract the most highly qualified class possible (merit-based) and to make the program affordable for every such qualified candidate (need-based). As a result, one candidate may be awarded financial aid that is a combination of merit- and need-based aid.

2. **Maintain program quality:** The MBA program will maintain the allocation to faculty salary and benefits at approximately 30% of PDST revenue as in the current fiscal year. This already represents efficiencies and program innovations that allowed the GSM to maintain and expand curricular offerings in the prior plan period, described above in II.a.2. The GSM will continue to innovate the curriculum to meet the demands of the marketplace within the resources available.
3. **Maintain enhanced student services:** The program will maintain the allocation to enhanced student services, especially in the areas of career development and recruitment outreach for a diverse student body. This will include staff and direct operating expenses to which the GSM will allocate approximately 23% of PDST revenue.
4. **Enhance program diversity:** The MBA program will continue and enhance efforts to attract a diverse student body. The goal will be to achieve a diverse student population that exceeds the participation by underrepresented groups in our peer business schools. Beginning with the recruiting cycle for the class entering 2025, we will tag diversity outreach expenses to improve our ability to report. The strategies to achieve a more diverse student population are detailed in Section V. below.

If the requested increase is not approved, the program will not be able to maintain the balance between program quality and affordability. We would maintain funding for faculty compensation and benefits and student financial aid. Due to fixed cost increases, this would represent approximately a 10% decrease in funding for enhanced student services in the first year. If the increase is not approved for multiple years, the fixed cost increases would cause reductions in staff FTE and related reductions in services to students.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 in the first column of the table on the following page. 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

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$542,057	\$21,682	\$22,550	\$23,452	\$24,390	\$25,365	\$659,496
Benefits/UCRP Cost	\$216,823	\$8,673	\$9,020	\$9,381	\$9,756	\$10,146	\$263,799
Providing Student Services	\$586,867	\$23,098	\$22,418	\$23,975	\$25,406	\$26,705	\$708,469
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	\$1,138,320	\$45,533	\$47,354	\$49,248	\$51,218	\$53,267	\$1,384,940
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)	\$45,533	\$1,814	\$1,858	\$1,944	\$2,030	\$2,117	\$55,296
Total use/projected use of revenue	\$2,529,600	\$100,800	\$103,200	\$108,000	\$112,800	\$117,600	\$3,072,000

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

Additional comments: The “Other” line item represents required overhead charges that are allocated to the fund source that generates the charge for the purposes of good accounting.

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 program team works continuously to operate efficiently and ensure that every expense is considered in the context of its contribution to the student experience in and out of the classroom. Fixed cost increases for salaries and benefits, including the impact of recent collective bargaining agreements, limit what can be achieved by cost-cutting without reducing service levels to students. The program team has been “doing more with less” over the past five years, and expects to maintain this ethos to the extent possible. Examples of innovations to operate efficiently given above (section II.a.2.) included the promotion of full time MBA

students to participate in intensive “Residentials” and the accounting allocation of benefits to limit the impact of these costs on the PDST budget. This allowed the program to maintain curricular and co-curricular services, and increase financial aid, despite a shortfall of approximately \$475,000 against the prior multi-year plan.

The UC Davis GSM engages in intensive fundraising efforts to enhance our annual fund, our business partnerships, and major gift funds to support the MBA program. These fundraising efforts have resulted in more than \$2 million in endowment revenue each year for the past several years, most of which benefits the full-time MBA program directly or indirectly. For example, the alumni-funded MBA endowment is used almost exclusively for support of student-led co-curricular activities. The endowed Deanship will provide additional funding for faculty salary support to attract and retain world-class and diverse faculty.

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 proposal is for uniform increases during the years of this proposal.

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

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	26	30	35	35	35	35
Domestic Nonresident	5	5	5	5	5	5
International	49	45	40	40	40	40
Total	80	80	80	80	80	80

Additional comments: Most international students seek to remain in California after graduation for employment. For the past three years, more than 70% of international students employed after graduation were working in California. The drivers of PDST revenue for the program are enrollments and the approved tuition rate. The MBA is hopeful that enrollments will increase in the future, and seek to increase the proportion of resident to non-resident and international students, but maintaining consistent enrollments with the most recent year are an appropriate program and budgetary expectation. If enrollments during the planning period are consistently and materially greater than the plan, all else being equal, the GSM will consider PDST levels during plan years that are less than those proposed here.

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.

Table 4: Market Comparators

Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
ASU Carey	62,711	64,592	66,530	68,526	70,582	72,699	3.0%	1,881	3.0%	1,938	3.0%	1,996	3.0%	2,056	3.0%	2,117
Michigan State-Broad	73,443	75,646	77,915	80,252	82,660	85,140	3.0%	2,203	3.0%	2,269	3.0%	2,337	3.0%	2,408	3.0%	2,480
Ohio State-Fisher	63,509	65,414	67,376	69,397	71,479	73,623	3.0%	1,905	3.0%	1,962	3.0%	2,021	3.0%	2,082	3.0%	2,144
U of MD College Park	100,566	103,583	106,690	109,891	113,188	116,584	3.0%	3,017	3.0%	3,107	3.0%	3,201	3.0%	3,297	3.0%	3,396
U of MN Carlson	97,856	100,792	103,816	106,930	110,138	113,442	3.0%	2,936	3.0%	3,024	3.0%	3,114	3.0%	3,208	3.0%	3,304
UT Dallas	49,716	51,207	52,743	54,325	55,955	57,634	3.0%	1,491	3.0%	1,536	3.0%	1,582	3.0%	1,630	3.0%	1,679
BC Carroll	132,112	136,075	140,157	144,362	148,693	153,154	3.0%	3,963	3.0%	4,082	3.0%	4,205	3.0%	4,331	3.0%	4,461
BU Questrom	137,991	142,131	146,395	150,787	155,311	159,970	3.0%	4,140	3.0%	4,264	3.0%	4,392	3.0%	4,524	3.0%	4,659
SMU Cox	123,562	127,269	131,087	135,020	139,071	143,243	3.0%	3,707	3.0%	3,818	3.0%	3,933	3.0%	4,051	3.0%	4,172
U of Notre Dame	150,983	155,512	160,177	164,982	169,931	175,029	3.0%	4,529	3.0%	4,665	3.0%	4,805	3.0%	4,949	3.0%	5,098
USC Marshall	161,395	166,237	171,224	176,361	181,652	187,102	3.0%	4,842	3.0%	4,987	3.0%	5,137	3.0%	5,291	3.0%	5,450
Average public comparison	74,634	76,872	79,178	81,554	84,000	86,520	3.0%	2,239	3.0%	2,306	3.0%	2,375	3.0%	2,447	3.0%	2,520
Average private comparison	141,209	145,445	149,808	154,302	158,932	163,700	3.0%	4,236	3.0%	4,363	3.0%	4,494	3.0%	4,629	3.0%	4,768
Average public and private comparison	104,895	108,042	111,283	114,621	118,060	121,602	3.0%	3,147	3.0%	3,241	3.0%	3,338	3.0%	3,439	3.0%	3,542
Your program	97,973	101,515	105,176	108,985	112,945	116,682	3.6%	3,542	3.6%	3,661	3.6%	3,809	3.6%	3,960	3.3%	3,737

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
ASU Carey	114,096	117,519	121,045	124,676	128,416	132,268	3.0%	3,423	3.0%	3,526	3.0%	3,631	3.0%	3,740	3.0%	3,852
Michigan State-Broad	116,260	119,748	123,340	127,040	130,851	134,777	3.0%	3,488	3.0%	3,592	3.0%	3,700	3.0%	3,811	3.0%	3,926
Ohio State-Fisher	122,052	125,714	129,485	133,370	137,371	141,492	3.0%	3,662	3.0%	3,771	3.0%	3,885	3.0%	4,001	3.0%	4,121
U of MD College Park	122,352	126,023	129,804	133,698	137,709	141,840	3.0%	3,671	3.0%	3,781	3.0%	3,894	3.0%	4,011	3.0%	4,131
U of MN Carlson	126,298	130,087	133,990	138,010	142,150	146,415	3.0%	3,789	3.0%	3,903	3.0%	4,020	3.0%	4,140	3.0%	4,265
UT Dallas	91,045	93,776	96,589	99,487	102,472	105,546	3.0%	2,731	3.0%	2,813	3.0%	2,898	3.0%	2,985	3.0%	3,074
BC Carroll	132,112	136,075	140,157	144,362	148,693	153,154	3.0%	3,963	3.0%	4,082	3.0%	4,205	3.0%	4,331	3.0%	4,461
BU Questrom	137,991	142,131	146,395	150,787	155,311	159,970	3.0%	4,140	3.0%	4,264	3.0%	4,392	3.0%	4,524	3.0%	4,659
SMU Cox	123,562	127,269	131,087	135,020	139,071	143,243	3.0%	3,707	3.0%	3,818	3.0%	3,933	3.0%	4,051	3.0%	4,172
U of Notre Dame	150,983	155,512	160,177	164,982	169,931	175,029	3.0%	4,529	3.0%	4,665	3.0%	4,805	3.0%	4,949	3.0%	5,098
USC Marshall	161,395	166,237	171,224	176,361	181,652	187,102	3.0%	4,842	3.0%	4,987	3.0%	5,137	3.0%	5,291	3.0%	5,450
Average public comparison	115,351	118,811	122,376	126,047	129,828	133,723	3.0%	3,461	3.0%	3,564	3.0%	3,671	3.0%	3,781	3.0%	3,895
Average private comparison	141,209	145,445	149,808	154,302	158,932	163,700	3.0%	4,236	3.0%	4,363	3.0%	4,494	3.0%	4,629	3.0%	4,768
Average public and private comparison	127,104	130,917	134,845	138,890	143,057	147,349	3.0%	3,813	3.0%	3,927	3.0%	4,045	3.0%	4,167	3.0%	4,292
Your program	122,463	126,005	129,666	133,475	137,435	141,539	2.9%	3,542	2.9%	3,661	2.9%	3,809	3.0%	3,960	3.0%	4,104

Source(s):

ASU Carey	Public	https://wpcarey.asu.edu/mba-programs/full-time/cost-financial-aid#cost
Michigan State-Broad	Public	https://broad.msu.edu/masters/mba/tuition/
Ohio State-Fisher	Public	https://fisher.osu.edu/graduate/ftmba/admissions/tuition-funding
U of MD College Park	Public	https://www.rhsmith.umd.edu/programs/full-time-mba/admissions#financial-aid
U of MN Carlson	Public	https://carlsonschool.umn.edu/graduate/mba/full-time/tuition-aid
UT Dallas	Public	https://mba.utdallas.edu/tuition-aid/
BC Carroll	Private	https://www.bc.edu/bc-web/schools/carroll-school/graduate/admission/tuition-and-aid.html
BU Questrom	Private	https://questromworld.bu.edu/ftmba/tuition-2/
SMU Cox	Private	https://www.smu.edu/cox/Degrees-and-Programs/Two-Year-MBA/admissions#chapter-3
U of Notre Dame	Private	https://mendoza.nd.edu/graduate-programs/the-notre-dame-mba/two-year-mba-tuition-aid/
USC Marshall	Private	https://www.marshall.usc.edu/programs/graduate-programs/mba-programs/full-time-mba/admissions

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).

These institutions are appropriate comparators because they are similar in terms of admitted student qualifications and competition for faculty, and all except one are ranked from 30 to 50 by US News and World Report (USN&WR). There are six public and five private institutions in the list. Eight of these schools are comparators that the GSM's accrediting body, AACSB, will use in the upcoming continuous improvement review. These include ASU Carey, Ohio State – Fisher, Michigan State – Broad, UT Dallas, Boston University – Questrom, Boston College – Carroll, Southern Methodist University – Cox, and University of Maryland College Park. In terms of market competition, the UC Davis GSM MBA program is most directly compared to other business schools in California ranked in the top 50 by USN&WR, of which there are six including four UCs. The remaining two are Stanford, which UC Davis does not consider a comparator, and USC Marshall ranked at 18, which is aspirational, but provides the only non-UC comparator in California.

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

The MBA program at UC Davis is generally less costly than the average of public and private Universities for both residents and nonresidents, at approximately 7% less than the average for residents and 5% less than the average for nonresidents. The MBA program is more costly than the average for residents attending public programs. There are many variables that could explain this

difference, including the cost of living in California and public support relative to tuition. Since none of these public schools are in California, a direct comparison to the cost for residents is not possible. The MBA program for residents is less expensive at UC Davis than the comparator average for private Universities by 40%. For nonresidents, UC Davis is less expensive than the average overall, being slightly more expensive than comparator public universities by about 4%, and 15% less expensive than comparator private universities.

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

The MBA program's distinctive features are its geography, partnerships on the UC Davis campus, and faculty. The UC Davis GSM is located in the heart of some of the most productive agricultural land on Earth near Silicon Valley's corporate centers, San Francisco's vibrant cultural and financial institutions, and California's capitol in Sacramento. This location provides unique opportunities in entrepreneurship, technology management and innovation, finance and public service, and any combination of the above. The world-class research at UC Davis attracts academics and industry partners that are creating the future on campus. The GSM leverages these strengths with industry immersions in food and agriculture, sustainable energy, and bio-technology. Finally, the GSM faculty are ranked among the best in the world for research productivity and impact. This combination of cross-campus UC Davis partnerships, corporate engagement, and world-class research faculty leveraged in a small-campus format makes us unique among our comparators.

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 (2022-23)
	2021-22	2022-23	2023-24	Fall 2024	Publics & Privates
Ethnicity					
Underrepresented					
African American	6.0%	5.0%	3.0%	1.25%	5.32%
American Indian	1.0%	2.0%	1.0%	1.25%	7.75%
Hispanic/Latino(a)	11.0%	5.0%	5.0%	3.75%	0.31%
Subtotal Underrepresented	18.0%	12.0%	9.0%	6.25%	13.38%
Asian/Pacific Islander	18.0%	15.0%	13.0%	18.75%	16.24%
White	23.0%	25.0%	22.0%	13.75%	44.68%
Domestic Unknown	0.0%	2.0%	2.0%	0.00%	8.64%
International	41.0%	46.0%	54.0%	61.25%	17.05%
Total	100.0%	100.0%	100.0%	100.00%	100.00%
Socioeconomic					
% Pell recipients	29.0%	43.0%	15.0%	N/A	N/A
Gender					
% Female	39.0%	35.0%	38.0%	42.50%	39.60%
% Male	60.0%	61.0%	54.0%	51.25%	60.30%
% Non-Binary	0.0%	0.0%	0.0%	0.00%	0.00%
% Unknown	1.0%	4.0%	8.0%	6.25%	0.10%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: The comparison institutions used for the above figures are the same eleven institutions as used to compare tuition. The data source used was Data Direct of the AACSB business school accreditation body. Due to the small number of institutions, the figures for public and private institutions could not be separated, and are reported together in this table.

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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 efforts of the program during the prior plan period were somewhat successful, with the percentage of students from underrepresented groups increasing from 7.8% in 2018-19 (the final year of the last plan), which was the most diverse student body at UC Davis of the prior four years, to 18% in 2021-22. However, since 2021-22, enrollment proportions for African American and Hispanic/Latino(a) students have declined, with overall URG percentages declining to 9% in 2023-24 and estimated to decline further to 6.3% for fall 2024. This is a very concerning trend and one in which we plan to reverse going forward.

The pipeline information provided under section 4 in our response to question II.a. above indicates that the challenge has been all along the recruitment path, but especially attracting students from underrepresented groups to apply. The admit rates and yield rates for URG students has been approximately the same for URG students as for the rest of the student body despite competitive pressure from other schools that can offer financial aid on the basis of race and ethnicity. The GSM will redouble its efforts to attract URG students and encourage them to apply, and continue to explore means to yield these students that are compliant with Prop 209.

In the spirit of meeting the candidates where they are at, the program will continue to participate in recruiting events sponsored by organizations that focus on members from underrepresented groups such as the National Society of Hispanic MBAs (Prospanica), the National Black MBA Association, the National Black Pre-MBA Association, and the Forte Foundation. The GSM works closely with several centers on campus, including the Native American Success Center, the Center for Chicanx and Latinx Academic Student Success, the Center for African Diaspora Student Success, the LGBTQIA Resource Center and the Women's Resources and Research Center. The GSM will remain very active in the UC consortium that sponsors the Summer Institute for Emerging Managers and Leaders (SIEMML), which included hosting 40 college students from HBCUs and Hispanic serving institutions in the summer of 2024. The GSM will fully fund the UC-wide Native American Opportunity Plan, which covers the system-wide tuition and fees of any registered member of a federally recognized tribe, and will also fully fund PDST for NAOP-eligible students. The program will identify

and reach out to new student affinity groups during the plan period by attending conferences and meetings and encouraging consideration of the full-time MBA program.

The GSM offers a scholarship for applicants who wish to become diversity champions in their careers. The GSM is actively identifying corporate partners with a commitment to diversity to sponsor scholarships. We are in a current dialogue with Z by HP to create a program for the MBA that mirrors a program they are funding for students in the UC Davis Business Analytics program. The scholarship recipients are leaders and role models in their communities with a demonstrated commitment to diversity in the field of data analytics or business, and who understand social, cultural, economic and professional barriers faced by different segments of society and are seeking to make a positive change.

The program participates in a new collaboration between UC Business schools to increase access for underrepresented Californians, the California Leadership Institute. The program brings students throughout California together for a free business and leadership bootcamp, and then provides future scholarships to our programs for the program alumni.

The program is arranging participation in Envision UC Davis, a campus visit program that enables California's most promising graduate school hopefuls to develop an understanding and appreciation of graduate education. The program sponsors California senior undergraduates and recent bachelor's degree graduates for an action-packed weekend on the Davis campus, allowing them to envision their future as a graduate student at UC Davis. The program is open to California residents who hope to apply for graduate school in the next two years and allows them to envision their future as a graduate student at UC Davis. Envision seeks to eliminate the barriers that prevent underrepresented students from successfully entering and completing graduate school, and encourages applications from individuals who have perspectives or experiences of groups who are historically underrepresented in higher education. The program provides accommodations and most meals for free, and also offers travel subsidies.

Apart from attempting to recruit a diverse student population, the GSM in all of its programs promotes belonging and the skills and mindset for students to appreciate diversity and take advantage of the riches it brings to collaboration. To this end, the GSM sponsors workshops on "Cross-Cultural Communication and Collaboration." The Collaborative Leadership Program (CLP) also emphasizes the appreciation and incorporation of diverse experience and perspectives in its aim to create leaders that build coalitions across stakeholders, accept responsibility and demonstrate values-based leadership.

As of the writing of this proposal, it is too early in the recruiting cycle to report the success of these efforts for the class entering in 2025. The GSM will monitor the URG pipeline carefully and adjust the strategy as circumstances require.

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 toward increased enrollment of students from low socioeconomic backgrounds has been inconsistent as measured by the metric of students who were Pell grant recipients as undergraduates; the percentage of Pell Grant recipients have fluctuated widely between 15-44% over the past few years. The program will aim to more consistently enroll a higher percentage and has committed a higher proportion of financial aid from 40% to 45% of PDST revenue in hopes of remaining attractive to this population, and returning the participation of these students to approximately 40% of the student body. The GSM's admissions process has included information gathering about the socio-economic status of applicants and disadvantages they may have experienced, but there was no explicit allocation of financial aid to "need-based aid." The admissions team is now identifying financial aid offers as "need-based" when that is the driver, which will allow the GSM to track these allocations and the basis for the decision.

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?

Trend data show that UC Davis GSM has similar gender enrollment proportions to our comparators. We believe this can be attributed in part to our faculty ratio, at approximately 35-40% female, with female faculty in leadership roles at the GSM; and a history of clubs such as the "Women in Leadership" club and co-curricular efforts such as the opportunity for students from this club to sit on nonprofit boards and receive mentoring. The GSM also offers a "Women in Leadership" scholarship for students who champion women in business.

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 expectation is to achieve or exceed parity with our comparator schools regarding students from underrepresented groups, to restore and maintain Pell Grant recipient participation at 40%, and to improve gender parity. All of these are within reach. In a given year, variances will arise, but the program had demonstrated the ability to achieve these goals and it should be repeatable given effort and resources. Examples of efforts that will be made to continue and expand outreach toward these goals include:

- Promoting the Native American Opportunity Plan and the financial aid offer to alumni of the Summer Institute for Emerging Managers and Leaders.
- Continuing outreach to recruiting events sponsored by organizations that focus on members from underrepresented groups such as the National Society of Hispanic MBAs, the National Black MBA Association, the National Black Pre-MBA Association, and the Forte Foundation.
- Identifying new affinity groups such as those mentioned immediately above and expanding outreach to them accordingly.
- Seeking additional philanthropic partners such as Z by HP that are aligned to provide support for financial aid for students who are leaders and role models in their communities with a demonstrated commitment to diversity in the field of business, and who understand social, cultural, economic and professional barriers faced by different segments of society and are motivated to make a positive change.
- Participating in UC and campus initiatives like the California Leadership Institute and Envision UC Davis that encourage underrepresented Californians to pursue graduate and professional degrees by, for example, paying for their travel costs to visit our campus.
- Reaching out to underrepresented students at UC Davis to promote their consideration of an MBA at UC Davis.
- Introducing better tracking of the process by which the admissions team assesses affordability at the point of admission, including Pell grant eligibility during the candidate's undergraduate studies, and allocates need based aid.
- Tagging financial aid that is allocated as a result of a candidate's expressed need as "need-based aid" to better track these allocations and determine their effectiveness at recruiting students from low SES backgrounds.

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 of data.

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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	0.0%	0.0%	1.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	4.7%	5.6%	5.3%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	19.8%	19.1%	20.0%
	International	0.0%	1.1%	3.2%
White	Domestic	47.6%	49.5%	47.2%
	International	1.2%	1.1%	1.1%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	26.7%	23.6%	22.1%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		27.9%	33.7%	38.9%
Male		65.1%	57.3%	49.5%
Non-Binary/Unknown		7.0%	9.0%	11.6%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	6.9%	7.1%	6.9%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	27.6%	25.0%	27.6%
	International	0.0%	3.6%	6.9%
White	Domestic	37.9%	35.7%	31.0%
	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	27.6%	28.6%	27.6%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		31.0%	32.1%	34.5%
Male		58.7%	53.6%	44.8%
Non-Binary/Unknown		10.3%	14.3%	20.7%

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?

Over the past six years, the GSM has hired twelve ladder rank faculty. Six of the faculty members hired were women, and six were men. The GSM has a strong record recruiting and retaining female faculty, and has one of the best gender ratios among the top 50 business schools in the United States.

All ladder faculty and lecturer recruitments are advertised broadly and in specific journals (e.g., The Journal of Blacks in Higher Education, Women in Higher Education) and venues (e.g., PhDproject.org) to advance the recruitment of diverse faculty. During the past five years, the GSM participated in the UC Davis program to advance faculty diversity through a search led by the Office of Academic Affairs in collaboration with the Office of Diversity, Equity and Inclusion. This program is unique in that the search is not discipline-specific, allowing a broader net than, for example, a search in a single year for a faculty member with a teaching and research focus on Finance. The search was successful and resulted in the hire of an Associate Professor in Organizational Behavior who is a member of an underrepresented group. In addition, there is a universal mandatory eligibility requirement for hiring under this program:

All successful candidates must have previously demonstrated significant commitments to diversity, equity, and/or inclusion first and foremost to African-American, Latino(a)/Chicano(a)/Hispanic, and Native American students or communities. These commitments may be in one or more of the following areas: research, teaching, and/or public service. These commitments must be an inextricably integral part of the applicant's professional career record, and must be clearly and convincingly documented in the mandatory Contributions to Diversity Statement that will be uploaded to UC Recruit as part of the application.

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 goals are to recruit a highly qualified student population, using financial aid to make the program affordable to all qualified students. Financial aid to MBA students has increased substantially from 33% five years ago to an average of 40% of PDST over the last three years. This reflects both a commitment to affordability and the challenge of attracting a diverse and highly qualified student population. This plan proposes to increase that allocation further to 45% of all PDST revenue. This plan also proposes to introduce a more systematic process of identifying the portion of financial aid that is allocated based on merit and need. This will include new application and/or interview questions and new field values in the admissions CRM to track these allocations. Based on estimates of current practice, need-based aid is expected to be 15% or more of financial aid during this plan period.

As an MBA program, we measure our affordability primarily in terms of return on investment, being a function of the cost of the program and the placement outcomes of the program. The program's ability to cut costs and increase financial aid is naturally limited, but there is considerable scope to improve starting salaries and career outcomes for students and alumni, which would have a substantially larger effect on the affordability of the program.

The program recognizes that there is work to be done on this last goal. While MBA students achieve significant increases to income, with an average starting salary of more than \$123,419 in 2024, our comparator institutions are outperforming these results. The data available for our comparator institutions is from the prior year, since this year's data has not been systematically released as of the writing of this proposal, and include a calculation of first year signing bonuses, which exaggerates the difference between the UC Davis MBA program and comparators on the metric of "Estimated Debt Payment as % of Medial Salary" on the Affordability table below. But that difference would remain even if we could control for this difference.

The program team is emphasizing the job search and placement for incoming classes to ensure that they are prepared for and can seize the opportunities that are available to them. The career development team was recently reorganized to emphasize more active placement assistance to students, compared to the previous staffing that had emphasized skills development and counseling.

We also measure our affordability in terms of our price-competitiveness with comparator institutions. It is difficult to evaluate the "net tuition" paid by students, since we do not have average scholarships for these competitors, but we are confident that we can continue to attract a diverse and highly qualified student body at the current and proposed rates of tuition and financial aid.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	0.0%	100.0%	50.0%		75.0%	100.0%
	Non-URG	54.0%	33.0%	24.0%	31.0%	28.0%	47.0%
	International	13.0%	0.0%	15.0%	11.0%	19.0%	25.0%
	All	38.0%	20.0%	22.0%	21.0%	33.0%	40.0%
Average Debt among Students with Debt*	URG	\$0	\$65,243	\$26,500		\$77,653	\$83,766
	Non-URG	\$79,153	\$68,237	\$70,112	\$77,077	\$102,012	\$78,254
	International	\$15,204	\$0	\$38,336	\$83,546	\$34,918	\$69,227
	All	\$71,630	\$67,571	\$49,829	\$78,925	\$77,195	\$76,467

* 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?

Due to the class size of the program, variability year to year can be substantial without indicating a trend. The program is ending this period approximately where it began in terms of the percent of students with debt and the inflation-adjusted value of that debt. We

expect that the proposed PDST levels and financial aid plan will maintain the status quo as a greater proportion of new PDST revenue will be committed to financial aid, which historically has been closer to 33% but going forward will be closer to 45%.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	40%	\$76,467	\$123,419	9%
Public comparisons	37%	\$55,137	\$134,369	6%
Private comparisons	40%	\$59,985	\$145,895	6%

Sources:

UC: Corporate data

Comparison institutions from Poets and Quants: [MBA Debt Report](#)

Additional comments: The figures above for Median Salary at Graduation include a pro-rated signing bonus for all cases except this program. This exaggerates the difference in estimated debt payments as a percentage of median salary. If the signing bonus for the UC Davis program were factored in, it would reduce the rate to approximately 7%.

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 student loan debt of our graduates is generally manageable at the median salary at graduation. The debt payments are, for the median student graduating with debt, approximately what they would pay under the federal government’s income-based repayment plan (i.e., 10% of disposable income). Most MBA students, however, would not be eligible for such assistance in light of their salaries.

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 UCD GSM does not have specific resources to promote public interest careers. The program supports students in their career goals whether they pertain to the public, private, or nonprofit sectors. We do not differentiate in the ways described in this section to support one or another choice.

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 the program who pursue public interest careers typically do earn less than students who enter the private sector. The GSM strives to keep the cost of the program low for all students to allow graduates to pursue their most fulfilling careers. The GSM's Assistant Director of Financial Aid advises students, during office hours and one-on-one appointments, on programs such as income-based repayment options for student loans.

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

GSM recruiters conduct hundreds of information sessions per year, mainly around California, and provide complete information about the MBA degree costs and available financial aid to allow potential applicants to clearly understand all financing options. Attendance at these sessions' ranges from 5-50 potential applicants. These small settings enable our staff to discuss the different types of financial aid available for GSM students in a personalized setting. Later in the process, GSM recruiters work with each admitted student individually to explore financing options. We also explain our financial aid programs in detail on our website where students can apply for the program online.

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 GSM website has the most recent placement information including the average salary of program graduates. The GSM does not publicize the average debt of program graduates, as it does not apply equally to all potential candidates considering the program. Admissions counselors work with each candidate to help them understand the costs of the program and their own financial aid options.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

At this point in time, the main effect of the pandemic has been the general trend toward acceptance and adoption of distance learning technologies. Online MBA programs have grown substantially since the pandemic, and are putting additional pressure on the demand for full time on-premises MBA programs such as the UC Davis MBA. We will continue to highlight the value of in-person, on-premises instruction with respect to building a cohort and network and informal interactions with faculty and staff.

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 October 17, 2024, all full-time MBA students were invited to a meeting to discuss the multi-year proposal to increase PDST fees by 4% annually. The meeting was scheduled to follow a core course, and pizza and other refreshments were served. Twenty-five students attended, representing approximately one-third of the full time MBA student body. A PowerPoint deck was used to describe the proposal, the sources and uses of tuition and fees for the full time MBA program, the comparator programs and their fees, and the student demographics. An open Q&A followed with the understanding that the results would be reported out according to Chatham House rules. Highlights of the conversation included:

- Students asked about why PDST was used to support the program Orientation when they also had to pay a participation fee. Staff explained that the fee does not cover the cost of the Orientation catering and activities.
- Students asked about how SSGPDPs and the full time MBA program shared common expenses. Staff explained that state funds and their tuition is not used for SSGPDPs, but that SSGPDPs cover their share of the common expenses.
- Students asked if their financial aid would be increased to cover the increase in PDST. Staff explained that financial aid offers made at the point of admission were in dollars, not a percentage of tuition. They do not increase with tuition, fee or PDST increases.
- Students asked if greater admissions numbers could result in no raise to PDST. Staff explained that the proposal becomes a “not to exceed” opportunity to raise PDST each year, and that the GSM could (and has previously) not raised PDST in a year when the multi-year plan would have allowed it. Sustained increases to enrollments would, in principle, afford an opportunity to skip a year of PDST increases.
- Students asked if the new Undergraduate Business Major might result in lower tuition for the full time MBA program, since it would cover some of the fixed costs like senate faculty salaries. Staff explained that the Undergraduate Business Major would, hopefully, cover its direct and incremental costs, but did not afford an opportunity to shift overhead or fixed costs off of the full time MBA program.
- Students asked if their feedback meant anything. Staff explained that any and all of their comments would be reported back to the Regents for consideration along with the proposal. They were also invited to send specific feedback in response to the proposal. The Assistant Dean sent the proposal deck to all full time MBA students and asked them to reply directly with their feedback, with the understanding that their emails would be shared with UCOP and the Regents.

- Students asked about the consequences if PDST is not increased. Staff explained that most of the costs covered by PDST, being faculty and staff compensation and benefits, increase according to collective bargaining agreements or direction from UCOP. If the fees do not increase, all else being equal, the uses of PDST would have to be reduced in some other part of the budget, either by reducing staff time, decreasing financial aid or (most likely) cutting other operational costs associated with recruitment/admissions and/or career services.

Following the session, the proposal deck was sent to all full time MBA students with the invitation to provide feedback. Two students replied with additional comments. One student wrote:

“Thank you for today's presentation! I think it was great to see so much participation from the first years, and you should consider connecting future presentations to GSM Connections as well.

My thoughts mostly echo what I shared last year. I understand why we need this PDST increase, but I would definitely prefer to have a class size closer to 50 without the increase. Besides the financial aspect, I think it would help students form stronger connections and enhance their experience at the GSM.

I also want to add a couple of points about the new MM program. I think it's a great initiative, and while I understand they're a different type of program (I forget the acronym you used) from the MBA on paper, they share most of the same resources as the MBA students. Therefore, I thought it would be useful to include them in our PDST discussion. In short, it's harder for me to (mentally) justify the 4% increase when the GSM feels more crowded than last year. As a TA for their Accounting class, I've gotten to know them well, and I think the students are a great addition to the GSM!

Lastly, I think the first years, and to some extent, second years, are anxious about their internship search due to how short-staffed our Career Services is. I'm pretty sure you're aware of this, but I just wanted to bring it to your attention.

Please feel free to reach out if you have any questions. Thank you!”

The second student wrote:

“Thanks for answering all our questions today and breaking down where the PDST money goes. With the low staffing for career development, I think we should allocate more grant money for students who go to conferences/competitions/extra

professional development. Conferences are very costly, I have seen them range from \$250+ just for admissions to the conference. There is airfare and hotel stays too for conferences out of state.

Some suggestions for more diverse recruitment is to attend those specific underrepresented groups' conferences/events/career fairs. There are a number of military bases in the area and I know they have career fairs, perhaps the GSM could attend those as well. I would be glad to help attend some of these events."

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 10/21/24 .
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:

Summary of feedback from GSA (complete letter is attached to this proposal): They appreciate the increased student feedback through townhalls and focus groups. Feedback is challenging and there is clear evidence of work to solicit feedback, one third of the fulltime MBA student body is commendable outreach. The GSA recommends working to include in-person or virtual focus groups with students representing underrepresented populations to discuss the plan and solicit feedback. Regarding IX.c., if there is an MBA student government or student association, the GSA encourages working with that group. If there is not one, the GSA encourages sending out a poll gauging interest for the formation of an MBA student association. Related to a student's inquiry about whether financial aid would be increased to cover the increase in PDST, the GSA recommends further clarification and support on financial aid for MBA students.

☐ 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.

The GSM's budget and fees are discussed each year at the faculty retreat. The PDST proposal was also sent to all faculty by email on October 16, 2024, with a request for feedback. One faculty member replied:

"These proposed increases are quite reasonable and I support the proposal."

Please consider that this is the second year in a row of soliciting the faculty's feedback on a substantially similar multi-year 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 Jean-Pierre Delplanque on 10/4/24 (Part A) 10/21/24 (Part B) .
Graduate Dean
- ☒ Plan shared with Mikael Villalobos, Assoc Vice Chancellor on behalf of the Vice Chancellor on 10/4/24 (Part A) 10/21/24 (Part B).
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)
- ☒ Plan endorsed by Gary S. May on 10/23/24 .
Chancellor

Multi-Year PDST Plan 2025-26

Master of Business Administration (MBA) Program

October 28, 2024

To Whom it May Concern:

The GSA Executive Council (GSA EC) supports the MBA's proposed plan that increases PDST at a 4% annual increase to cover costs in salaries and inflation. Regarding salaries, this is particularly important because as one student notes, "[students] are anxious about their internship search due to how short-staffed our Career Services is" and another is worried about "career development." The GSA recommends that PDST be used to support career development staffing.

GSA EC recommends the following:

1. Clarification in Inflationary Pressures

One GSA EC member asks: Inflation rose 3.2% the past year and is on a downward trend. Why is the rate at 4% rather than 3%?

2. Expand targeted feedback from students and faculty

The GSA appreciates the increased student feedback through townhalls and focus groups. Feedback is challenging and there is clear evidence of work to solicit feedback, one third of the full time MBA student body is commendable outreach. The GSA recommends working to include in-person or virtual focus groups with students representing underrepresented populations to discuss the plan and solicit feedback.

Regarding IX.C., if there is a MBA student government or student association, the GSA encourages working with that group. If there is not one, the GSA encourages sending out a poll gauging interest for the formation of an MBA student association.

3. Support for students from underrepresented groups.

The GSA encourages further recruitment and support of students from under-represented backgrounds. Increasing the diversity of faculty will likely help improve the diversity of

students. Further support can be offered through mento-mentee programs, developed or expanded URM-specific scholarships, and continued collaborations with organizations focused on URM-advancement.

4. Clarification of Financial Aid

One student asks, “if financial aid would be increased to cover the increase in PDST.” The GSA recommends further clarification and support on financial aid for MBA students.

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2025

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					
	2024-25	2025-26	2026-27	2027-28	2025-26		2026-27		2027-28		
					%	\$	%	\$	%	\$	
Prof. Degr. Suppl. Tuition (CA resident)	N/A	\$23,904	\$24,708	\$25,548	N/A	N/A	3.4%	\$804	3.4%	\$840	
Prof. Degr. Suppl. Tuition (Nonresident)	N/A	\$23,904	\$24,708	\$25,548	N/A	N/A	3.4%	\$804	3.4%	\$840	
Mandatory Systemwide Fees *	N/A	\$14,430	\$14,856	\$15,294	N/A	N/A	3.0%	\$426	2.9%	\$438	
Campus-based Fees **	N/A	\$474	\$488	\$503	N/A	N/A	3.0%	\$14	3.1%	\$15	
Nonresident Suppl. Tuition	N/A	\$12,245	\$12,245	\$12,245	N/A	N/A	0.0%	\$0	0.0%	\$0	
Other (explain below) ***	N/A	\$4,188	\$4,313	\$4,443	N/A	N/A	3.0%	\$125	3.0%	\$130	
Est. First-Year Fees (CA resident)	N/A	\$42,996	\$44,365	\$45,788	N/A	N/A	3.2%	\$1,369	3.2%	\$1,423	
Est. First-Year Fees (Nonresident)	N/A	\$55,241	\$56,610	\$58,033	N/A	N/A	2.5%	\$1,369	2.5%	\$1,423	

* 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 summer fees (Tuition, the SSF, and campus-based fees). Does not include voluntary fees like the UGPC Fee and one-time fees like the “Document Fee.”

Additional comments: This post-baccalaureate pathway to the Doctor of Nursing Practice (DNP) degree will welcome its first cohort in fall 2025. This fee proposal is for the initial three years of the three-year program, with proposed 3.4% annual increases in 2026-27 and 2027-28. The proposed PDST will be assessed in the Fall, Winter, Spring and during the first two Summer quarters.

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

The UCLA Post Bachelor of Science in Nursing to Doctor of Nursing Practice (Post-BS-DNP) program is set to launch in fall 2025. This new program will create an educational pathway for nurses who hold a baccalaureate degree to become Advanced Practice Registered Nurses (APRNs) by completing a professional and practice-focused doctoral degree in nursing practice. Coursework is projected to require approximately 11 quarters for completion, or three academic years plus two summer quarters. The purpose of the Post-BS-DNP program is to equip post-baccalaureate nurses desiring the role of a nurse practitioner (NP) with the following doctoral-level knowledge and skills: advanced nursing practice; organizational and systems leadership; quality improvement and evidence-based practice; healthcare policy; population health; ethics; interprofessional collaboration; and high-quality, safe, and just patient care. We expect to enroll 28 students in our first cohort. By the end of this PDST proposal, we expect to reach a steady state of 84 total Post-BS-DNP students.

The national standard for APRNs is transitioning away from a master's degree and toward a DNP degree. For that reason, we are in the process of sunsetting our two-year MSN-APRN program and launching this new Post-BS-DNP, which will cater to the same prospective students. During the 2024-25 academic year, we are enrolling our final MSN-APRN cohort of approximately 64 students, and they will complete the program by June 2026. This timeline avoids disadvantaging current MSN-APRN students who require adequate time to complete their degree program. By fall 2026, it is estimated that admission of post-BS *and* post-master's DNP students will be integrated into the new Post-BS-DNP program. Our key goal is to have one DNP program in the School of Nursing by fall 2026. The School of Nursing has been very thoughtful in crafting a timeline to launch and sunset these graduate-level programs to maintain academic rigor and adequate resources (faculty and budget) for teaching and learning, without disadvantaging any current students who are in the programs.

We anticipate that some nurses with a master's degree will apply for the Post-BS-DNP program even though we have witnessed a trending decline of applicants in this category. For students who enter with a master's degree in nursing, their first year of study will represent a combination of the DNP curriculum offered in years one and two of the Post-BS-DNP program. In the second year, these students will graduate after focusing on the DNP Scholarly Project (their Capstone). This approach means that post-BS students in the Post-BS-DNP program will take some concurrent classes with post-master's students. Post-master's students would graduate after only two years instead of 11 quarters.

The Post-BS-DNP program supports the UCLA School of Nursing in complying with the *2021 New Essentials*, a document issued by the American Association of Colleges of Nursing (AACN) that identifies core competencies for professional nursing education,

including how to prepare advanced practice nurses for a professional practice-focused doctorate. National momentum for a DNP began in 2004 when the AACN endorsed the DNP as the entry to practice degree best suited for safe, effective care as an APRN (AACN, 2004). Curriculum guidelines developed by AACN prepare DNP graduates with the knowledge necessary to develop and lead innovative health care models, to address the ongoing shortage of both nurses and nurse faculty to educate the future nursing workforce, and to reconceptualize graduate nursing education to prepare today's advanced-level nurses to meet the complex healthcare needs of the diverse population of the United States (AACN, 2014). The DNP as the terminal nursing professional practice degree is akin to the terminal professional doctoral degrees offered by other health professions (AACN, 2006), including practice doctorates in medicine (MD), dentistry (DDS), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT), occupational therapy (DOT), and audiology (AuD). Each of those professions requires a doctoral degree for eligibility for board certification and professional practice licensure (Chism, 2023).

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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).

N/A

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 inaugural PDST proposal of the Post-BS-DNP program is for three years (from 2025-26 through 2027-28). After careful consideration we are proposing PDST increases of 3.4% in 2026-27 and 2027-28. Rising inflation rates and personnel related costs are central to our decision to request PDST increases over the final two years of this proposal. The goals we are trying to meet with our proposed PDST levels, and the projected benefits to students are as follows:

- 1. Build and retain a diverse and inclusive pool of faculty in the School of Nursing to support the teaching and mentorship of a diverse pool of students in the Post-BS-DNP program.** The Post-BS-DNP program faculty will include current School of Nursing Senate and non-Senate faculty with doctorates, including a cadre of faculty with current APRN certification aligned with the clinical specialties proposed. The PDST will partially be used to support the salaries of non-Senate faculty including Adjuncts and Lecturers. The PDST will also be used to hire additional faculty to advance faculty diversity. We plan to implement strategies designed to attract broad candidates and promote our open positions in media outlets that cater to diverse academic and professional communities. For additional information about how the proposed PDST will support this goal, please see the following rows in Table 2: Faculty Salary Adjustments, Benefits/UCRP Cost, and Improving the Student-Faculty Ratio.
- 2. Implement the curriculum for the new Post-BS-DNP program and support ongoing assessment of student outcomes.** By the completion of each quarter, both written and oral assessments will be completed by our students and will include standardized course and faculty evaluations. Direct student feedback will also be evaluated using routinely scheduled “mid-quarter check-ins” with students by the Program Director whose salary will be supported by the PDST. In addition, feedback will be collected from enrolled students and alumni on the pace of their learnings, the integration of content, and their overall satisfaction of learning experience using Benchworks by Elantra which will be funded by the PDST. The American Association for Colleges of Nursing (AACN) partners with Benchworks by Elantra, an independent education consultant that uses surveys to collect data for benchmarking nursing programs across the US. This survey will also be used to evaluate our DNP program. PDST funds will also be used to support student administrative platforms that will be used to conduct various standard clinical evaluations and assessments, coaching sessions, managing course schedules, graduate advising, and

performance improvement plans. The student administrative platforms will also be utilized to create clinical evaluation tools to track the competency progress of our students from start to finish. These student platforms are a catalyst for driving continuous program improvement and informed decision-making. These proposed expenditures of PDST revenue are noted in the “Other” row of Table 2.

- 3. Maintain student support services relative to those provided in the sunseting MSN-APRN program.** The current Student Affairs Officers, Financial Aid Director, Clinical Placement Coordinators, and Admissions and Recruitment staff that serve the sunseting MSN-APRN program (and who are currently supported by PDST) will also serve the Post-BS-DNP Program.

Table 2 below details how PDST funds are projected to be used to achieve the program’s goals.

Consequences if proposed fees are not approved:

The proposed PDST fee is a necessary component in the budgetary requirements needed to support these goals and to launch a top-tier Post-BS-DNP program. If the PDST fee is not approved, we would need to significantly reduce the number of specialties that currently serve the demand in the State of California for nurse practitioners in those specialties. This in turn means faculty and staff layoffs in those specialties. We would also not be able to financially support the clinical training hours required for certification of our graduates and accreditation of the program. The quality of the program is critical to achieve accreditation and to attract future students, which would be set back without the support of PDST revenue. The number and quality of faculty and staff available to provide instruction, mentoring, student services and professional preparation are important metrics for accreditation, as are student satisfaction levels and post-graduation placement. Failure to meet accrediting standards would adversely impact our recruitment of both faculty and students, as well as our academic programs.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-26 PDST Revenue	Proposed Use of Incremental PDST Revenue			Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	
Faculty Salary Adjustments	N/A	\$365,066	\$10,952	\$11,281	\$387,299
Benefits/UCRP Cost	N/A	\$143,394	\$148,535	\$209,175	\$501,104
Providing Student Services	N/A	\$85,729	\$2,572	\$2,649	\$90,950
Improving the Student-Faculty Ratio	N/A	\$0	\$537,624	\$524,865	\$1,062,489
Expanding Instructional Support Staff	N/A	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	N/A	\$0	\$0	\$0	\$0
Providing Student Financial Aid	N/A	\$0	\$0	\$0	\$0
Other Non-salary Cost Increases	N/A	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	N/A	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional Comments" below)	N/A	\$75,123	\$14,652	\$14,414	\$104,189
Total use/projected use of revenue	N/A	\$669,312	\$714,335	\$762,384	\$2,146,031

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

Additional comments: Other non-salary costs include student clinical platforms and surveys such as Benchworks by Elantra and Mountain Measurements, and Board Vitals. Rather than setting aside a portion of PDST revenues for financial aid, the 33% return to aid (RTA) requirement will be met utilizing existing Gift and Endowment Funds that are earmarked for financial aid and are currently being used to comply with this RTA requirement in our PDST-charging MSN-APRN and MECN programs. With our PDST-charging MSN-APRN program sunsetting in June 2026, these endowment gift funds will be re-allocated for use in our Post-BS-DNP program to comply with the PDST 33% RTA requirement. We believe in reducing student debt and providing financial support to all our students, who will benefit from this generous endowment.

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.

When developing the budget for this program, we attempted to minimize costs as much as possible without compromising the quality of the program. We will make concerted cost-cutting efforts to avoid PDST increases even greater than proposed.

Our philanthropy team is active in fundraising, including identifying potential donors, building relationships, and pursuing gifts, especially as it pertains to transformational eight-figure gifts. The team has begun identifying donors whose existing endowed or current use funds could be updated to align with the Post-BS-DNP program rather than the previous MSN-APRN pathway, and this work will be completed by the enrollment of the first class of students. The philanthropy team, in conjunction with Finance and Financial Aid, will identify existing funds with purposes that allow them to be used for the Post-BS-DNP program. Finally, the school will establish new pathways for endowed and current use giving that support students (e.g. scholarships), faculty (e.g. Directorship(s), professorships), and operational costs (e.g. current use program funds).

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

	2024-25	2025-26	2026-27	2027-28
Resident	N/A	28	54	80
Domestic Nonresident	N/A	0	1	2
International	N/A	0	1	2
Total	0	28	56	84

Additional comments: Since our DNP program requires students to have an active California RN license, the proportion of non-resident and international students is relatively small as compared to California residents. The Post-BS-DNP program will admit the first class to begin in fall 2025, with a total of 28 students in the first cohort. The program is three years. We will admit an additional 28 students every year.

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					
	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2025-26		2026-27		2027-28	
					%	\$	%	\$	%	\$
University of Michigan	99,722	102,714	105,795	108,969	3.0%	2,992	3.0%	3,081	3.0%	3,317
University of Pittsburgh	126,878	130,684	134,605	138,643	3.0%	3,806	3.0%	3,921	3.0%	4,038
University of Washington	104,216	107,342	110,562	113,879	3.0%	3,126	3.0%	3,220	3.0%	3,317
Columbia University	240,713	247,934	255,372	263,033	3.0%	7,221	3.0%	7,438	3.0%	7,661
Emory University	156,591	161,289	166,128	171,112	3.0%	4,698	3.0%	4,839	3.0%	4,984
Johns Hopkins University	169,873	174,969	180,218	185,625	3.0%	5,096	3.0%	5,249	3.0%	5,407
Average public comparison	110,272	113,580	116,987	120,497	3.0%	3,308	3.0%	3,407	3.0%	3,510
Average private comparison	189,059	194,731	200,573	206,590	3.0%	5,672	3.0%	5,842	3.0%	6,017
Average public and private comparison	149,666	154,155	158,780	163,544	3.0%	4,490	3.0%	4,625	3.0%	4,764
Your program	N/A	128,706	132,567	136,544	N/A	N/A	3.0%	3,861	3.0%	3,977

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections				Increases/Decreases					
	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2025-26		2026-27		2027-28	
					%	\$	%	\$	%	\$
University of Michigan	198,782	204,745	210,887	217,214	3.0%	5,963	3.0%	6,142	3.0%	6,327
University of Pittsburgh	147,662	152,092	156,655	161,355	3.0%	4,430	3.0%	4,563	3.0%	4,700
University of Washington	148,716	153,177	157,772	162,505	3.0%	4,461	3.0%	4,595	3.0%	4,733
Columbia University	240,713	247,934	255,372	263,033	3.0%	7,221	3.0%	7,438	3.0%	7,661
Emory University	156,591	161,289	166,128	171,112	3.0%	4,698	3.0%	4,839	3.0%	4,984
Johns Hopkins University	169,873	174,969	180,218	185,625	3.0%	5,096	3.0%	5,249	3.0%	5,407
Average public comparison	165,053	170,005	175,105	180,358	3.0%	4,951	3.0%	5,100	3.0%	5,253
Average private comparison	189,059	194,731	200,573	206,590	3.0%	5,672	3.0%	5,842	3.0%	6,017
Average public and private comparison	177,056	182,368	187,839	193,474	3.0%	5,312	3.0%	5,471	3.0%	5,635
Your program	N/A	165,441	170,404	175,516	N/A	N/A	3.0%	4,963	3.0%	5,112

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Source(s):

University of Michigan: <https://ro.umich.edu/tuition-residency/tuition-fees>

University of Pittsburgh: <https://www.tuition.pitt.edu/graduate/tuition/school-nursing>

University of Washington: <https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/detailed-tuition-dashboard/>

Columbia University: <https://www.nursing.columbia.edu/academics/academic-programs/doctor-nursing-practice/dnp-tuition-and-fees>

Emory University: <https://www.nursing.emory.edu/overview/financial-aid-and-scholarships>

Johns Hopkins University: <https://nursing.jhu.edu/programs/doctoral/msn-dnp/#curriculum>

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).

As a nationally-known school that recruits students from all over the country, we selected highly ranked research-intensive universities that offer similar Doctor of Nursing Practice (DNP) curricula for Advanced Practice Registered Nurse (APRN) programs, including nurse practitioners and clinical nurse specialists. The selected six top-tier DNP programs are highly regarded by applicants considering a DNP program due to their reputation for producing well-prepared graduates. We believe our Post-BS-DNP program will aggressively compete against the six institutions listed in Table 4 for applicants and potential new faculty. The projected total cost of our program falls within the middle range for similar Post-BS-DNP programs, especially when considering the total cost of average public and private comparison data.

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

For California residents, our program cost is 13.32% higher than the public average and 33.91% lower than the private average. For nonresident students, our program cost is 2.68% below the public average and 15.04% below the private average. When we include the average cost for public and private institutions, our program cost is 16.51% less for California residents and 9.28% less for nonresidents.

Our program cost is projected to be higher than the public average for California residents in part due to the higher cost of living in Southern California. According to the World Population Review, California's cost of living is 45.09% higher than that of Michigan and 35.86% higher than that of Pennsylvania.¹

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

The Post-BS-DNP program curriculum will include a combination of didactic and clinical content. Our curriculum and our specialties are consistent in terms of unit load and program duration with our comparator schools. That said, whereas some of our comparators feature many specialties, we will focus on four specialties grounded in the market needs of Nurse Practitioners.

In particular, our Post-BS-DNP program will offer the following four specializations:

- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Dual Primary / Acute Care Nurse Practitioner

In addition, students in the Post-BS-DNP program will be mentored in advanced practice at the doctoral level in the areas of leadership, quality improvement, health policy, interprofessional collaboration, population health, and evidence-based practice. Knowledge and competencies gained in didactic and clinical courses will be applied by the student in development and completion of the DNP Scholarly Project. Lastly, as mentioned earlier, our program's curriculum will be grounded in the national nursing standards outlined in the AACN's *New Essentials*.

¹ https://worldpopulationreview.com/state-rankings/cost-of-living-index-by-state#google_vignette.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	N/A	N/A	N/A	N/A	9.5%	13.7%
American Indian	N/A	N/A	N/A	N/A	1.0%	0.0%
Hispanic/Latino(a)	N/A	N/A	N/A	N/A	3.8%	10.6%
Subtotal Underrepresented	0.0%	0.0%	0.0%	0.0%	14.3%	24.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	9.1%	18.7%
White	N/A	N/A	N/A	N/A	65.8%	48.3%
Domestic Unknown	N/A	N/A	N/A	N/A	5.5%	5.7%
International	N/A	N/A	N/A	N/A	5.3%	3.0%
Total	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	N/A	N/A	N/A			
Gender						
% Female	N/A	N/A	N/A	N/A	93.8%	85.7%
% Male	N/A	N/A	N/A	N/A	6.2%	14.2%
% Non-Binary	N/A	N/A	N/A	N/A	0.0%	N/A
% Unknown	N/A	N/A	N/A	N/A	0.0%	N/A

Sources: UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: The public institution used was University of Michigan DNP student data. For the private institution we utilized Johns Hopkins School of Nursing DNP data.

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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?

UCLA School of Nursing (SON) continues to be one of the most diverse nursing schools in the country and continues to make intentional efforts to further diversify our student body. In fall 2024, over 40 percent of our student body identified as underrepresented; this figure includes undergraduate and graduate students across all programs. Among new students in our BS program, over 48% are from underrepresented backgrounds. Our goal is to also recruit from this pool of students for our Post-BS-DNP program. As such, we anticipate that the Post-BS-DNP program will be as diverse as our entering student body. We also plan to fully cover PDST fees for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Plan (NAOP).

We are currently developing various pathways to encourage current students in the SON's undergraduate program to pursue doctoral studies. For example, we are planning to introduce our current students to doctoral studies in nursing through alumni panels and presentations throughout their time at the SON. In addition, our admissions team plans to hold informational workshops for our students so they can learn more about our graduate programs.

Our ongoing efforts to diversify the pipeline of prospective students for our Post-BS-DNP (and other programs) include the following:

Financial Aid Programs

The School of Nursing has implemented a range of strategies to recruit and retain students from underrepresented groups (URGs) through financial aid initiatives. Our Financial Aid Director ensures that all students receive thorough guidance on the full spectrum of available financial resources, with an emphasis on maximizing scholarship support. This includes leveraging departmental, campus, and external scholarship opportunities, along with information on other financial support options. We also provide comprehensive counseling on federal Direct Loans and the Nursing Student Loan program, a need-based, subsidized loan specifically for financially needy students. Additionally, students are educated on loan repayment options, preparing students to effectively manage their loans post-graduation.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

One of our key resources is the Health Resources and Services Administration (HRSA) Grant for Scholarships for Disadvantaged Students Program, which awards need-based scholarships to eligible students from disadvantaged backgrounds with demonstrated financial need. Currently, this grant supports at least 40 students, with an average award of \$16,250 per student. Although not all students who demonstrate need receive this particular funding, the program significantly broadens access for many of our students.

While the current award cycle for this grant ends in 2025, we are optimistic about its renewal for a new cycle. Presently, we allocate these funds to students in our MSN (APRN and MECN) programs; however, we are considering focusing this funding solely on MSN-MECN students in the future, which would enable us to reallocate other resources to support students in the Post-BS-DNP program. Additionally, we remain open to utilizing this funding for Post-BS-DNP students as the program evolves.

Our Office of Recruitment, Outreach and Admissions continues to work alongside campus partners, local community colleges, and other health professional schools at UCLA to diversify the health professions workforce. In 2022 the UCLA School of Nursing was awarded the Song Brown Healthcare Workforce Training Program Grant. This grant aims to increase the number of students who seek to practice in registered nurse shortage areas, who plan to serve as RNs in multicultural communities, or who plan to work in low-income neighborhoods and rural communities in California. This award allowed us to increase the number of transfer students entering our BS program from 10 to 16. Our hope is that this transfer student pipeline will help enhance the diversity of our Post-BS-DNP program. Between 2020-21 and 2021-22, the transfer pipeline has helped us bring seven students into the MSN program and we anticipate it will do the same for our new Post-BS-DNP program.

Over the years the UCLA SON has engaged in and plans to continue its direct outreach activities that are designed to increase the pipeline of undergraduates from a range of backgrounds to our graduate programs. We continue to recruit students from throughout California, including the Central Valley and Los Angeles County, as well as from conferences hosted by the National Black Nurses Association and the National Hispanic Nurses Association. The SON Recruitment, Outreach, and Admissions Office expands SON's participation in these and other national conferences, various recruitment activities, and local college fairs at community colleges, targeting events and schools with a high population of students from underrepresented groups. Additionally, the SON provides graduate fellowship and scholarship opportunities for disadvantaged students; these awards often help incentivize students from underrepresented groups students to enroll. Through the continued implementation of pathways for enhanced recruitment of underrepresented student populations identified in our Strategic Plan, we anticipate more than 40 percent of our nursing students will continue to come from underrepresented backgrounds in the future.

Summer Health Professions Education Program (SHPEP)

For six weeks in the summer, the School of Nursing participates in the Summer Health Professions Education Program (SHPEP). The SHPEP is a national interprofessional program and the UCLA SON is one of seven nursing programs in the nation to participate in such a program, which brings 80 pre-health students (in their first or second year of college) to campus. Through the SHPEP program, students explore healthcare issues affecting medically underserved communities via problem-based learning experiences, small group discussions, and research projects. This free summer program offers opportunities for students to explore interests in medicine, dentistry, nursing, optometry, pharmacy, physical therapy, public health, and more. The program prioritizes enrollment of students who identify as racially/ethnically underrepresented in the health professions, come from economically or educationally disadvantaged backgrounds, and/or demonstrate an interest in issues affecting underserved populations. Nearly a quarter of the students in this program are interested in nursing. Students learn study skills and receive coaching on how to interview and apply to graduate programs. They also attend lectures about health problems and patient experiences and work with a faculty mentor. Generally, some of these students later apply for our advanced nursing practice program, so we anticipate some of these students will apply for the Post-BS-DNP program.

UC Office of the President Hispanic Serving Institution (HSI) Doctoral Diversity Initiative

In 2022, faculty received funding from UCOP's HSI Doctoral Diversity Initiative for the *"Nursing Professoriate Pathway Program: From Bench to Community."* The Nursing Professoriate Pathway program, or NP3, provides a four-week summer immersive experience for undergraduate and graduate nursing students that provides them with support, knowledge and skills needed to conduct academic research and pursue a career in the professoriate. This program aims to attract underrepresented students to our doctoral program with the long-term goal of developing nursing faculty that reflect California's diversity. The program leverages the relationships and expertise of five federally designated HSIs, which include Mount Saint Mary's University Nursing Department, CSU Los Angeles School of Nursing, CSU Long Beach School of Nursing, CSU Channel Islands School of Nursing, and Charles R. Drew University of Medicine and Science, along with the Cedars Sinai Department of Nursing and UCLA Health Department of Nursing.

Student-Based Organizations

To support the retention of URG students after they enroll, Student Affairs and the Office of Admissions, Recruitment and Outreach, the Director of Recruitment make concerted efforts to welcome URG students into the SON by supporting student-based organizations. These organizations include PANSAA (Pan-African Nursing Students and Alumni Association), LANSA (Latino(a) Nursing Student-Alumni Association), AIPINA (Asian and Pacific Islander Nursing Student and Alumni Association), SON Alumni Association, Broad Spectrum Students Association, Health Equity in Nursing, and Men in Nursing. Each SON student organization was formed to meet the needs of underrepresented students, faculty, staff, and alumni and to meet quarterly to discuss student issues, and to provide mentoring and networking opportunities for current and prospective students. Furthermore, our student group Broad Spectrum strives to promote a more inclusive and culturally sensitive nursing environment for LGBTQIA students and allies in

nursing. Our Student Affairs team shows its commitment to inclusive excellence by hosting and providing funding and support for inclusive initiatives throughout the year.

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 several years we have seen a growing trend of students from lower socio-economic backgrounds being accepted to SON. We work closely with campus partners such as Community Based Program Office, RISE and others to provide students with information such as campus belonging events, food pantry, basic needs information, smart rides and other services. With respect to our fall 2024 master's program enrollments, over 44% of our MSN-APRN and 59% of our MSN-MECN students were Pell Grant recipients as undergraduate students. Our Recruitment, Outreach and Admissions office provides targeted presentations and outreach in diverse settings to target potential students from underrepresented and/or lower socio-economic backgrounds. These settings include local California State Universities and regional health fairs targeted for pre-health studies.

In addition, as mentioned above, the UCLA SON was awarded a Health Resources and Services Administration (HRSA) Grant for Scholarships for Disadvantaged Students that provides over \$3.2 million over five years (2020-2025) for need-based scholarships to MSN students. We will be applying to renew this funding and include our BS to DNP students. Based on recent scholarship data collected by the UCLA SON Director of Financial Aid, 65% of our MSN-MECN students and 50% of our MSN-APRN students meet the definition of "disadvantaged" based on HRSA criteria. The SON continues to be involved in various summer academic enrichment programs, including, as mentioned, the Summer Health Professions Education Program and the NP3 program to support our diverse pipeline. We would like to see an increase in students wanting to pursue nursing as a career and an increase in students from those programs applying to our nursing school. In addition, we share financial aid resources at all our admissions informational sessions, and our website is regularly curated by our Director of Financial Aid, who provides financial aid resources for those interested in nursing careers.

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?

Increasing the number of men in nursing has been a long-term priority not only for UCLA School of Nursing but also nationally. It has been a top priority for the AACN, which seeks to create a more representative and inclusive workforce. As of 2022, male nurses

comprised only 12% of the national nursing workforce. AACN reports that although there has been an upward trend over the last 20 years, the percentage of males in nursing has remained steady at 12% to 14% for the most recent three years. Among DNP programs AACN reports 14.8% male enrollment. We are also committed to increasing the representation of LGBTQIA students and providing a more inclusive and supportive environment. Working closely with our student group Broad Spectrum and allies and the broader UCLA Community we will work to increase the representation of our LGBTQIA students.

At the UCLA SON, our undergraduate male enrollment comprises 15% of our student body, which is one of our target pools of students for our BS-to-DNP program. Among our entire student body, males comprise 15% of our student enrollment, which includes undergraduate and graduate enrollment. Male enrollment has ranged from 11% to 16% over the last several years with an upward trend. Currently our student group, Men in Nursing, is committed to increasing male enrollment and mentorship to support males currently enrolled. In addition, our office of Recruitment, Outreach and Admissions has been intentional in our outreach and recruitment, inviting our male alumni to join various workshops for prospective students. Our admissions office targets outreach efforts to local community colleges attending transfer events such as those at Pierce College and others, including Pre Health Conferences at Bakersfield Community College and speaking and attending graduate fairs at local California State Universities such as Long Beach. Our Director of Communications continues to tailor our social media messaging and image to promote men the nursing profession. We will continue to leverage our alumni and work with key partners to promote gender parity in nursing.

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 to see consistent increases in students from underrepresented groups, Pell grant recipients, and men in nursing. The SON has seen the percentage of students in our graduate programs who identify as underrepresented steadily increase, and we expect that this trend will be replicated in the Post-BS-DNP program. We will continue our intentional and concerted efforts to increase affordability, and to assist students in removing financial barriers by continuously offering financial support to our underrepresented and low-SES students. Our outreach efforts will continue in recruiting students into the health profession by working with our partners in academic enrichment programs such as the UCLA David School of Medicine, SHPEP program providing information on admissions, simulation and mentorship by our faculty and staff. In addition we have worked closely with our Academic Advancement Office(AAP), including their High Aims program, providing information and mentorship about the nursing profession to students. We plan to continue engaging in multi-faceted approaches to help increase the number of men and LGBTQIA applying to the nursing profession.

V.f. In the tables, 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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	15.1%	13.0%	12.6%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	2.2%	2.2%	2.3%
Hispanic/ Latino(a)	Domestic	5.5%	6.7%	9.5%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	1.1%	1.1%	1.2%
Asian/ Pacific Islander	Domestic	11.0%	11.5%	13.7%
	International	3.3%	3.3%	3.4%
White	Domestic	45.6%	44.1%	37.8%
	International	2.2%	1.9%	1.5%
Two or More Races	Domestic	6.6%	8.2%	8.4%
	International	2.2%	2.2%	2.3%
Other/ Unknown	Domestic	5.2%	5.9%	7.3%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		85.3%	82.2%	83.2%
Male		4.8%	7.4%	6.5%
Non-Binary/Unknown		9.9%	10.4%	10.3%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	6.0%	6.5%	6.6%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	6.0%	6.5%	6.6%
Hispanic/ Latino(a)	Domestic	3.0%	6.5%	6.6%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	13.0%	15.1%	14.3%
	International	6.0%	6.5%	6.6%
White	Domestic	56.0%	48.4%	42.9%
	International	3.0%	3.2%	3.3%
Two or More Races	Domestic	4.0%	4.3%	6.6%
	International	3.0%	3.2%	3.3%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		80.0%	74.2%	70.3%
Male		3.0%	6.5%	9.9%
Non-Binary/Unknown		17.0%	19.4%	19.8%

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 School of Nursing is committed to diversifying our faculty. Over the past five years (between 2019-20 and 2023-24), the SON has hired nine full-time equivalent (FTE) Senate faculty (including the Dean). Two of those nine new hires were male, one was Latina, and two were Asian American. Of those nine new Senate faculty hires, five (56%) of the individuals, including the Dean, were from underrepresented groups in nursing. Between 2024-25 and 2026-27, we will hire six additional Senate faculty, including 0.5 FTE Latinx Senate faculty as part of our collaboration with UCLA's Chicano Studies and Research Center.

Previously, our efforts have focused on the hiring of underrepresented faculty in the areas of gender, rank, and research focus. In 2021-22, 15% of all ladder rank faculty were from URGs; that figure increased to 19.8% in 2023-24. To continue the momentum of building a diverse and inclusive faculty, the School of Nursing will implement robust recruitment strategies and utilize the full spectrum of faculty tracks (e.g., senate and non-senate faculty). To assist in these recruitment efforts, we will partner with a professional ad placement and media buying company to ensure our open faculty positions are advertised across a wide range of platforms, reaching potential diverse applicants from varied nursing backgrounds (Ph.D. and DNP). This approach will allow us to cast a wider net and promote our open positions in media outlets that cater to diverse academic and professional communities such as Minority Nurse, National Black Nurses Association and Diversity in Nursing. Furthermore, we will regularly leverage our School of Nursing media channels, including social media platforms and our institutional website, to further expand our reach. By utilizing these school-owned outlets, we can consistently communicate our commitment to diversity and inclusion, while actively engaging with a broad and diverse audience.

Other recruitment resources include:

- Consultation with academic administrators and faculty at UC and non-UC institutions.
- Advertisements in journals of underrepresented groups (i.e. Minority Nurses Association; National Black Nurses Association; National Hispanic Nurses Association)
- Annual representation at national nursing leadership conferences (e.g., American Association of Colleges of Nursing annual symposium, the American Academy of Nursing, Western Institute of Nursing) to meet and engage with underrepresented nurse leaders
- Annual representation at key national conferences where underrepresented nurse scientists and scholars are in attendance (i.e. National Black Nurses Association, National Hispanic Nurses Conference, California Forum on Diversity)

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

In compliance with Proposition 209, the UCLA School of Nursing is actively advancing the recruitment and retention of diverse faculty by: 1) seeking faculty applicants who not only are qualified for the faculty position (Ph.D. or DNP) but who would also contribute to an inclusive educational and work environment and commit to equitable and inclusive access to higher education, practice, and research; 2) actively engaging our faculty in recruitment; 3) ensuring faculty recruitment committee members complete implicit bias training; 4) engaging the Associate Dean for Equity, Diversity, and Inclusion (EDI), in the faculty recruitment process as an equity advisor and liaison between the UCLA Vice Chancellor's Office of EDI; 4) engaging our Dean to promote the intentional recruitment and retention efforts implemented to sustain a diverse faculty; 5) engaging faculty in quarterly EDI workshops; 6) providing mentoring and coaching for faculty teaching and research by our Associate Dean for Academic Affairs and Associate Dean of Research & Innovation.

The School of Nursing welcomes and encourages gender and racial/ethnic diversity when seeking applications and nominations from faculty and the nursing academy. Individuals with a successful history of mentoring students from underrepresented groups and those with a commitment to supporting inclusive and equitable opportunities in education, research, and clinical scholarship are encouraged to apply. Search plans include recruitment strategies to attract candidates of diverse backgrounds, including intentional outreach to nursing organizations representing Black, Indigenous, and People of Color (BIPOC) nursing scholars. Each candidate is required to submit a diversity statement, describing their past and/or potential contributions to diversity through research, teaching, and/or clinical practice.

The SON Faculty Requirement Committee (FRC), appointed by the Dean, has a diverse membership (e.g. faculty track/series, rank, gender) and each member is required to attend a UCLA Search Briefing and complete Implicit Bias training to ensure an equitable search process. In addition, a standardized interview guide and evaluation criteria have been developed with full faculty input for all applicants. Evidence of a clear commitment to enhancing diversity and inclusivity in the workplace is a required selection criterion for faculty applicants. Our faculty openings are advertised nationally through 1) the American Association of Colleges of Nursing (AACN), 2) professional journals, 3) the e-mail listserv of the Higher Education Recruitment Consortium (HERC), 4) the UCLA nursing website, and 5) UCLA social medial platforms. We use our website to maintain a comprehensive Diversity and Equity page, which presents our philosophy and details the quarterly activities of the Equity, Diversity, & Inclusion (EDI) Council. The EDI Council is composed of faculty, staff, and student representatives in the SON who work collaboratively with other nursing student groups, various UCLA units, and University departments to implement programing for the SON community that discusses the contribution of nurses and nurse scientists to practice, education, and research. The Council also collaborates to provide social activities for students, staff, and faculty to come together to create a sense of belonging and respect.²

² See this website for details: <https://www.nursing.ucla.edu/equity-diversity-inclusion/equity-diversity-inclusion>

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 financial aid goals are to minimize financial barriers for students by keeping average debt as low as possible and to provide robust support to those with significant financial need. We will measure our success in achieving these goals by closely monitoring student loan debt, aiming to reduce it over time, and comparing our outcomes with state and national trends.

For the Post-BS-DNP program, the SON intends to meet the PDST RTA set-aside requirement by leveraging existing philanthropic resources. Financial aid will primarily be awarded based on need, as determined by the Student Aid Index (SAI) from the Free Application for Federal Student Aid (FAFSA) or California DREAM Act Application, following federal methodology to assess financial need. To ensure equitable distribution, our Director of Financial Aid conducts a holistic review of each application, taking into account factors such as financial need, area of study, commitment to underserved communities, and merit, with financial need as the primary criterion.

We use a structured methodology to determine the amount of need-based funding each student receives. A table of SAI ranges is used to determine the total need-based aid package a student qualifies for, based on their federally determined financial need. Below is a sample we currently use for MSN students, which illustrates how scholarship amounts vary by SAI range. For the Post-BS-DNP program, a similar structure will be in place to provide tailored support based on financial need. Due to this structure, most students in the Post-BS-DNP program are expected to receive some level of financial support, which will help reduce their reliance on loans.

By using this SAI-based methodology, we are able to provide different levels of support based on the financial need of each student, with those demonstrating the greatest need receiving the highest scholarship amounts. This approach allows us to optimize all available resources—including state and federal programs, philanthropic funds, academic apprentice positions, and external scholarships—to maximize gift support and reduce loan dependency.

SAI Range	Total Scholarship Support
-1,500 to -1,500	\$15,500
-1,499 to 0	\$14,000
1 to 9,999	\$12,500
10,000 to 19,999	\$11,000
20,000 to 29,999	\$9,500
30,000 to 39,999	\$8,000
40,000 to 49,999	\$6,500
50,000 to 59,999	\$3,250
60,000 to 99,999+	\$3,000

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	N/A	N/A	N/A	N/A	N/A	N/A
	Non-URG	N/A	N/A	N/A	N/A	N/A	N/A
	International	N/A	N/A	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A	N/A	N/A
Average Debt among Students with Debt*	URG	N/A	N/A	N/A	N/A	N/A	N/A
	Non-URG	N/A	N/A	N/A	N/A	N/A	N/A
	International	N/A	N/A	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A	N/A	N/A

* 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? N/A

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	N/A	N/A	\$161,540	N/A
Public comparisons	N/A	\$71,890	\$120,680	8%
Private comparisons	N/A	\$106,459	\$127,990	12%

Sources:

UC: Corporate data

Comparison institutions: University of Michigan Ann Arbor (Public) and Johns Hopkins University (Private)

Additional comments: Debt information was taken from US and News and World Report 2020 of DNP graduates.

For the Public Comparison, we used the University of Michigan Ann Arbor, and for the Private Comparison, we used Johns Hopkins University. https://www.usnews.com/best-graduate-schools/compare/nursing?usnews_id=33119&usnews_id=33141

According to the Bureau of Labor Statistics (BLS), the national mean salary for Nurse Practitioners (as opposed to Registered Nurses) is \$128,490. BLS reports that California is a top-paying state for Nurse Practitioners, with an average mean wage of \$161,540.

Reference: Occupational Employment and Wage Statistics. May 2023. <https://www.bls.gov/oes/current/oes291171.htm#st>.

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.

After the inception of the program, we will have student loan debt data to review starting in spring 2028. For additional context, we consider the student loan debt burden of recent MSN-APRN graduates to be manageable, particularly considering the earning potential of nurses in California. Among our most recent graduates (2023-24) who took out loans (which includes our APRN and MECN students), the average debt was \$63,798. For graduates from 2022-23, the average loan debt was a bit higher, at \$64,696. We are working to reduce our student debt, as is evident in the small but meaningful reduction in loan debt for our graduates from 2023-24. Registered nurses (RNs) and Nurse Practitioners (NPs) earn more in California than in any other state, per the Bureau of Labor Statistics.³ In addition, students who decide to enter academic jobs have options for loan repayment programs, including federally sponsored programs like the NIH and HRSA Faculty Loan Repayment Programs. We will also continue seeking donations in support of nursing students through fellowships and scholarships.

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.

Currently the School of Nursing receives several grants to help support students interested in working in underserved communities. Funding through the Health Resources and Services Administration's (HRSA) Scholarship for Disadvantaged Students (SDS) program promotes diversity in health professions by providing scholarships to students who are from disadvantaged backgrounds; demonstrate financial need; are enrolled full-time in a health or nursing program; and intend to serve in medically underserved areas, rural communities, or in primary care after graduation.

At UCLA School of Nursing, we provide students with comprehensive information on a range of loan repayment programs to assist them in effectively managing their post-graduate financial responsibilities. Students are encouraged to consider the National Nurse Corps Loan Repayment Program (NCLRP), which provides loan repayment of up to 85% for nurse practitioners working in Critical Shortage Facilities or serving as faculty at eligible nursing schools. The program initially offers a 60% loan forgiveness for those who

³ https://www.bls.gov/oes/current/oes_ca.htm#29-0000.

complete two years of service in a Critical Shortage Facilities or as faculty, with the potential to increase this to 85% by committing to an additional year in an approved practice location.

Additionally, the Indian Health Service (IHS) Loan Repayment Program provides up to \$40,000 toward the student loan debt of qualified healthcare professionals in exchange for two years of service in healthcare facilities that serve American Indian and Alaska Native communities.

The Song Brown Grant from the California Department of Health Care Access and Information (HCAI) aims to increase the number of students receiving quality primary care education and training in areas of unmet need throughout California. The most current HCAI grant funding supports UC systemwide consortium to prepare psychiatric mental health nurse practitioners (PMHNPs) to help address a lack of access to behavioral and mental health services, especially in Southern California. Furthermore, our nursing students have worked with underserved populations based on our collaboration with West Los Angeles Veterans Affairs, Care Harbor, and UCLA Health mobile clinics to serve homeless and underserved individuals and groups. In 2020 we established a post-residency program to increase job opportunities at the Greater Los Angeles Veterans Administration.

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?

Nursing students who pursue public interest careers often earn comparable salaries to those in the private sector, though salary ranges can vary significantly across California, particularly between metropolitan and non-metropolitan areas. To help manage debt and increase financial literacy, our Director of Financial Aid collaborates closely with the central Financial Aid Office, the UCLA Financial Wellness Team, and other experts to provide workshops on financial literacy, debt management, loan forgiveness programs, and maximizing external scholarship opportunities.

The School of Nursing is actively involved in HRSA's Scholarship for Disadvantaged Students (SDS) program, which provides a minimum of 50% coverage for tuition and fees for eligible students. This scholarship targets individuals from disadvantaged backgrounds who demonstrate financial need and are committed to serving medically underserved communities, rural areas, or primary care settings. Currently, 40 MSN (MECN and APRN) students benefit from this award each year. While we currently award this scholarship exclusively to MSN students, we anticipate continuing this allocation solely to students in the MSN-MECN program, which would allow us to free up other funding sources to support students in the Post-BS-DNP program. Although the current SDS award cycle ends in 2025, we plan to submit an application to renew our participation the program.

Additionally, we participate in HRSA's Health Professions Loan Program through the Nursing Student Loan (NSL), a subsidized, low-interest loan for students with the greatest financial need. NSL recipients typically express an intent to serve in public service, and these loans can be consolidated with federal Direct Loans. NSL loans also qualify for loan forgiveness programs, providing an additional pathway to debt reduction for those working in eligible public service roles.

We actively educate our students about numerous loan forgiveness programs available to nurses, encouraging them to seek employment in eligible facilities to fully benefit from these funding opportunities.

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

The School of Nursing promotes students-centered education. To support our students, we conduct several Admission Information Sessions throughout the year for prospective applicants with detailed information about the various program options, admissions criteria, the application process, and financial aid program in the UCLA SON. Our Director of Financial Aid regularly provides information on tuition and fee costs, financial aid opportunities, and loan forgiveness programs to nursing students, as well as provides office times for individual students who desire to meet and discuss their financial needs and support. We are committed to communicating information about our financial aid programs in a transparent and easily accessible approach.

We conduct consistent data collection annually from our alumni to learn their perspectives and identify how we can better support our students. Our Recruitment and Admissions Office emphasizes outreach for individuals who represent first-generation, low-income, and underrepresented applicants throughout Southern California. The Recruitment and Admission Office provides virtual information sessions, one-on-one counseling sessions, phone calls, email communication; it also encourages walk-ins, which feature discussions about program descriptions, admission requirements, financial aid, and transcript reviews, to name a few. Our recruiters attend community colleges across SoCal, including the Los Angeles Community College District transfer fairs; they also attend schools in the Central Valley seeking to connect with underrepresented students with a passion for nursing and invite them to visit the School of Nursing for campus tours. The recruitment office will present to pre-health student clubs, nursing chapters, hospitals, and four-year institutions and attend national nursing conferences such as the National Black Nurses Association (NBNA), the National Association of Hispanic Nurses (NAHN), and the National Student Nurses Association (NSNA) virtually and/or in person.

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 share this information? If not, why not?

Yes, we make information available to prospective students regarding the average debt and median salary of program graduates through our online/in person recruitment venues, as well as phone call and emails to present information regarding average student debt and median salary of program graduates. We also make this information available on our website and in our printed recruitment materials and these materials are distributed at college fairs and at nursing conferences. Information on average loan debt, loan forgiveness programs, and average starting salaries may also be included in future outreach activities and published on our website.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

Affordability: One of the SON Dean's primary goals is to secure private scholarship support from donors to reduce the financial burden on our nursing students. One example includes a private scholarship donation to support doctoral students in 2023. The SON Dean also recently hired a new Executive Director of Development who focuses on working with the Dean and UCLA Development officers to secure transformative philanthropic gifts for the School of Nursing.

Covid-19 Impact: At the start of the COVID-19 pandemic, one of our main goals was to maintain student success in the SON. To this end, the School of Nursing allocated resources to hire an additional student affairs officer who focused on promoting student success and meeting the evolving needs of our students, including the coordination of Teaching Assistant work opportunities which were offered to selected students. During the COVID-19 pandemic, faculty worked closely with program directors to ensure they could provide flexibility when necessary. Nursing courses that are normally required to be taken for letter grading could be taken for Pass/Fail grading during the pandemic to reduce stress for students. Two designated doctoral students were hired to provide virtual technical support for students, faculty, and TAs during the height of the pandemic. Our faculty also have been working to build some remote or online didactic courses and deliver courses in a hybrid method to meet evolving needs of our students.

VIII. QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN SUMMER OR FALL 2025

VIII.a. Please describe the program for which you propose to charge Professional Degree Supplemental Tuition, including: Is the program new or existing? If new, what is the status of the program proposal with the Coordinating Committee on Graduate Affairs (CCGA), the systemwide Academic Senate committee responsible for reviewing and approving proposals for new graduate degree programs, and with UCOP? Please note that the President must approve implementation of the program. Program approval at both the campus and systemwide levels is necessary for program implementation. A proposed new program that a campus has submitted to CCGA and UCOP may apply for PDST approval before receiving formal program approval; PDST approval by the Regents would be contingent on final program approval by the Academic Senate and the President, however, and no student charges may be imposed in advance of final program approval. For questions about the status of systemwide academic program approval, please contact Chris Procello (Chris.Procello@ucop.edu).

Our post baccalaureate to Doctor of Nursing Practice program (Post-BS-DNP) is a new program that has been approved by UCOP and the CCGA and will enroll its first cohort in fall 2025.

The purpose of the Post-BS-DNP program is to equip post-baccalaureate nurses who desire the role of a nurse practitioner (NP) with the following doctoral-level knowledge and skills: advanced nursing practice; organizational and systems leadership; quality improvement and evidence-based practice; healthcare policy; population health; ethics; interprofessional collaboration; and high-quality, safe, and just patient care. Curriculum guidelines developed by AACN prepare DNP graduates with the knowledge necessary to develop and lead innovative health care models, to address the ongoing shortage of both nurses and nurse faculty to educate the future nursing workforce, and to reconceptualize graduate nursing education to prepare today's advanced-level nurses to meet the complex healthcare needs of the diverse population of the United States (AACN, 2014).

VIII.b. Why is it appropriate for this program to charge Professional Degree Supplemental Tuition? In what ways is the program “professional” rather than “academic”?

The DNP as the terminal nursing professional practice degree is akin to the terminal professional doctoral degrees offered by other health professions (AACN, 2006) including practice doctorates in medicine (MD), dentistry (DDS), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT), occupational therapy (DOT), and audiology (AuD). Each of those professions requires a doctoral degree for eligibility for board certification and professional practice licensure (Chism, 2023). PDST-funded health science professional doctorate programs at UCLA include the School of Dentistry DDS program and School of Medicine MD program. The PDST-funded

School of Nursing Post-BS-DNP program will educate nurses with a professional practice doctorate in line with other professional doctorates, as noted earlier. The DNP degree is a professional practice terminal degree that replaces the School of Nursing's PDST-charging MSN-APRN professional degree and therefore, it is appropriate for the program to charge Professional Degree Supplemental Tuition (PDST). As mentioned, national momentum for a DNP began in 2004 when the AACN endorsed the DNP as the entry-level degree best suited for safe, effective care as an Advanced Practice Registered Nurse.

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):

To ensure that the proposed fee structures for the new academic program align with the expectations and preferences of potential applicants, the UCLA School of Nursing has actively sought feedback from potential student groups. An online survey was developed and distributed to gather insights and opinions from current students who may be eligible to participate in the Post BS-DNP Program. The School provided the full fee breakdown as well as the comparisons contained in this report. The survey was disseminated to several hundred current UCLA students, allowing us to capture the views of those who are directly engaged in the

academic environment and may be immediate applicants in the program.

- ☐ 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.

SON leadership consulted with prospective students for the new Post-BS-DNP program on two separate occasions. First, we emailed a survey to over 350 pre-licensure students (undergraduates and MSN-MECN students) currently enrolled in the School of Nursing, and then we met with a focus group composed of six undergraduate and graduate students within the School of Nursing. Details of these consultation efforts can be found below.

1) Student Online Survey via Email Outreach:

On September 11, 2024, SON leadership contacted over 350 students via email. The School of Nursing sent a digital survey to current SON pre-licensure students who would be eligible to apply for the Post-BS-DNP Program in the near future. The survey was open for 14 days. Students were provided the full breakdown of program costs and proposed PDST levels, along with information about the proposed usage of proposed PDST revenue. The survey asked students to provide feedback on the likelihood of attendance based on program fees. We also asked for open student feedback on the program.

- We received a total of 26 responses.
- 23 of the 26 respondents (88%) felt that the program cost was more than they would like to pay.
- 3 of the 26 respondents (12%) felt that the program cost was about right and/or that they would be willing to pay more.

- A total of 17 respondents left comments in the open feedback section. Students expressed concerns about the affordability of the program and the extent to which the total cost of the program might deter low-income students from attending. Some students had questions regarding PDST usage. Other students felt the PDST levels were comparable to those of other professional schools. One student noted that they were excited for the new program to launch. (See verbatim comments in Attachment A.)

2) Focus Group with Student Organization Leaders:

On September 13, 2024, SON leadership met in person with a student focus group to solicit feedback on this PDST proposal. The group was composed of six leaders of various student organizations from both undergraduate and graduate programs within the SON.

- Students expressed interest in the new academic program
- They inquired if the SON will hire new faculty for the new program
- They asked if in the future there would be a possibility of a PDST decrease
- Students are very supportive of and inquired about EDI efforts to recruit students and faculty to the school
- Students would like more transparency in how PDST revenue is used
- They also asked for more transparency in additional items they would need to purchase as a nursing student (e.g., uniforms)

Although the feedback we received from the prospective students in these two groups was useful and much appreciated, the SON elected to move forward with its proposal to establish PDST in 2025-26 and to increase PDST by roughly 3.4% in 2026-27 and 2027-28. These proposed PDST levels are essential in order to offer a high-quality program. That said, we take student feedback very seriously. For that reason, we followed up with every student who posed a question via the survey or during the focus group on October 22, 2024.

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, GSA Vice President (VP) of Internal Affairs, and GSA VP of Academic Affairs on
Campus graduate student organization (i.e., your campus' GSA president)

10/25/2024 and 11/8/2024.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

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

Nature of feedback or full comments: Two members of UCLA's Academic Planning & Budget (APB) Department met with UCLA's GSA Vice President of Academic Affairs on November 8, 2024. During this meeting, the GSA representative asked when the Post-BS-DNP program plans to share average debt and median salary data with prospective students, and whether the program plans to provide loan assistance to its students. APB sent these inquiries to the program, and the program responded by stating that it is committed to presenting information about average debt and median salaries during its admissions presentations to prospective students once these data are available from the first graduating cohort. In the meantime, the program plans to share average indebtedness and median salary data from other SON programs with prospective Post-BS-DNP students, with the caveat that these data may not necessarily reflect the post-graduation landscape for Post-BS-DNP students. With respect to loan assistance, the program noted that all students who apply for the FAFSA are automatically considered for Direct Unsubsidized and Graduate PLUS Loans. In addition, AB540-eligible students who complete the California Dream Application are offered a DREAM Loan. The program also has limited funding through the need-based Nursing Student Loan fund. Lastly, the program provides information on private loan options, including the UCOP Preferred Lender list. APB shared this response with the GSA on November 14, 2024.

☐ 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.

SON leadership consulted with SON faculty on three separate occasions. First, we emailed a survey about this PDST proposal to 39 faculty members. Second, our Dean presented this PDST proposal and solicited feedback from 11 faculty members who serve on the Faculty Executive Committee (FEC). Third, our Dean and Controller presented this PDST proposal and solicited feedback from 33 faculty members during a regularly scheduled faculty meeting. Details of these consultation efforts can be found below.

1) Faculty Online Survey via Email Outreach:

On September 11, 2024, 39 SON Senate and Adjunct series faculty were sent an email providing a full breakdown of costs and proposed PDST levels, along with a summary of proposed uses of the PDST. Also included in the email was a digital survey link. A total of 4 out of 39 faculty members (10%) responded to the survey. A summary of the feedback we received is as follows:

- When asked whether the overall cost of the program was reasonable, 3 out of 4 respondents (75%) felt that the program cost was about right and 1 out of 4 respondents (25%) felt that the program cost was too high.
- When asked how affordable our program is compared to other similar programs, 2 of 4 respondents (50%) said our program was affordable and 2 out of 4 respondents (50%) said our program was slightly unaffordable. (Please note that we addressed faculty concerns about affordability at the all-faculty meeting, which is referenced below and took place on September 24, 2024.)
- When asked about how the cost of the program compares to the value it provides, 3 out of 4 respondents (75%) said it was extremely valuable and 1 out of 4 respondents (25%) said it was average value.

A total of three (3) respondents left comments in the open feedback section. The feedback provided included comments supporting the launch of this degree program, along with commentary about UCLA's reputation and ability to enhance students' readiness for their careers. (See verbatim comments in Attachment A.)

2) Faculty Executive Committee:

The Dean of the UCLA School of Nursing, Dr. Lin Zhan, verbally discussed the PDST proposal with the Faculty Executive Committee (FEC) on September 9, 2024. This meeting was attended by 11 faculty members who make up the FEC, including the Dean. The Dean shared the proposed PDST levels with the FEC. The FEC recommended that the proposal be shared during an all-faculty meeting. See item 3 below for more details about the two all-faculty meetings during which SON leadership consulted faculty about this proposal.

3) All Faculty Meetings:

On September 24, 2024, the Dean of the UCLA School of Nursing, Dr. Lin Zhan, and the Controller, Willie Dawson, presented a full breakdown of costs and proposed PDST levels, along with a summary of proposed uses of PDST revenue, with 33 faculty at a regular faculty meeting and solicited feedback. Faculty expressed support for the new academic program. We addressed faculty concerns about affordability at this meeting by sharing data related to our public and private comparators, as well as our sister schools UCSF, UCD and UCI.

We did not make changes to the proposal based on our faculty consultations, as most faculty were supportive of the proposal. On October 23, 2024 via Zoom, the SON Dean followed up with the faculty who posed a question via the survey, the FEC meeting, and/or at the All Faculty meeting. There were 42 faculty members present at this Zoom meeting. There were no questions or concerns regarding the proposed fee structure.

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 Susan Ettner on 10/25/2024.
Graduate Dean

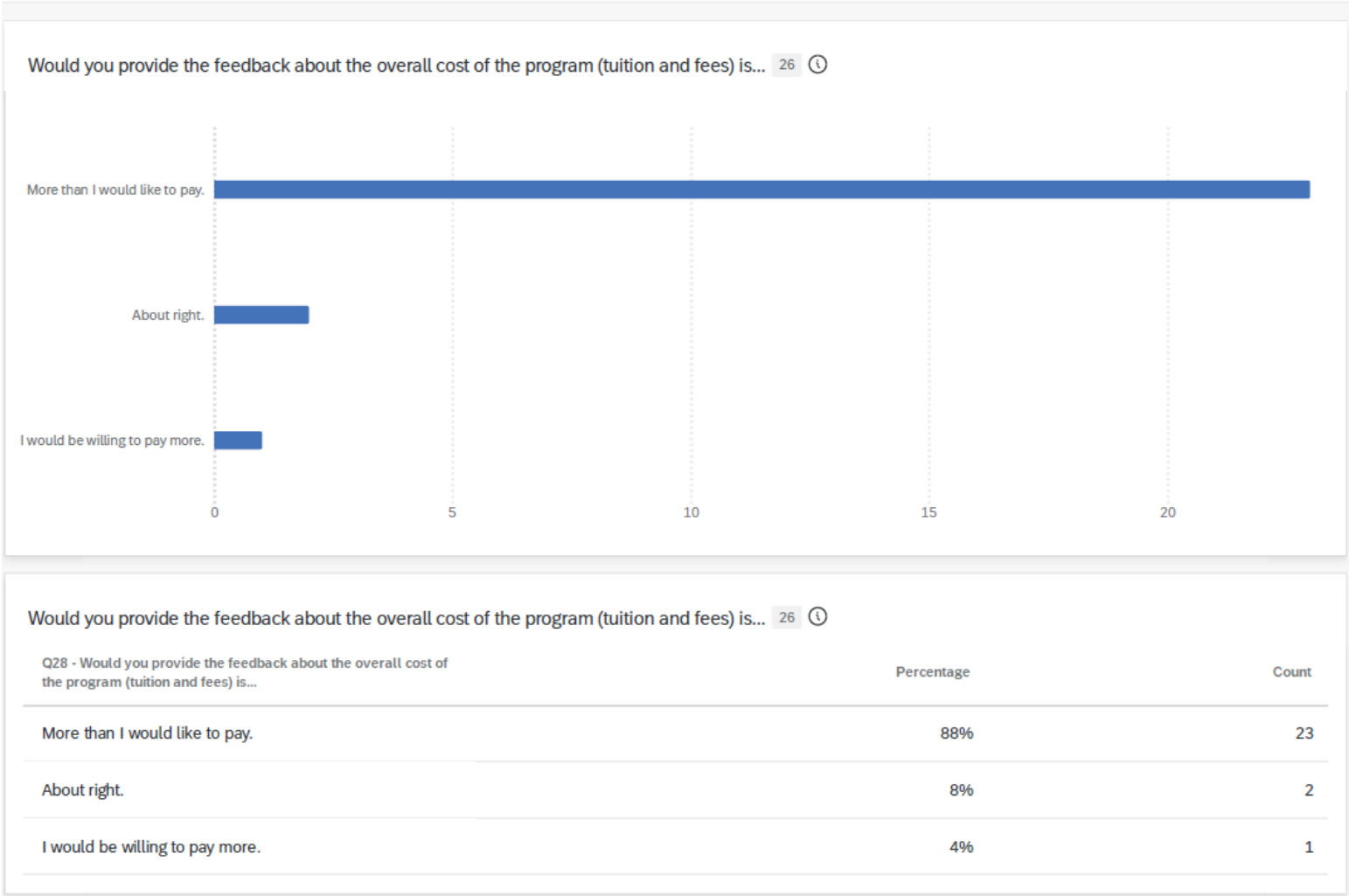
☒ Plan shared with Mitchell Chang on 10/25/2024.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

☒ Plan endorsed by Darnell Hunt on 10/28/2024.
Interim Chancellor

Attachment A: Student Consultation and Feedback

Student Consultation for Proposed Post BS-DNP Program PDST Fee Structure -
2024 Copy / Page 1

Responses: 26



UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Would you provide the feedback about the overall cost of the program (tuition and fees) is... 26 ⓘ

Q28 - Would you provide the feedback about the overall cost of the program (tuition and fees) is...	Percentage	Count
More than I would like to pay.	88%	23
About right.	8%	2
I would be willing to pay more.	4%	1

Would you provide the feedback about the overall cost of the program (tuition and fees) is... 26 ⓘ

Would you provide the feedback about the overall cost of the program (tuition and fees) is...	Average	Minimum	Maximum	Count
More than I would like to pay.	1.00	1.00	1.00	23
About right.	2.00	2.00	2.00	2
I would be willing to pay more.	3.00	3.00	3.00	1

Additional Comments 26 ⓘ

Additional Comments

I think the launching of a BS-PDST program is wonderful!

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Additional Comments

The additional fee would make it very difficult to afford the cost of attendance

UCLA generates significant revenue yet consistently treats its nursing students as secondary priorities. I strongly advise prospective students to reconsider attending UCLA if they expect to be treated as valued professionals. UCLA nursing students rank among the best candidates globally and deserve to be treated accordingly. The lack of sufficient grants combined with the addition of more fees is unacceptable. This is a clear indication of how the institution undervalues its nursing students, and it is completely unprofessional.

-

Compared to other professional fees, it seems right.

expensive and purely relying on financial aid

there's just so much additional cost outside from tuition

How many will be accepted into this Post BS-DNP program? What will be considered in applications?

N/A

test 101

Will priority be given to UCLA BSN Students?

This amount would deter me from attending the program.

Unattainable for OOS student- a tuition stability plan, where tuition is to remain at a fixed rate until graduation, is more feasible

I feel this only favors BSN students....There should be a post masters MECN program to FNP, DNP option as well. Please consider such option.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

N/A

It would be helpful to understand where exactly what the PDST is going towards and how that benefits the students.

NA

BSN-DNP program doesn't apply to me

N/a

n/a

As a first-generation student from a low-income background, this would add an additional burden and cause additional financial stress.

I am still confused about what the PDST will be applied to the nursing education.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Additional Comments

N/A

I believe that the proposed fee, exceeding one and a half times the annual tuition in addition to the mandatory systemwide fees, would be unaffordable for most middle-class individuals. As a student from a middle-income background, I receive little to no financial aid, and tuition as an undergraduate already creates a noticeable financial burden. I am afraid that this PDST fee could discourage me from pursuing the Post BS-DNP program at UCLA.

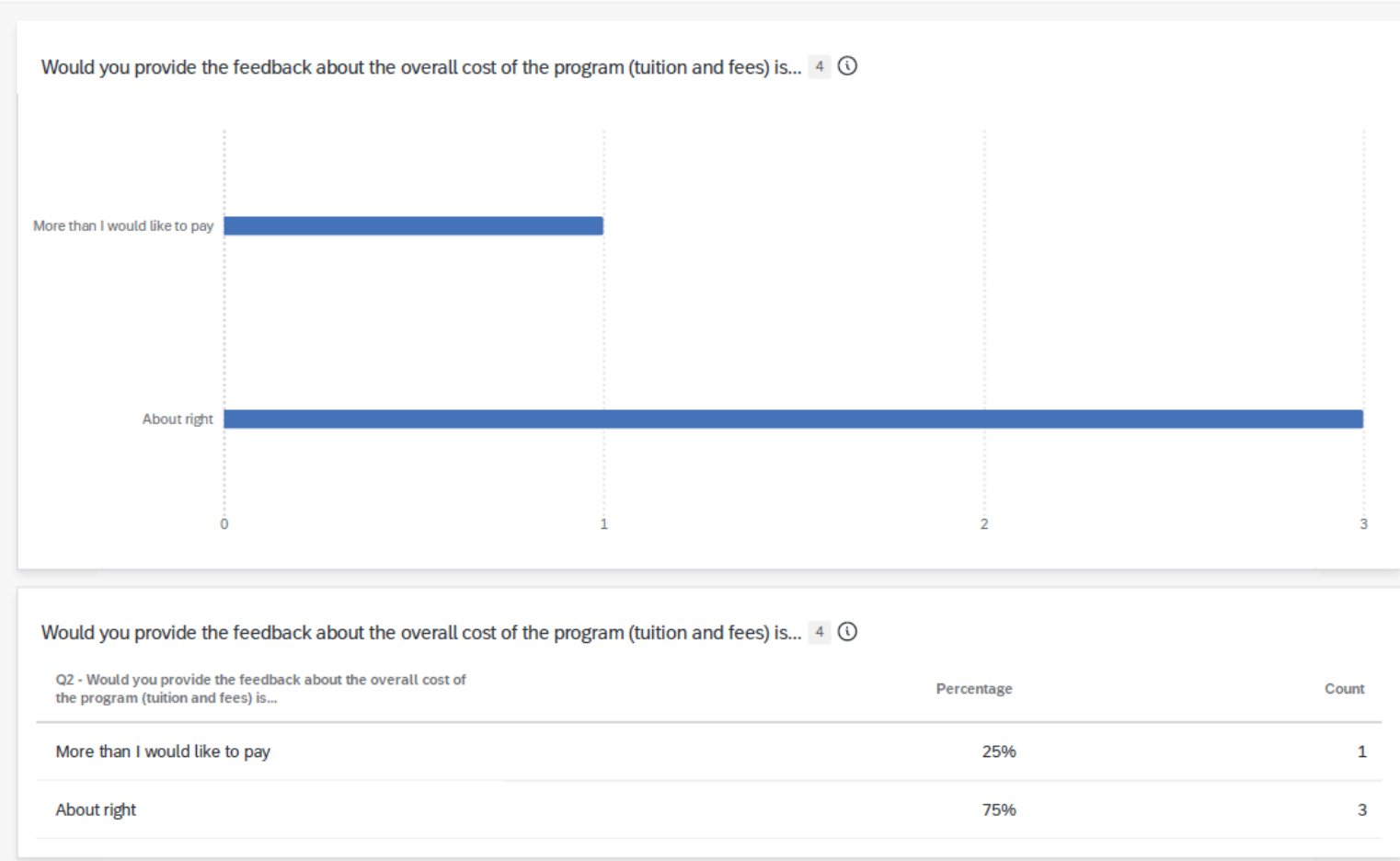
It is expensive, hoping for more scholarship or lower tuition

This fees are not reasonable and make these programs not affordable for low income/disadvantaged students. This will exclude minority/low income students.

Attachment A Continued: Faculty Consultation and Feedback

Faculty Consultation for Post BS-DNP Program PDST Proposed Fees / Page 1

Responses: 4



UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Would you provide the feedback about the overall cost of the program (tuition and fees) is... 4 ⓘ

Would you provide the feedback about the overall cost of the program (tuiti...	Average	Minimum	Maximum	Count
More than I would like to pay	1.00	1.00	1.00	1
About right	2.00	2.00	2.00	3

Based on your response that the overall cost of the program is "_____", please share examples or details to inform future program planning. 4 ⓘ

Based on your response that the overall cost of the program is "_____", p...

Dependent on whether their working institutions are willing to help out for the tuition.

i would expect that a large proportion of students would be receiving substantial financial aid and scholarship and would not actually be paying this amount out of pocket.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Based on your response that the overall cost of the program is “_____,” p...

These are comparable numbers to UCSF Post BS to DNP program.

In comparison to other DNP programs, how affordable is UCLA School of Nursing's program? 4 ⓘ



In comparison to other DNP programs, how affordable is UCLA School of Nursing's program? 4 ⓘ

Q4 - In comparison to other DNP programs, how affordable is UCLA School of Nursing's program?	Percentage	Count
Affordable	50%	2
Slightly Unaffordable	50%	2

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

In comparison to other DNP programs, how affordable is UCLA School of Nursing's program? 4 ⓘ

In comparison to other DNP programs, how affordable is UCLA School of Nursi...	Average	Minimum	Maximum	Count
Affordable	1.00	1.00	1.00	2
Slightly Unaffordable	2.00	2.00	2.00	2

Based on your response on how affordable the program is "_____", please share examples or details to inform future program planning. 4 ⓘ

Based on your response on how affordable the program is "_____", please s...

dependent on the length of the study. Should be affordable.

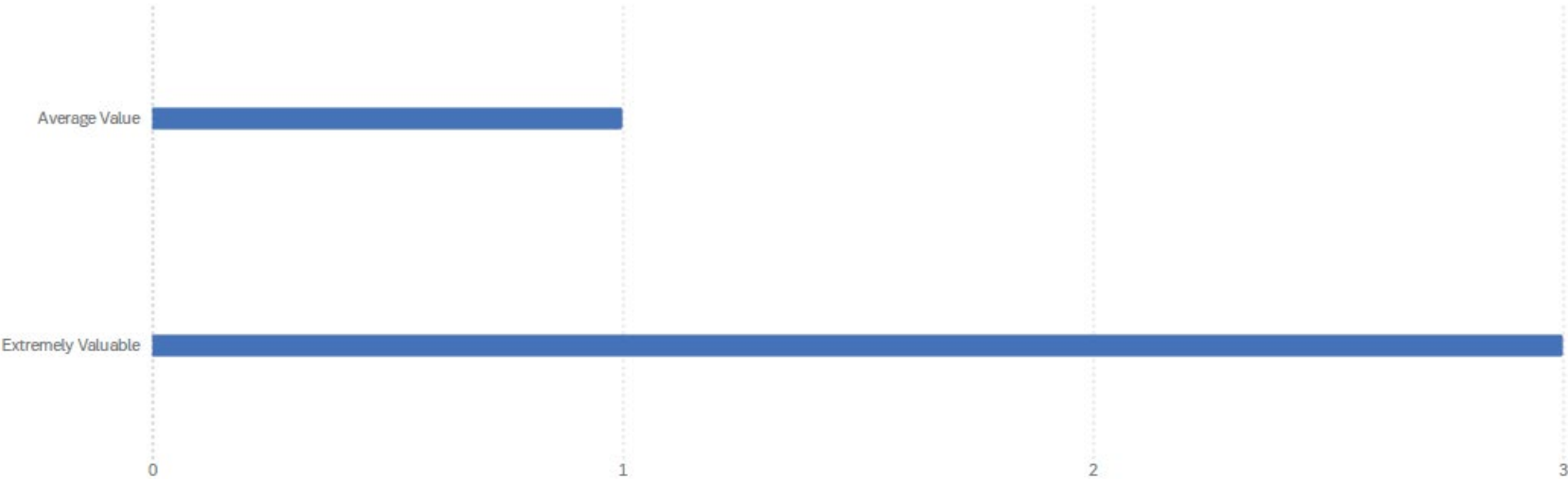
it is expensive for people who already have a lot of undergraduate loans/debt

Based on your response on how affordable the program is "_____", please s...

There are a number of programs that are not as expensive to attend as the University of California nursing schools.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Rate the cost of the program compared to the value it provides: 4 ⓘ



Rate the cost of the program compared to the value it provides: 4 ⓘ

Q6 - Rate the cost of the program compared to the value it provides:	Percentage	Count
Average Value	25%	1
Extremely Valuable	75%	3

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Rate the cost of the program compared to the value it provides: 4 ⓘ

Rate the cost of the program compared to the value it provides:	Average	Minimum	Maximum	Count
Average Value	2.00	2.00	2.00	1
Extremely Valuable	3.00	3.00	3.00	3

Based on your response please provide examples or details below to share your thoughts and inform future program planning. 4 ⓘ

Based on your response please provide examples or details below to share yo...

Please also compare with the local Universities where also offer DNP on the tuition. UCLA should not be more expensive to other CA schools.

the ucla reputation - esp in health sciences - and a clinical terminal doctorate is extremely valuable

Based on your response please provide examples or details below to share yo...

The UCLA SON has an expansive network of clinical sites and preceptors, providing for diverse and comprehensive learning experiences. These partnerships offer students exposure to different practices, specialties, and patient populations, enhancing their education and readiness for their careers.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Based on your response please provide examples or details below to share yo...

The UCLA SON has an expansive network of clinical sites and preceptors, providing for diverse and comprehensive learning experiences. These partnerships offer students exposure to different practices, specialties, and patient populations, enhancing their education and readiness for their careers.

UCLA/Post Bachelor of Science in Nursing (BS) to the Doctor of Nursing Practice (DNP) Program /DNP
New Program/ New PDST

Attachment A Continued: UCLA SON Student Consultation Responses to Feedback

1. Will UCLA SON hire new faculty for the Post BSN-to-DNP program?

Yes, the UCLA SON has been hiring new faculty for the Post-BSN-to-DNP program (FY24-FY26).

2. In the future is there a possibility of a PDST decrease?

Based on national data for Post BSN-to-DNP programs, increased enrollment is the trend since 2020, so we do not anticipate a decrease of student enrollment and therefore no decrease in PDST funding.

3. What EDI efforts have been implemented to recruit students and faculty to the school?

Under the framework of inclusive excellence, we continue recruiting faculty and students from diverse backgrounds, which can be shown in our student/faculty data. One example includes hiring a male/Latino Teaching Professor and we anticipate one to two ladder faculty positions that will have a Latinx background.

4. How is PDST revenue going to be used?

(See Table Below)

	Total 2024-26 PDST Revenue	Proposed Use of Incremental PDST Revenue			Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	
Faculty Salary Adjustments	N/A	\$365,066	\$10,952	\$11,281	\$387,299
Benefits/UCRP Cost	N/A	\$143,394	\$148,535	\$209,175	\$501,104
Providing Student Services	N/A	\$85,729	\$2,572	\$2,649	\$90,950
Improving the Student-Faculty Ratio	N/A	\$0	\$537,624	\$524,865	\$1,062,489
Expanding Instructional Support Staff	N/A	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	N/A	\$0	\$0	\$0	\$0
Providing Student Financial Aid	N/A	\$0	\$0	\$0	\$0
Other Non-salary Cost Increases	N/A	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	N/A	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional Comments" below)	N/A	\$75,123	\$14,652	\$14,414	\$104,189
Total use/projected use of revenue	N/A	\$669,312	\$714,335	\$762,384	\$2,146,031

5. They also asked for more transparency in additional items they would need to purchase as a nursing student (e.g., uniforms)

UCLA Health supports white coats for our students while students individually could purchase their own scrubs/uniforms.

- 6. Affordability and Financial Aid Opportunities:** Our primary financial aid goal will minimize financial barriers for students by keeping average debt as low as possible and providing support to those with significant financial need. UCLA SON must award the equivalent of 1/3 of all PDST revenue in the form of financial aid to Post-BSN-to-DNP students. Financial aid will primarily be awarded based on need, as determined by the Student Aid Index (SAI) from the Free Application for Federal Student Aid (FAFSA) or California DREAM Act Application.

We expect that the majority of students in the Post-BS-DNP program will receive some level of financial aid, helping to reduce their reliance on loans. We will optimize all available resources—including state and federal programs, philanthropic resources, support through academic apprentice personnel positions, and external scholarships—to maximize gift support and reduce loan dependency. The SON Director of Financial Aid manages federal, state, and philanthropic awards while helping students navigate through various funding support options. By integrating these diverse funding sources, we aim to provide comprehensive financial aid that effectively meets the needs of each student.

- 7. How many will be accepted into this Post BS-DNP Program?**

The Post-BSN-to-DNP Program will be a 3-year program and admit 28 students per year during the first three years of the program.

- 8. Will priority be given to UCLA BSN students?**

UCLA SON has been using holistic admission guidelines/rubrics to fairly recruit highly qualified applicants.

- 9. Cohort Based Tuition?**

Yes, we will consider cohort-based tuition in the future.

- 10. Availability of a Post-Master's DNP Pathway?**

We designed a post-master's DNP pathway to accommodate post-masters' applicants to the Post-BSN-to-DNP program.

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	N/A	\$7,002	\$7,212	\$7,428	\$7,650	\$7,881	N/A	N/A	3.0%	\$210	3.0%	\$216	3.0%	\$222	3.0%	\$231
Prof. Degr. Suppl. Tuition (Nonresident)	N/A	\$7,002	\$7,212	\$7,428	\$7,650	\$7,881	N/A	N/A	3.0%	\$210	3.0%	\$216	3.0%	\$222	3.0%	\$231
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$896	\$923	\$950	\$979	\$1,008	\$1,038	3.0%	\$27	2.9%	\$27	3.1%	\$29	3.0%	\$29	3.0%	\$30
Nonresident Suppl. Tuition	\$15,102	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	-18.9%	(\$2,857)	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other	\$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)	\$14,912	\$22,355	\$23,018	\$23,701	\$24,402	\$25,125	49.7%	\$7,416	3.0%	\$663	3.0%	\$683	3.0%	\$701	3.0%	\$723
Est. First-Year Fees (Nonresident)	\$30,014	\$34,600	\$35,263	\$35,946	\$36,647	\$37,370	15.2%	\$4,559	1.9%	\$663	1.9%	\$683	2.0%	\$701	2.0%	\$723

* 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 UC Riverside Master of Public Health (MPH) is a new two-year, 68-unit degree program, concentrated on Community Health Equity, which aims to train the next generation of public health leaders. This interdisciplinary program builds upon the existing strengths of UCR in teaching, research, and service in the core principles of public health and other fields related to public health. Our overarching goal is to implement a program that will serve the needs of Inland Southern California and other underserved areas of California and the nation.

The MPH program builds on and complements:

- Existing School of Medicine (SOM) and campus educational and research programs, which will help fulfill its mission of training the next generation of health professionals.
- Campus-wide faculty expertise in key public health issues, such as obesity; HIV/AIDS and other infectious diseases; mental health; substance misuse; chronic diseases in children, adolescents, and adults caused by environmental exposures; social determinants of health; and health inequities.
- Recent campus-wide expansions in research, training, and service in the health of communities and populations. These include the UCR Center for Health Disparities Research, the Center for Healthy Communities, the Center for Social Innovation, and UCR's 2024 receipt of Carnegie Elective Classification for Community Engagement.

The program will recruit and train graduates of UCR and other undergraduate programs from Inland Southern California and beyond for careers in public health practice. The 68-unit interdisciplinary program can be completed in two years. Students will be provided rigorous instruction in the core public health disciplines of biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral health. Coursework will be made up of core and elective courses, a practicum experience, and either a capstone project or a thesis.

The first MPH class enrolled in fall 2024 (PDST will not be charged in the first year of the program (AY 2024-2025); in the event that the proposed PDST plan is approved, students returning for their second year will be charged the approved PDST amount for AY 2025-2026). The program is being marketed to prospective students who are UCR graduates as well as graduates from institutions from throughout Southern California and beyond, including individuals with undergraduate, medical, health professional (e.g., PharmD, MSN, DDS), and other degrees (MPP, MEd, MSW, JD, PhD) who seek training in public health. We project that 15 students will matriculate in the first year of the program, increasing approximately 10% each year. Total enrollments in the two-year program are projected to be 15 in Year 1, 32 in Year 2, 35 in Year 3, 38 in Year 4, and 43 in Year 5.

In summary, the MPH program will address the increasing local, national, and global demand for public health expertise; build on existing strengths of UCR faculty in research and teaching; and provide students with exemplary education to prepare them for successful and impactful careers in public health. Examples of career opportunities include positions with state and county health departments, federal agencies such as the Centers for Disease Control and Prevention, nonprofit agencies, and health care organizations. We also anticipate that some students will continue their education in public health by pursuing a Ph.D. or Dr.Ph degree.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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).

N/A – this is the program’s first multi-year plan submission.

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 propose to establish PDST at \$7,002 with 3% annual increases in each year of the plan. We plan to strategically invest PDST revenues in four areas: (1) providing student financial aid, (2) providing student support services, (3) expanding instructional support staff, and (4) other investments that will enhance the professional development and job-readiness of students.

(1) Provide Student Financial Aid. We propose to allocate 40 percent of PDST revenues to various forms of financial aid. We plan to

distribute most financial aid funds in the form of need-based grants (85%). Financial aid will also be provided in the form of merit stipends and practicum stipends (15%). The goals that will be furthered by the proposed program of financial aid are (a) recruitment of an economically, racially, and ethnically diverse student body, (b) enabling the program to compete for the most academically qualified students, and (c) reducing or eliminating debt loads of students after they graduate.

- (2) Provide Student Support Services.** PDST funds will support hiring a professional staff member focused on supporting student success. This individual will work with program leadership and faculty to assist students in navigating the academic rigors of the MPH program, addressing any gaps in students' preparation by linking them with existing resources (e.g., the UCR Graduate Division's Graduate Quantitative Methods Center and Graduate Writing Center). The individual in this position will also support students facing social, family, economic, mental health, and physical health challenges, including linking them with needed resources. Finally, the individual in this position will support students in career exploration and job search. The goals that will be advanced by establishing and recruiting for this position include promoting (a) student retention, (b) academic success, and (c) successful job placement.
- (3) Expand Instructional Support Staff.** PDST funds will be used to engage adjunct faculty members who will bring critical community and practitioner expertise that will complement the academic excellence of our current faculty. This will include providing teaching stipends, where needed, to adjunct faculty members who bring these kinds of expertise. We have identified several leaders and practitioners in the area local government and nonprofit organizations who have both excellent academic qualifications as well as invaluable real-life experience in public health practice. The goals that will be served by implementation of this component include (a) promoting student acquisition of required competencies, (b) contributing to favorable post-graduation employment outcomes, and (c) generating favorable alumni perceptions of curricular effectiveness.
- (4) Make Other Investments aimed at Enhancing Professional Development and Job Readiness of Students.** PDST funds will be used to enhance the professional development and job readiness of students. We plan to establish a professional development account that will support each student in selecting professional development activities tailored to their academic and professional needs and career goals. Students will select from specified options, with guidance provided by the student's academic advisor. One option students may elect will be support for purchasing an annual membership in a professional organization, such as the American Public Health Association and the Society of Public Health Educators. A second option will be costs for registration and travel to a conference to present a paper or a poster of which the student is the sole author or first author (if there are multiple authors). A third option will be the costs of sitting for a national examination that provides a widely-recognized credential above and beyond earning the MPH degree, such as the Certified in Public Health examination

(administered by the National Board of Public Health Examiners) or the Certified Health Education Specialist[®] examination (administered by the National Commission for Health Education Credentialing). Multiple options will be allowed, up to a maximum dollar amount that will be established for all students. The goals served by these activities are to (a) promote students' professional development, (b) build students' academic and professional networks, and (c) enhance students' competitiveness on the job market.

Collectively, the benefits to students of these resources and activities supported by PDST include (1) a higher likelihood of successfully completing the MPH program, (2) enhanced acquisition of the knowledge and skills required to effectively function as a public health professional, (3) reduced debt load after graduation, and (4) enhanced prospects for optimal post-graduation job placement. If proposed PDST levels are not approved, the educational benefits enumerated above will be impeded. In addition, non-approval of the proposal PDST levels will create challenges for the MPH program, including the creation of barriers to recruiting a diverse and academically well-prepared student body, and contributing to less favorable alumni perceptions of their educational experience and the extent to which it prepared them for their post-graduation careers. These negative consequences in turn would be likely to delay initial accreditation of the program by the Council on Education in Public Health (our target for the final accreditation decision is February 2028, which will be retroactive to March 2025).

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	N/A	\$8,000	\$240	\$248	\$254	\$262	\$9,004
Benefits/UCRP Cost	N/A	\$2,560	\$76	\$80	\$81	\$84	\$2,881
Providing Student Services	N/A	\$67,423	\$60,575	\$13,931	\$18,438	\$18,966	\$179,333
Improving the Student-Faculty Ratio	N/A	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	N/A	\$56,455	(\$43,012)	\$7,248	\$4,773	\$5,555	\$31,019
Instructional Equipment Purchases	N/A	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	N/A	\$89,626	\$11,919	\$14,337	\$15,698	\$16,578	\$148,158
Other Non-salary Cost Increases	N/A	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	N/A	\$0	\$0	\$0	\$0	\$0	\$0
Other	N/A	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	N/A	\$224,064	\$29,798	\$35,844	\$39,244	\$41,445	\$370,395

Additional comments: “Providing Student Services” expenses encompass costs associated with student professional development activities. This includes annual membership fees for professional organizations such as the American Public Health Association and the Society of Public Health Educators. Additionally, it covers registration and travel expenses for conferences where the student presents a paper or poster as the sole or first author. Other expenses may include fees for sitting for national examinations that confer widely recognized credentials beyond the MPH degree, such as the Certified in Public Health (CPH) examination and the Certified Health Education Specialist® (CHES) examination administered by the National Commission for Health Education Credentialing.

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.

While the MPH is a new degree program at UCR, we have already been working to pursue philanthropic and corporate funding. We have partnered with the UCR Office of Development and the UCR Office of Corporate and Foundation Relations on these efforts. Of note is that UCR School of Medicine Office of Development is growing; a new full-time Director of Development, who has a successful track record of raising funds for academic public health programs, joined the UCR School of Medicine Development Office in March 2024. We are developing a “case for support,” Training an Equity Focused Public Health Workforce in Inland Southern California, to share with potential philanthropic and corporate donors to the program. The case for support focuses squarely on the need for support for student scholarships to advance the MPH program’s mission of building a diverse public health workforce that will serve Inland Southern California and other underserved regions of California, and the nation. A robust program of student scholarships will support the recruitment and retention of students from lower socioeconomic backgrounds.

We also have been working to identify federal and state government funding opportunities for student scholarships. However, as a new program that is not yet accredited by the Council on Education in Public Health, we are currently somewhat constrained in this area, as many funders include current accreditation as an eligibility requirement for institutional funding.

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 as we propose a 3% increase in each year after the initial 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

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	15	31	34	37	40	44
Domestic Nonresident	0	1	1	2	3	3
International	0	0	0	0	0	0
Total	15	32	35	39	43	47

Additional comments: We are pleased to have met our initial enrollment goal: 15 students have matriculated into the UCR MPH program as of fall 2024. Enrollment projections for future years are based on a conservative assumption of 10% growth in new students in this two-year program each year, along with a high rate of retention of students who have completed their first year. We anticipate slow but steady growth in domestic non-resident (out-of-state) students.

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
California State, San Bernardino	19,522	20,108	20,711	21,332	21,972	22,631	3.0%	586	3.0%	603	3.0%	621	3.0%	640	3.0%	659
Oregon Health and Science University	33,249	34,246	35,273	36,331	37,421	38,544	3.0%	997	3.0%	1,027	3.0%	1,058	3.0%	1,090	3.0%	1,123
San Diego State University	21,136	21,770	22,423	23,096	23,789	24,503	3.0%	634	3.0%	653	3.0%	673	3.0%	693	3.0%	714
California Baptist University	38,022	39,163	40,338	41,548	42,794	44,078	3.0%	1,141	3.0%	1,175	3.0%	1,210	3.0%	1,246	3.0%	1,284
Charles Drew University of Medicine and S	46,500	47,895	49,332	50,812	52,336	53,906	3.0%	1,395	3.0%	1,437	3.0%	1,480	3.0%	1,524	3.0%	1,570
Loma Linda University	61,145	62,979	64,868	66,814	68,818	70,883	3.0%	1,834	3.0%	1,889	3.0%	1,946	3.0%	2,004	3.0%	2,065
Average public comparison	24,636	25,375	26,136	26,920	27,727	28,559	3.0%	739	3.0%	761	3.0%	784	3.0%	808	3.0%	832
Average private comparison	48,556	50,012	51,513	53,058	54,649	56,289	3.0%	1,457	3.0%	1,500	3.0%	1,545	3.0%	1,591	3.0%	1,640
Average public and private comparison	36,596	37,694	38,824	39,989	41,188	42,424	3.0%	1,098	3.0%	1,131	3.0%	1,165	3.0%	1,200	3.0%	1,236
Your program	37,267	45,373	46,719	48,103	49,527	51,004	21.8%	8,106	3.0%	1,346	3.0%	1,384	3.0%	1,424	3.0%	1,477

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
California State, San Bernardino	38,014	39,154	40,329	41,539	42,785	44,069	3.0%	1,140	3.0%	1,175	3.0%	1,210	3.0%	1,246	3.0%	1,284
Oregon Health and Science University	48,474	49,928	51,426	52,969	54,558	56,195	3.0%	1,454	3.0%	1,498	3.0%	1,543	3.0%	1,589	3.0%	1,637
San Diego State University	42,556	43,833	45,148	46,502	47,897	49,334	3.0%	1,277	3.0%	1,315	3.0%	1,354	3.0%	1,395	3.0%	1,437
California Baptist University	38,022	39,163	40,338	41,548	42,794	44,078	3.0%	1,141	3.0%	1,175	3.0%	1,210	3.0%	1,246	3.0%	1,284
Charles Drew University of Medicine and S	46,500	47,895	49,332	50,812	52,336	53,906	3.0%	1,395	3.0%	1,437	3.0%	1,480	3.0%	1,524	3.0%	1,570
Loma Linda University	61,145	62,979	64,868	66,814	68,818	70,883	3.0%	1,834	3.0%	1,889	3.0%	1,946	3.0%	2,004	3.0%	2,065
Average public comparison	43,015	44,305	45,634	47,003	48,413	49,866	3.0%	1,290	3.0%	1,329	3.0%	1,369	3.0%	1,410	3.0%	1,453
Average private comparison	48,556	50,012	51,513	53,058	54,649	56,289	3.0%	1,457	3.0%	1,500	3.0%	1,545	3.0%	1,591	3.0%	1,640
Average public and private comparison	45,785	47,159	48,574	50,031	51,531	53,078	3.0%	1,374	3.0%	1,415	3.0%	1,457	3.0%	1,501	3.0%	1,546
Your program	64,614	69,863	71,209	72,593	74,017	75,861	8.1%	5,249	1.9%	1,346	1.9%	1,384	2.0%	1,424	2.5%	1,844

Source(s):

California State, San Bernardino: <https://www.csusb.edu/student-financial-services/tuition-and-fees/academic-year-2024-2025>
Oregon Health and Science University: https://ohsu-psu-sph.org/wp-content/uploads/2024/07/2024-25-SPH-Tuition-Fees_Final.pdf
San Diego State University: <https://sacd.sdsu.edu/financial-aid/financial-aid/eligibility/cost-of-attendance/cost-of-attendance-tables/graduate-and-doctoral-students>
California Baptist University: https://insidecbu.calbaptist.edu/ICS/icsfs/Tuition_and_Fee_Rates_2024-2025.pdf?target=24398455-5fe3-49dd-861d-d114a9c10ca5
Charles Drew University of Medicine and Science: <https://www.cdrewu.edu/academics/program/master-of-public-health-mph-in-urban-health-disparities/cost-of-attendance/>
Loma Linda University: <https://llu.edu/academics/programs/school-of-public-health/population-medicine-mph>
University of Southern California: <https://mphdegree.usc.edu/admissions-overview>

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 criteria we used to select comparator programs included competition for students, programs that are situated within a medical school, programs with similar missions, and programs with similar concentrations (UCR's MPH concentration is community health equity), and aspirational programs (comparability anticipated within five years), as follows:

- California State University, San Bernardino. Competition for students.
- Oregon Health and Science University. Program with similar mission. Aspirational program.
- San Diego State University. Competition for students. Aspirational program.
- California Baptist University. Competition for students.
- Loma Linda University. Competition for students.
- Charles Drew University of Medicine and Sciences. Competition for students. The program is situated within a medical school. Program with similar mission.

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

Under the proposed PDST levels, the UCR MPH program is considerably less expensive for California residents in comparison to our private comparators. The private comparators—which include three regional comparators (California Baptist University, Loma Linda University, and Charles R. Drew University of Medicine and Science), have projected average costs of \$50,012 to complete degree

for in-state students in cohorts starting in AY 2025-2026, compared to \$45,373 at UCR. The public comparators (California State University – San Bernardino, San Diego State University, and Oregon Health and Science University) have projected average costs of \$25,375 to complete degree for in-state students for cohorts starting in AY 2025-2026, compared to \$45,373 at UCR. The higher cost of the UCR MPH program compared to our public comparators is the result of several factors. First, two of our three public comparators are campuses within the California State University (CSU) system and generally charge substantially lower tuition than UC campuses. However, UC schools generally provide more generous financial aid packages. We believe this will be the case in the UCR program should our PDST proposal be approved. In addition, faculty compensation in the UC system tends to be higher than in the California State system, also contributing to higher program costs. A similar dynamic is in play in Oregon, where Oregon Health and Science University generally has lower costs than the University of Oregon.

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

Several aspects of the UCR MPH program distinguish it from the comparator programs and other programs nationally:

- The UCR program's concentration is, to our knowledge, unique in the nation: Community Health Equity. This concentration grows out of a long tradition of public health program concentrations in Community Health Education (which is the second most common concentration nationally, following Epidemiology), but enhanced by a consistent, intentional focus on understanding health disparities and how to effectively reduce or eliminate them in order to achieve health equity.
- The UCR program is interdepartmental, drawing on expertise on public health and health equity that is distributed across departments located in five of UCR's schools and colleges:
 - School of Medicine: Social Medicine, Population, and Public Health; Biomedical Sciences; Internal Medicine; Family Medicine; Obstetrics and Gynecology; Pediatrics; Psychiatry and Neuroscience
 - College of Natural and Agricultural Sciences: Statistics, Environmental Science
 - College of Humanities and Social Sciences: Sociology, Anthropology, Psychology, Society-Environment-Health Equity, Gender and Sexuality Studies
 - Bourns College of Engineering: Computer Science and Engineering
 - School of Public Policy: Public Policy

We expect this to be attractive to students who will be able to receive training in fundamental competencies of public health, and at the same time chart their own course drawing on specialized expertise and training of faculty in the student's area of interest.

- The UCR program is focused on training a public health workforce that will serve Inland Southern California and other underserved regions.
- The UCR program has a faculty that is strong in both teaching and research. The faculty has expertise in multiple areas of public health, including community engagement and health disparities. One indicator of the quality of our faculty is that three of them are elected members of the National Academy of Medicine.
- The UCR program brings expertise in, and focuses on, public health practice. For example, three members of our faculty also hold positions as leaders of area county health departments. These faculty members have been involved in the program's curriculum development and admissions; one of the three will also have regular teaching responsibilities.
- The UCR program has a goal of recruiting a diverse student body that will reflect the composition of Inland Southern California.
- The UCR program is embedded within a highly supportive organizational infrastructure that includes:
 - The UCR School of Medicine, which has a mission to train a diverse student body that will serve Inland Southern California and other underserved areas.
 - The UCR campus as a whole, which shares the commitment to providing upward mobility and demonstrates a strong and sustained focus on community engagement (for example, UCR received the 2024 Carnegie Elective Classification for Community Engagement).

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.

Table 5: Demographics

	Actual	Actual	Actual	Estimated	2022-2023
	2021-22	2022-23	2023-24	Fall 2024	Combined Public and Private
Ethnicity					
Underrepresented					
African American	N/A	N/A	N/A	6.7%	17.54%
American Indian	N/A	N/A	N/A	0.0%	0.61%
Hispanic/Latino(a)	N/A	N/A	N/A	66.7%	12.59%
Subtotal Underrepresented	0.0%	0.0%	0.0%	73.3%	30.7%
Asian/Pacific Islander	N/A	N/A	N/A	20.0%	11.46%
White	N/A	N/A	N/A	6.7%	41.94%
Domestic Unknown	N/A	N/A	N/A	0.0%	8.34%
International	N/A	N/A	N/A	0.0%	7.52%
Total	0.0%	0.0%	0.0%	100.0%	100.0%
Socioeconomic					
% Pell recipients	N/A	N/A	N/A		
Gender					
% Female	N/A	N/A	N/A	73.0%	77.90%
% Male	N/A	N/A	N/A	27.0%	22.10%
% Non-Binary	N/A	N/A	N/A	0.0%	0%
% Unknown	N/A	N/A	N/A	0.0%	0%

Sources:

UCR Slate System – Application information

Comparators: [General Public Health | Data USA](#). We report aggregate public and private program data that are available to the public.

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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 believe that our new program will compare very favorably with programs regionally and nationally with respect to racial and ethnic diversity and representation of U.S. domestic students from underrepresented groups. As shown in the tables, our first cohort of 15 students includes 73% from underrepresented groups, compared with 31% nationally. A total of 67% of our students identify as Hispanic/Latino (compared to 13% nationally) and 7% African American (compared with 17.5% nationally).

	Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
	URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
2024-25	19	25	76%	17	21	80%	89%	84%	11	15	73%	64%	71%

We will employ a number of strategies to continue to recruit a student body that is diverse with respect to race, ethnicity, and socioeconomic status. First, we will continue to build pathways from the UCR undergraduate population to the MPH program. UCR is a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) with an extremely diverse student body. Thus, recruitment efforts targeting UCR students are likely to contribute to continuing to enroll a diverse class of MPH students each year. One example of this is providing undergraduate students in specific majors that are aligned with public health (such as Public Policy and Society, Environment, and Health Equity) with opportunities to learn about the MPH program through guest lectures and invitations to special events such as open houses and research symposia. A second example is outreach to student associations and programs with high concentrations of underrepresented students, such as Chicano Student Programs, Native American Student Programs, and the Black Student Union. A third example is asking faculty affiliated with the MPH program, who are distributed across 15 departments at UCR, to publicize our recruitment events at appropriate times in their classes. In addition, UCR's Center for Healthy Communities, which focuses its education and outreach on underserved populations, has and will continue to be active in publicizing our MPH program through its extensive listserv and through tabling at events. Finally, we work extensively with external partners to publicize the MPH program to underrepresented communities throughout Inland Southern California. Finally, we plan to participate in UC's Native American Opportunity Plan in order to fully cover in-state

tuition and fees, including PDST, of students who are enrolled in federally recognized Native American, American Indian, and Alaska Native tribes.

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?

While we do not have trend data, we will mention our inaugural class of students includes 67% first generation college students. Five of the nine students for whom we have data on Pell grants received Pell grants as undergraduates. Moving forward, we plan to employ several strategies to promote access to the program by students from low socioeconomic backgrounds. As mentioned previously, we plan to distribute 85% of financial aid in the form of need-based grants. Second, we will continue to employ an admissions process that incorporates a holistic review of applicants—including consideration of financial and socioeconomic challenges and obstacles encountered in students' academic journeys and lived experience.

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 gender composition of our first class of 15 matriculated students is 73% female (compared with 78% nationally) and 27% male (compared with 22% nationally). Thus, our entering class reflects national statistics as far as gender. Our strategy to promote gender parity in the program moving forward will include the following:

- Ensure that program recruitment materials (including print ads, social media, and the program website) clearly convey through images, language, and pronouns that our MPH program embodies and welcomes a diverse class of students with respect to gender.
- Ensure that there is diverse representation by gender at recruitment events.
- Develop materials for use in class and in our recruitment efforts that highlight the importance of males, females, and non-binary individuals in public health practice.

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 anticipate that in the final year of our proposed multi-year plan we will maintain or increase the diversity of our students with respect to underrepresented minority students, Pell Grant recipients, and gender. There are several factors underlying this expectation. First, we have the advantage of our MPH program being situated at UCR, which overall has the 2nd most diverse student body in the University of California system. Second, as part of the UCR School of Medicine, we are committed to our mission of producing a diverse workforce that after graduation will serve inland Southern California and other underserved areas of the state and the nation. Third, we have sought to create a PDST plan that will strongly support numerous efforts to recruit and retain a diverse student body with respect to race, ethnicity, gender, income, and wealth.

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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	4.9%	5.0%	4.3%
	International	0.4%	0.4%	0.4%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.8%	6.7%	8.3%
	International	1.8%	0.8%	1.3%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	14.7%	15.1%	15.2%
	International	13.4%	16.3%	14.8%
White	Domestic	41.1%	38.9%	38.3%
	International	9.8%	8.4%	9.1%
Two or More Races	Domestic	1.8%	1.7%	1.3%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	4.9%	5.4%	4.3%
	International	1.3%	1.3%	2.6%
Percentage by Gender		2021-22	2022-23	2023-24
Female		41.1%	39.7%	37.4%
Male		52.2%	51.5%	53.0%
Non-Binary/Unknown		6.7%	8.7%	9.6%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	4.5%	4.2%	3.9%
	International	0.7%	0.8%	0.6%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.2%	5.6%	5.8%
	International	1.5%	1.4%	1.9%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	11.9%	11.8%	12.3%
	International	20.9%	22.2%	20.8%
White	Domestic	35.8%	38.9%	37.0%
	International	13.4%	10.4%	11.0%
Two or More Races	Domestic	1.5%	1.4%	1.3%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	3.0%	2.1%	1.9%
	International	1.5%	1.4%	3.2%
Percentage by Gender		2021-22	2022-23	2023-24
Female		36.6%	35.4%	33.1%
Male		53.0%	53.5%	56.5%
Non-Binary/Unknown		10.4%	11.1%	10.4%

Source: UCR Institutional Research. Please note that the program draws faculty from 15 departments including the following: Social Medicine, Population and Public Health; Biomedical Science; Family Medicine; Obstetrics and Gynecology; Pediatrics; Psychiatry and Neuroscience; Internal Medicine; Anthropology; Sociology; Gender and Sexuality Studies; Society Environmental Health Equity; Statistics; Environmental Sciences; Public Policy; and Computer Science and Engineering.

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?

UCR has a strong emphasis on advancing the recruitment and retention of diverse faculty, as exemplified by a history of effectively garnering resources to implement these efforts. For example, UCR received a UC Advancing Faculty Diversity award in the most recent round of funding (FY 2023-2024) for an initiative named *Using a Cluster Hire of Diversity-Invested Faculty to Integrate Biology and Social Justice Teaching*. In the previous cycle of UC Advancing Faculty Diversity awards (FY 2021-2022), UCR received support for two initiatives: *Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities* and *Advancing Faculty Diversity at the UCR School of Business via Recruiting URM Faculty*. The UCR School of Medicine has a particularly strong record in recruiting and retaining a diverse faculty. For example, as of December 2022 the SOM was at the 79th percentile of all U.S. accredited medical schools with respect to the percentage of full-time faculty who are Hispanic/Latino, American Indian/Alaska Native, Black/African American, or Native Hawaiian/Other Pacific Islander. This has been accomplished by implementing identified best practices related to recruitment and retention of a diverse faculty. Examples of exemplary recruitment efforts the School has implemented include (1) advertising open positions in media venues likely read by groups of racially and ethnically diverse applicants, (2) requiring a diversity statement of all applicants for faculty positions (this is a UC-wide policy) and instituting a new program to recruit alumni mission scholars and residents to the clinical faculty. Examples of exemplary retention efforts the school has implemented include (1) on-boarding events and mentorship by peers both within and outside of the medical school, (2) an annual new faculty orientation, and (3) a faculty mentorship program. In addition, the SOM created a new position—Associate Dean for Diversity, Equity, and Inclusion—and hired an individual to fill this position in August 2023, following a national search.

While the MPH is considered interdepartmental, drawing faculty from 15 different departments across UCR, there is a single administering unit: the Department of Social Medicine, Population, and Public Health. Four ladder-rank faculty have been hired into the department over the past five years; two of the individuals hired are white, one is Asian, and the other is African American; one of the four individuals hired is female. The faculty of the department is quite diverse. We are currently launching a search for two additional ladder-rank faculty; the targeted area of expertise for both positions is health equity. We will continue to implement best practices in conducting searches that advance the recruitment of diverse faculty while at the same time ensuring compliance with Proposition 209.

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 overarching goal is to garner resources and strategically allocate financial aid in order to effectively manage program affordability. By managing the costs of the program borne by students, effectively raising funds for financial aid, and strategically distributing aid, we aim to (a) recruit an economically, racially, and ethnically diverse student body, (b) compete for the most academically qualified students, and (c) reduce or eliminate debt loads of students after they graduate.

We plan to employ several strategies for managing the costs of the program borne by students. First, we set our proposed PDST charges at a level that maintains the comparative affordability of the program—especially compared with two-year MPH programs at private institutions and other UC campuses—while supporting our goals for excellence, access, and inclusion. Second, we are actively working to identify federal and state government funding opportunities for student scholarships; however, as a new program that is not yet accredited, the availability of such funding is somewhat limited. Third, we are strongly encouraging program faculty to include funding for Graduate Student Researchers—specifically, MPH students—in research grant proposals. We expect to have up to three GSR positions available to MPH students in the first year of the program (the 2024-2025 academic year), and expect this number to grow in subsequent years. In addition to PDST, we are pursuing other sources for financial aid for students, including philanthropy by individual, non-profit, and corporate donors, working closely with the UCR campus-wide and SOM development offices.

We plan three financial aid strategies: need-based grants, merit stipends, and practicum stipends. **We propose to allocate 40 percent of PDST revenues to various forms of financial aid (return-to-aid).** Most aid (80% of 40% of PDST revenue) will be in the form of need-based grants. Working closely with the UCR School of Medicine Office of Student Affairs (which has extensive expertise in developing and administering financial aid programs that minimize debt and maximize recruitment of a diverse, academically well-prepared student body), we will develop a financial aid program based on students' demonstrated financial need. In addition, modest merit stipends can be effective in recruiting the most academically gifted students. Finally, modest stipends for the practicum experience which is required of every student can help defray costs and promote affordability in cases in which the practicum host agency is not paying salary or stipend.

The program also will supplement the above financial aid strategies by promoting Graduate Student Researcher (GSR) positions, which provide students with stipends and full or partial payment of tuition. Faculty in the Department of Social Medicine, Population, and Public Health, which is the unit in the School of Medicine that is administratively supporting the MPH program, are highly encouraged to, and are supportive of, writing GSR positions into research grant proposals to the National Institutes of Health

and other funding agencies. We expect to have up to three GSR positions available to MPH students in the 2024-2025 academic year.

We plan to measure the following to assess success in meeting our financial aid/affordability goals:

- For recruiting an economically, racially, and ethnically diverse student body, we will track the demographic profile of successive cohorts of students. As noted earlier, we achieved a high rate of diversity in the entering class (classified as such based on normative data for other MPH programs in California and nationally based on data compiled by the Association of Schools and Programs of Public Health). Moving forward, we will assess our success in maintaining or exceeding this level of diversity in each subsequent class.
- For competing for the most academically qualified students, we will track the percentage of each successive class with a GPA of 3.5 or higher at the time of program entry.
- For reducing or eliminating debt loads of students after they graduate, we will track the percentage of students graduating with any debt as well as the mean level of debt, using data from annual surveys of graduates of our program.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	n/a	n/a	n/a	n/a	n/a	n/a
	Non-URG	n/a	n/a	n/a	n/a	n/a	n/a
	International	n/a	n/a	n/a	n/a	n/a	n/a
	All	n/a	n/a	n/a	n/a	n/a	n/a
Average Debt among Students with Debt	URG	n/a	n/a	n/a	n/a	n/a	n/a
	Non-URG	n/a	n/a	n/a	n/a	n/a	n/a
	International	n/a	n/a	n/a	n/a	n/a	n/a
	All	n/a	n/a	n/a	n/a	n/a	n/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?

Not applicable to this new graduate program starting in AY 2024-2025.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	N/A	N/A	\$50,750	N/A
Public comparisons	N/A	\$46,557	\$55,000	12%
Private comparisons	N/A	\$70,167	\$51,300	19%

Sources:

[National Center for Education Statistics \(NCES\) and U.S. News & World Report ranking via University of Minnesota Debt and Earnings of Public Health Graduates Dashboard](#)

Additional comments: The averages are based on the publicly available data for the program's public and private comparators.

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 will strive to keep post-graduate student loan debt to manageable levels by strategies intended to control the costs of the program for students, providing need-based financial aid, and focusing attention on job preparation and career placement throughout each student's journey through the program. We anticipate that many of our students will be eligible to participate in the U.S. Department of Education's Public Service Loan Forgiveness Program (PSLF) based on the type of loan they have received and the type of employer for which they end up working. Eligible employers include federal, state, local, and tribal government organizations and 501(c)(3) not-for-profit organizations, which are popular career destinations for MPH graduates nationally. We will publicize these opportunities to our students through our system of faculty academic advisors (each student in the program is assigned a faculty advisor) and in a career and "life after graduation" workshop that will be offered to all students in the second year of their program. .

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 primary example is the U.S. Department of Education's Public Service Loan Forgiveness Program, described above. In addition, we are actively working to identify additional programs that will support our students in choosing public interest careers (in particular, employment in the public or nonprofit sector) and service to underserved populations. Programs for which at least some of our students will be eligible include Randall Lewis Health & Policy Fellowships, National Hispanic Health Foundation Hispanic

Health Professional Student Scholarships, and the Morris K. Udall and John S. McCain III Native American Graduate Fellowships in Tribal Policy, among others.

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?

Almost all careers in public health may be considered to serve the public's interest. That said, there has been considerable attention given to the nationwide problem of growing shortages of trained public health professionals in federal, state, local, and tribal settings. This has resulted from (1) aging of the current public health workforce, (2) lower pay and benefits on average in government and nonprofit public health positions compared to positions in the private sector, and (3) a rash of retirements of public health workers during the COVID-19 pandemic. The UCR MPH program will continue to monitor developments and any new resources that are brought forward to address this issue from which our students could benefit. One example is continuing advocacy for Congress to appropriate funding for the federal Public Health Workforce Loan Repayment Program.

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

We have several strategies for marketing the UCR MPH program to prospective students. These include (1) virtual information sessions (webinars), (2) tabling at events such as education fairs and open houses, (3) presentations to specific student organizations, and (4) the program's website and social media. This includes targeted outreach to underrepresented groups, including racial and ethnic minorities and students from lower SES families. Examples of such outreach include our targeting of UCR undergraduates for recruitment and a new partnership with the Riverside Community College District to create pathways to public health careers for underrepresented students. At all events—both virtual and in person—where we make presentations, we include slides on the costs of the program and potential sources of scholarships and financial aid. At other events, such as when we table at fairs and open houses, we always include a QR code with a link to our website, which includes information about tuition, fees, and 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?

In our information sharing to date, we have shared information on post-graduation employment rates for MPH students nationally. We plan to share national information on average debt and median income of UCR MPH graduates when such data becomes

available. This will be done through our tabling at various recruitment events, virtual Information sessions for prospective students, and on our program website.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

Not applicable.

VIII. QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN SUMMER OR FALL 2025

VIII.a. Please describe the program for which you propose to charge Professional Degree Supplemental Tuition, including: Is the program new or existing? If new, what is the status of the program proposal with the Coordinating Committee on Graduate Affairs (CCGA), the systemwide Academic Senate committee responsible for reviewing and approving proposals for new graduate degree programs, and with UCOP? Please note that the President must approve implementation of the program. Program approval at both the campus and systemwide levels is necessary for program implementation. A proposed new program that a campus has submitted to CCGA and UCOP may apply for PDST approval before receiving formal program approval; PDST approval by the Regents would be contingent on final program approval by the Academic Senate and the President, however, and no student charges may be imposed in advance of final program approval. For questions about the status of systemwide academic program approval, please contact Chris Procello (Chris.Procello@ucop.edu).

The UCR MPH program has received all required approvals, including the Riverside Division of the UC Senate (final approval received in February 2023), the Coordinating Committee on Graduate Affairs (final approval received in October 2023), the Academic Council (final approval received in October 2023), UC Provost (final approval received in November 2023), and the UC President (final approval received in November 2023).

VIII.b. Why is it appropriate for this program to charge Professional Degree Supplemental Tuition? In what ways is the program “professional” rather than “academic”?

It is widely accepted both nationally and within the UC system that the Master of Public Health is a professional degree program. The MPH programs offered by the UC Davis, UCLA, UC Berkeley, and UC Irvine campuses are approved for PDST.

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.

We engaged in substantive consultation with the inaugural 1st year class of students who matriculated Fall Quarter 2024 in two ways. The first was at an MPH Student Orientation event on 8/29/2024. All 15 matriculated students participated in the event and in the session devoted to discussion of PDST. The session, which lasted 30 minutes, was entitled “Allocation of Professional Fees: Your Input.” MPH program leadership provided an overview of PDST, including (1) proposed PDST in the context of overall tuition and fees for students, (2) the UC Regents policy on PDST (including its purpose; the necessity of considering PDST in the context of the UC’s commitment to excellence, access, inclusion, and affordability; and the requirement that consultation take place with the program’s graduate students, faculty, and program and administrative leadership), and (3) approved PDST levels for MPH programs at other UC campuses. We then engaged the students in a discussion and rating exercise to get their ideas for potential uses of PDST.

The second way we engaged in consultation with students about PDST was a confidential Qualtrics survey conducted in early October 2024 – see attachment 4. All 15 students were invited to participate in the survey; 11 ended up doing so. Students were asked to rate a list of possible uses of PDST funds as being of “high priority,” “medium priority,” or “low priority.” The uses that were endorsed as high priority by 45% or more of the responding students included the following:

- *Support for paid internship opportunities and field experience.* 8 students endorsed as “high priority.”
- *Support for matching students and career mentors who are currently working in public health practice.* 7 students endorsed as “high priority.”
- *Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).* 6 students endorsed as “high priority.”
- *Support for student travel to present at professional/scientific conferences.* 5 students endorsed as “high priority.”
- *Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).* 5 students endorsed as “high priority.”

The remaining options received endorsement as high priority by three or fewer students.

The input of students heavily influenced the overall content of our proposed plan for PDST, especially including Goal 2 (*Provide Student Support Services*) and Goal 4 (*Make Other Investments aimed at Enhancing Professional Development and Job Readiness of Students.*) In particular, students made some excellent suggestions in the area of enhancing professional development. Specifically, they encouraged us to build flexibility into our plans to provide students with a professional development account, so that they could work with their advisor to tailor an individualized plan for the use of funds (e.g., memberships in a professional association, presentation of a paper at a regional or national conference, taking the exam for a national credential above and beyond the MPH degree) that best reflected each student's professional development needs and career aspirations. The students' recommendation is reflected in our proposal.

Finally, the students who responded to the survey evidenced a good understanding of, and supported, the proposed fees:

- *Do you understand that if approved by the UC President, this would go into effect for the 2025-2026 academic year?* 11/11 students responded "yes."
- *Do you understand that the fee is intended to be used to enhance your educational experience?* 11/11 students responded "yes."
- *Do you understand that 40% of the fee would be used to help pay tuition costs for the students (based on program guidelines)?* 11/11 students responded "yes."
- *Do you support the proposed level of PDST to request for the 2025-2026 academic year (\$7002 per academic year)?* 11/11 students responded "yes."
- *Do you understand that if the proposal is approved, the PDST will increase 3% each year for the next three years?* 10/11 students responded "yes."

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 Jordan Steinhauser, President, UCR Graduate Student Association on 10/4/2024.
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: UCR GSA President Jordan Steinhauser provided the following comments (also see attached letter from Ms. Steinhauser - attachment 2):

I am writing to express my support for the proposed multi-year plan of Professional Degree Supplemental Tuition (PDST) for the new Master of Public Health degree program. I trust that, throughout the development and implementation of this proposal, the best interests of the students will remain a priority. Ensuring that students continue to have access to high-quality education while maintaining affordability is essential to their success and the institution's mission. I have confidence that this plan will be thoughtfully crafted to balance the needs of both students and the program, fostering a learning environment that promotes academic excellence and professional growth. Please keep the long-term impact on students at the forefront as decisions are made.

Thank you for your dedication to ensuring a fair and transparent process.

☐ 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.

We engaged in substantive consultation with the MPH program faculty in two ways. The first was at a ½ day program retreat that took place on June 14, 2024. Twelve MPH faculty members (29% of the affiliated faculty) participated in a 25-minute segment of the retreat devoted to discussion of PDST. MPH program leadership provided an overview of PDST, including (1) the UC Regents policy on PDST (including its purpose; the necessity of considering PDST in the context of the UC's commitment to excellence, access, inclusion, and affordability; and the requirement that consultation take place with the program's graduate students, faculty, and program and administrative leadership), and (2) approved PDST levels for MPH programs at other UC campuses. We then engaged the faculty in a discussion and rating exercise to get their ideas for potential uses of PDST.

The second way we engaged in consultation with faculty about PDST was a confidential Qualtrics survey conducted in early October 2024 – see attachment 5. All members of the MPH graduate faculty were invited to participate in the survey; 19 (46% of the affiliated faculty) ended up doing so. Faculty members were asked to rate a list of possible uses of PDST funds as being of “high priority,” “medium priority,” or “low priority.” The uses that were endorsed as high priority by 42% or more of the responding faculty included the following:

- *Support for paid internship opportunities and field experience.* 13 faculty endorsed as “high priority.”
- *Support for student travel to present at professional/scientific conferences.* 11 faculty endorsed as “high priority.”
- *Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).* 10 faculty endorsed as “high priority.”
- *Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.* 8 faculty endorsed as high priority.

The remaining options received endorsement as high priority by eight or fewer faculty.

The input of faculty heavily influenced the overall content of our proposed plan for PDST, especially Goal 3 (*Expand Instructional Support Staff*) and Goal 4 (*Make Other Investments aimed at Enhancing Professional Development and Job Readiness of Students.*)

Finally, the faculty who responded to the survey evidenced a good understanding of, and support for, the proposed fees:

- *Do you understand that if approved by the UC President, this would go into effect for the 2025-2026 academic year?* 19/19 faculty responded “yes.”
- *Do you understand that the fee is intended to be used to enhance your educational experience?* 19/19 faculty responded “yes.”
- *Do you understand that 40% of the fee would be used to help pay tuition costs for the students (based on program guidelines)?* 18/19 students responded “yes.”
- *Do you support the proposed level of PDST to request for the 2025-2026 academic year (\$7002 per academic year)?* 19/19 students responded “yes.”
- *Do you understand that if the proposal is approved, the PDST will increase 3% each year for the next three years?* 19/19 students responded “yes.”

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 Lidia Kos, Vice Provost and Dean of Graduate Studies (see Attachment 1) on 10/4/2024.
Graduate Dean

(See attached letter from Dr. Kos.)

☒ Plan shared with Mariam B. Lam, Vice Chancellor for Diversity, Equity & Inclusion (see Attachment 3) on 10/4/2024.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

(See attached letter from Dr. Lam.)

☒ Plan endorsed by Kim Wilcox on November 4, 2024 .
Chancellor



Graduate Division
University Office Building 100
900 University Ave.
Riverside, CA 92521

October 10, 2024

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population, and Public Health
School of Medicine
University of California, Riverside

Dear Dr. Wolfson,

Thank you for the opportunity to review and comment on the proposed Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) for the newly launched Master of Public Health (MPH) program. Based on my review, I believe that the proposed plan, if approved, will provide critical support for the program achieving and maintaining excellence in the preparation of MPH students for professional careers and effectively advancing the mission and strategic academic plan of the MPH program. In addition, I believe that the plan is consistent with UC's commitment to not just academic excellence, but also access, inclusion, and affordability.

I wish you success with your PDST application.

A handwritten signature in black ink, reading "Lidia Kos". The signature is fluid and cursive.

Lidia Kos
Vice Provost and Dean of Graduate Studies

UNIVERSITY OF CALIFORNIA, RIVERSIDE

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO



SANTA BARBARA SANTA CRUZ

To: University of California, Riverside - Master of Public Health

CC: Mark Wolfson, Ph.D. and Dr. Mario Sims

From: Jordan Steinhauser M.S.L., M.A.

October 10, 2024

To Whom It May Concern,

I am writing to express my support for the proposed multi-year plan of Professional Degree Supplemental Tuition (PDST) for the new Master of Public Health degree program. I trust that, throughout the development and implementation of this proposal, the best interests of the students will remain a priority. Ensuring that students continue to have access to high-quality education while maintaining affordability is essential to their success and the institution's mission.

I have confidence that this plan will be thoughtfully crafted to balance the needs of both students and the program, fostering a learning environment that promotes academic excellence and professional growth. Please keep the long-term impact on students at the forefront as decisions are made.

Thank you for your dedication to ensuring a fair and transparent process.

Sincerely,

Jordan Steinhauser

President - Graduate Student Association

University of California, Riverside





Vice Chancellor for
Diversity, Equity and Inclusion
Chief Diversity Officer
Office of the Chancellor
900 University Avenue
3144F Hinderaker Hall
Riverside, CA 92521

October 11, 2024

UCOP and UC Regents PDST Review Committee

Dear PDST Committee Members,

As you may or may not be aware, our UC Riverside's School of Medicine has launched a new Master of Public Health (MPH) degree program (<https://smpph.ucr.edu/master-public-health>)! We are very excited to have launched the program, which aims to train the next generation of public health leaders, particularly to encourage and train more practitioners and educators for our Riverside and San Bernardino Counties. Our overarching goal is to implement a program that will serve the ever growing needs of Inland Southern California, underrepresented desert communities, and other underserved areas of California and the nation. These goals are consistent with our School of Medicine's larger mission and goals, and perfectly aligned with UC Riverside's strategic plan for the next decade.

The team, under the leadership of Department Chair Professor Mark Wolfson, has spent considerable time consulting with students, faculty, the Graduate Dean, the Graduate Student Association President, and myself. They have shared their proposal materials, including a slide deck presentation that they have used during their consultation process activities, with me for my review. I thank them for the opportunity to review and comment on the proposed Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) for the School of Medicine (SOM). Based on my review, I believe that the proposed plan, if approved, will provide critical support for a crucial program that serves the entire University of California System and the State of California.

UCR's accolades as the leading educational institution in social mobility for our students has brought a particular reputation and attraction in the Southern California communities that want to serve and give back to the region. This strategic plan and the MPH program development are integral in achieving the fulfillment of their goals for themselves, for their families, for their communities, and for a just society at large. In addition, I believe that the proposed PDST program is consistent with UC's commitment to educational excellence, access, inclusion and affordability.

I wish them success with this PDST application and want to reiterate my full support for the proposed plan. Thank you for your consideration.

Respectfully yours,

Telephone: 951.827.5672 • Website: diversity.ucr.edu

This letter is an electronic communication from UC Riverside, a campus of the UC system.



Mariam B. Lam, PhD

Vice Chancellor for Diversity, Equity & Inclusion (Chief Diversity Officer)

Associate Professor in Comparative Literature and Languages

Cooperating Faculty Member in Ethnic Studies

University of California, Riverside

3144F Hinderaker Hall

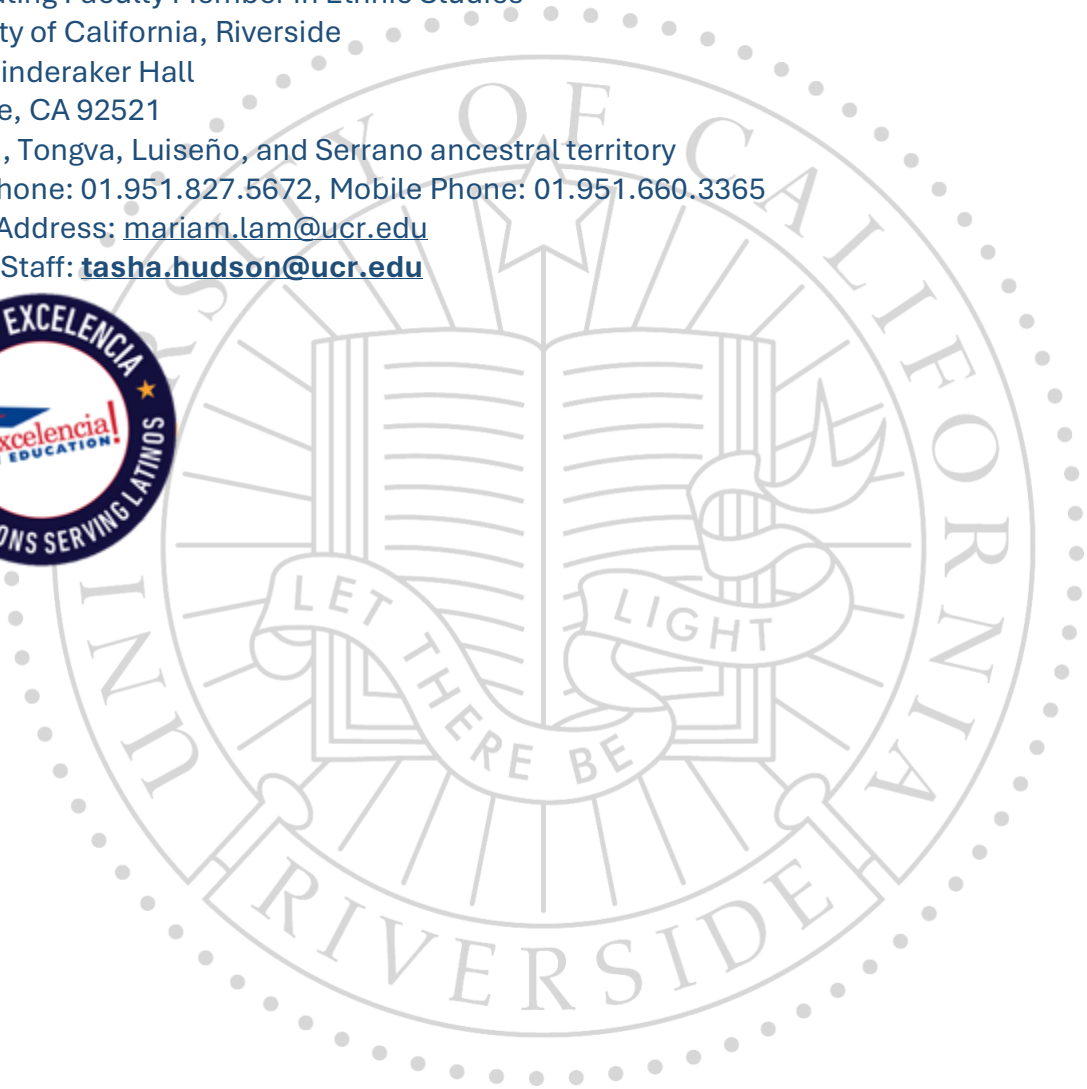
Riverside, CA 92521

Cahuilla, Tongva, Luiseño, and Serrano ancestral territory

Office Phone: 01.951.827.5672, Mobile Phone: 01.951.660.3365

Faculty Address: mariam.lam@ucr.edu

Chief of Staff: tasha.hudson@ucr.edu



MPH PDST Survey - Student Responses

as of 10/3/24

Please rate the following items according to your view of the best uses of...	Please rate the items according to your view of the best use of MPH PDST Funds	Count (n=11)
High Priority		
Support for paid internship opportunities and field experience.	High Priority	8
Support for matching students and career mentors who are currently working in public health practice.	High Priority	7
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	High Priority	6
Support for student travel to present at professional / scientific conferences.	High Priority	5
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	High Priority	5
Support for symposia and resource fairs.	High Priority	3
Support for faculty development (e.g., teaching workshops).	High Priority	2
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	High Priority	1
Support for instructional technology.	High Priority	1
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	High Priority	0
Medium Priority		
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	Medium Priority	6
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	Medium Priority	6
Support for student travel to present at professional / scientific conferences.	Medium Priority	6
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	Medium Priority	5
Support for instructional technology.	Medium Priority	5
Support for symposia and resource fairs.	Medium Priority	3
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	Medium Priority	3
Support for paid internship opportunities and field experience.	Medium Priority	2
Support for faculty development (e.g., teaching workshops).	Medium Priority	2
Support for matching students and career mentors who are currently working in public health practice.	Medium Priority	1

Low Priority		
Support for faculty development (e.g., teaching workshops).	Low Priority	7
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	Low Priority	5
Support for instructional technology.	Low Priority	5
Support for symposia and resource fairs.	Low Priority	5
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	Low Priority	4
Support for matching students and career mentors who are currently working in public health practice.	Low Priority	3
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	Low Priority	2
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	Low Priority	1
Support for paid internship opportunities and field experience.	Low Priority	1
Support for student travel to present at professional / scientific conferences.	Low Priority	0
Additional Questions	Yes	No
Do you understand that if approved by the UC President, this would go into effect for the 2025-2026 academic year?	11	0
Do you understand that the fee is intended to be used to enhance your educational experience?	11	0
Do you understand that 40% of the fee would be used to help pay tuition costs for the students (based on program guidelines)?	11	0
Do you support the proposed level of PDST to request for the 2025-2026 academic year (\$7002 per academic year)?	11	0
Do you understand that if the proposal is approved, the PDST will increase 3% each year for the next three years?	10	1
Please list any additional suggestions that you may have for the use of these fees.		
Only high priority for speakers if students have a say in who it is.		
It would be great if we can use this money in a way that would benefit everyone equally, given that we are all paying for this.		
Developing a Partnership with Local Health Departments and Nonprofits		
Building a Public Health Advisory Board		

Attachment 5

MPH PDST Survey - Faculty Responses		
as of 10/15/24		
Please rate the following items according to your view of the best uses of...	Please rate the following items according to your view of the best uses of MPH PDST funds	Count (n=19)
High Priority		
Support for paid internship opportunities and field experience.	High Priority	13
Support for student travel to present at professional / scientific conferences.	High Priority	11
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	High Priority	10
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	High Priority	8
Support for matching students and career mentors who are currently working in public health practice.	High Priority	6
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	High Priority	6
Support for symposia and resource fairs.	High Priority	5
Support for faculty development (e.g., teaching workshops).	High Priority	4
Support for instructional technology.	High Priority	2
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	High Priority	1
Medium Priority		
Support for instructional technology.	Medium Priority	12
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	Medium Priority	11
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	Medium Priority	9
Support for matching students and career mentors who are currently working in public health practice.	Medium Priority	8
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	Medium Priority	8
Support for symposia and resource fairs.	Medium Priority	8
Support for faculty development (e.g., teaching workshops).	Medium Priority	8
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	Medium Priority	5

Support for student travel to present at professional / scientific conferences.	Medium Priority	5
Support for paid internship opportunities and field experience.	Medium Priority	4
Low Priority		
Support for faculty development (e.g., teaching workshops).	Low Priority	7
Support for honoraria for guest speakers, focusing especially on public health/community health equity practitioners.	Low Priority	7
Support for symposia and resource fairs.	Low Priority	6
Support for matching students and career mentors who are currently working in public health practice.	Low Priority	5
Support for enhanced career development opportunities (i.e., Career Day, advising, headshots).	Low Priority	5
Support for instructional technology.	Low Priority	5
Support for student membership in professional organizations (APHA, SOPHE, etc.) and/or certification examination (CPH, CHES, etc.).	Low Priority	4
Support for student travel to present at professional / scientific conferences.	Low Priority	3
Support for adjunct faculty to teach required courses in cases where UCR faculty are not available.	Low Priority	2
Support for paid internship opportunities and field experience.	Low Priority	2
Additional Questions		
Do you understand that if approved by the UC President, this would go into effect for the 2025-2026 academic year?	Yes	No
	19	0
Do you understand that the fee is intended to be used to enhance your educational experience?	19	0
Do you understand that 40% of the fee would be used to help pay tuition costs for the students (based on program guidelines)?	18	1
Do you support the proposed level of PDST to request for the 2025-2026 academic year (\$7002 per academic year)?	19	0
Do you understand that if the proposal is approved, the PDST will increase 3% each year for the next three years?	19	0
Please list any additional suggestions that you may have for the use of these fees.		
Consider adding a program scholarship.		

Support for student wellness programs, and student interest groups.

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$5,952	\$7,143	\$8,571	\$10,287	\$10,800	\$11,340	20.0%	\$1,191	20.0%	\$1,428	20.0%	\$1,716	5.0%	\$513	5.0%	\$540
Prof. Degr. Suppl. Tuition (Nonresident)	\$5,952	\$7,143	\$8,571	\$10,287	\$10,800	\$11,340	20.0%	\$1,191	20.0%	\$1,428	20.0%	\$1,716	5.0%	\$513	5.0%	\$540
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$896	\$923	\$951	\$979	\$1,008	\$1,039	3.0%	\$27	3.0%	\$28	3.0%	\$29	3.0%	\$29	3.0%	\$30
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)***	\$210	\$216	\$223	\$229	\$236	\$243	3.0%	\$6	3.0%	\$6	3.0%	\$7	3.0%	\$7	3.0%	\$7
Est. First-Year Fees (CA resident)	\$21,074	\$22,712	\$24,600	\$26,790	\$27,789	\$28,828	7.8%	\$1,638	8.3%	\$1,888	8.9%	\$2,189	3.7%	\$999	3.7%	\$1,039
Est. First-Year Fees (Nonresident)	\$33,319	\$34,957	\$36,845	\$39,035	\$40,034	\$41,073	4.9%	\$1,638	5.4%	\$1,888	5.9%	\$2,189	2.6%	\$999	2.6%	\$1,039

* 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 Student Technology Course fee. Does not include voluntary fees like the UCGPC Fee and one-time fees like the “Document Fee.”

Additional comments: After holding PDST flat since the inception of the program in 2015-16, we are requesting to increase PDST by 20% annually for the first three years of our plan, followed by 5% annual increases for the last two years of our plan. This proposed increase is strongly supported by our graduate students and alumni; we conducted extensive discussions with alumni and current students to assess how we can elevate UCR’s MPP program to meet their evolving needs – see Part B and attachments. Both alumni and current students express strong support for increases in PDST to enhance and expand the program’s offerings. Our students are

particularly eager for new and expanded initiatives that will require additional financial resources, and they are committed to seeing these enhancements materialize. More details on our justification for the proposed PDST increases and uses new PDST revenue are provided in our expenditure plan in Section III.

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

The MPP program at UCR is a dynamic, interdisciplinary program designed to equip students with the skills and knowledge needed to address complex public policy challenges in the real world. Our curriculum draws upon the diverse expertise of our faculty, offering a wide range of specialized courses in areas such as environmental and resource policy, urban policy, health policy, education policy, and social justice. These courses examine local and regional policymaking in Inland Southern California—an area facing significant challenges like water scarcity, poverty, and health disparities—while incorporating lessons from national and international contexts to provide students with a well-rounded, global perspective. For example, our water policy faculty are engaged with faculty from the School of Medicine to understand how reductions of water flow to the Salton Sea are affecting the prevalence of asthma of low-income families in the surrounding region.

Established in 2015 as the flagship degree of UCR's School of Public Policy (SPP), the two-year MPP program has grown steadily, with 54 students currently enrolled (this figure includes 12 first year BA/MPP students who are still considered undergraduates). Our incoming cohorts have consistently averaged between 20-25 students, and in fall 2024, we welcomed 33 new students, 13 of whom are part of the rapidly expanding BA/MPP five-year pathway that we introduced in 2022. This innovative program allows undergraduates in Public Policy to seamlessly transition into the MPP program, with a focus on integrating MPP coursework, internships, and a capstone project in their final year. It is also a more affordable and accessible option to lower income and first-generation students and will help contribute to current levels of accessibility: 70-80% of our current students received Pell Grants as undergraduates as shown in Table 5. Students in the BA/MPP pathway pay PDST only during their final year (three quarters), while those in the traditional two-year MPP program pay PDST across both years (six quarters). The BA/MPP pathway has seen significant growth, and we expect it to continue expanding as it becomes a key component of our program. This dual pathway will expand our reach and further our mission to train future policy leaders.

Our commitment to diversity and inclusion is a cornerstone of the MPP program. Historically, 92% of our students have been California residents, with the majority coming from underrepresented racial and ethnic groups. In fall 2024, we saw a marked increase in international enrollment, with 7 of our 20 incoming students hailing from abroad. This growing geographic diversity enriches the program by fostering a wide range of perspectives, allowing us to better fulfill our motto: "Solutions for the Region, Solutions for the World." The BA/MPP pathway, combined with enhancements to our undergraduate curriculum (including

expanded data science offerings), has created a strong pipeline of well-qualified students for the MPP program, ensuring that our cohorts continue to reflect the diversity and talent necessary to address real-world policy issues.

The mission of the MPP program is to prepare idealistic and socially conscious students for impactful careers in government, politics, and public affairs across the public, non-profit, and private sectors. Our students are trained to excel at every stage of the policy cycle—advocating for policy change, navigating the politics of policymaking, designing and implementing policies, collecting and analyzing data, and evaluating policy outcomes. This is accomplished through a rigorous curriculum that emphasizes analytical tools, evidence-based decision-making, and ethical considerations.

As a professional degree program, the MPP places a strong emphasis on experiential learning. All students are required to complete policy internships during the summer between their first and second years, gaining invaluable hands-on experience. As an example, one of our MPP students was a summer intern at the Water Policy Center of the Public Policy Institute of California. That student is now a policy analyst for the California Public Utilities Commission and her internship research became a *Nature Sustainability* journal article.

In their final two quarters, students undertake a capstone project, working closely with a policy client to apply their analytical skills to a real-world policy issue. This combination of classroom learning and practical experience ensures that our graduates are well-prepared to address pressing policy challenges in California and beyond. Many of our graduates go on to successful careers in government agencies, non-profits, and the private sector, while others pursue further education in law, medicine, or doctoral programs, applying their MPP as supplemental education.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 three-year plan from 2021-22 through 2023-24 for the MPP program revisited the School of Public Policy's PDST for the third time. At that time, given the significant uncertainty caused by the pandemic, we made a strategic decision not to pursue an increase in our PDST and rather kept it unchanged from its initial level in 2015-16. This choice reflected our dedication to maintaining the program's affordability while steadfastly advancing the core goals outlined in our multi-year plans. As described in more detail below, PDST revenue funded diversity efforts, career development and professional support, and affordability and student support.

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
Masters Public Policy	2020-21	33	75	44%	27	58	47%	82%	78%	17	30	57%	63%	52%
	2021-22	42	85	49%	37	70	53%	88%	82%	21	34	62%	57%	49%
	2022-23	16	41	39%	13	29	45%	81%	71%	7	16	44%	54%	55%
	2023-24	15	57	26%	14	44	32%	93%	77%	8	22	36%	57%	50%
	2024-25	27	65	42%	25	52	48%	93%	80%	17	31	55%	68%	60%
	All	132	323	41%	116	253	46%	88%	78%	70	133	53%	60%	56%

Note: The increase in application levels during 2021-22 were likely attributable to a general spike in the pursuit of education during COVID-19.

Diversity: The table above displays admissions data from 2020-21 through 2024-25. The MPP program at UCR remains one of the most diverse on campus. Over the past four years, over 60% of students are from underrepresented groups (African American, American Indian and Hispanic/Latino(a)), and an average of 57% are female. In the 2024-25 academic year, an estimated 64% of our students are from underrepresented groups – 19% identifying as African American – and 63% are female (as referenced in Table 5).

These figures exceed by more than twice the ethnic diversity levels of comparators. This diversity emerges from deliberate recruitment efforts, including participation in minority-focused forums and fairs where a portion of staff salary for these activities is paid for from PDST funds. We also leverage the diverse undergraduate population at UCR as a pipeline into our BA/MPP and MPP programs. Generally speaking, UCR has a higher proportion of undergraduate students coming from first generation college going and historically underrepresented groups. **Career Development and Professional Support:** SPP has continued to prioritize career readiness and professional growth by investing in a full-time Career Counselor and Internship Coordinator. This role is critical as it offers tailored, one-on-one career and professional advising to students, regardless of their career stage. The Career Counselor and Internship Coordinator hosts skills-development workshops and provides essential guidance on public policy career tracks, internships, and fellowships. This comprehensive support ensures that students have the skills, resources, and connections they need to secure and thrive in professional roles across public, private, and non-profit sectors. Moreover, SPP consistently brings in panels of guest speakers, including practitioners and notable figures from the region, who engage with students on how to translate theoretical knowledge into practice. We also integrate our alumni into these sessions, fostering a network that supports current students while highlighting real-world successes post-graduation.

We also actively collect student feedback through surveys, town halls, and focus groups to inform program improvements. Based on student input, we have extended funding for conference attendance, which is vital for professional growth.

Affordability and Student Support: SPP remains deeply committed to ensuring the program's affordability. We have implemented a multi-faceted approach, including providing substantial financial aid, funding summer internship stipends, creating TA positions within our undergraduate program and other units on campus, and supporting attendance at professional conferences. Additionally, we encourage faculty to hire our students as Graduate Student Researchers (GSRs), further reducing their financial burden while simultaneously enhancing their resume. Since the program's launch in fall 2015, SPP has strategically allocated two-thirds of PDST revenue to offer competitive financial aid packages to our MPP students, many of whom have significant financial need. On average, about half of PDST funds are ultimately distributed as fellowship support, considering that students often secure other funding through GSR and TA roles. As an example, suppose a student is given a fellowship of \$6,000 in their admissions offer in year t . This \$6,000 will be broken into six \$1,000 increments paid each quarter of the student's two years of enrollment. If this student received a GSR or TA assignment in a particular quarter, their tuition would be fully covered by the fee remission due to having the GSR/TA position. In this case, the student would not receive the \$1,000 fellowship in that quarter. An average student would have one-sixth of their initial fellowship not paid out as a result taking GSR/TA positions and thus, for example, this student would end up receiving \$5,000 rather than \$6,000 over the course of their two years of enrollment. Overall, we end up paying out one-half of PDST funds by year $t+2$ rather than the two-thirds that we award at the time of their admissions offer in year t .

Our awards of fellowship support are principally based on merit though we do take into account self-identifying financial need that is disclosed in student application essays. We do not have FAFSA data or other direct indications of financial need on the student application that would allow us to award fellowship support based strictly on need.

For students applying to enter the MPP program in fall 2024, our average financial support packages (inclusive of return-to-aid support, tuition, the student service fee, PDST, and private fellowships) was \$14,261.11 plus 1.8 quarters of employment (roughly equivalent to receiving \$27,401, which is inclusive of fee remission and salary). Average financial support for the prior three years was as follows: \$12,000 + 1 quarter of employment for 2023, \$10,600 + 1 quarter of employment for 2022, and \$8,200 + 1 quarter of employment for 2021. For the eight students in the BA + MPP program entering their second year in the fall of 2024, the average package was \$5,000 plus 1 quarter of employment. These students pay graduate tuition and fees for only one year, lowering their overall costs. Factoring in the fellowship, fee remissions, and salary from their employment (totaling \$18,167.46), their out-of-pocket expenses are significantly minimized, with the total tuition and fees for the academic year being \$26,253.36. Students employed as teaching assistants or GSRs receive approximately \$18,000 in support from fee remissions (including health insurance) and salary, significantly easing their financial burden. Funds included in financial support packages are awarded based on various criteria, including academic excellence, personal statement and lived experiences, and the applicant's stated reasons for pursuing public policy.

Additionally, SPP collaborates with faculty to offer research opportunities and GSR roles, ensuring our students can access affordable education. Many of our students also serve as TAs across different departments at UCR, further expanding their opportunities. For need-based aid (which does not include PDST funds), students submit their FAFSA annually with support from our Financial Aid Office. SPP also maintains a nominal emergency fund through donations, offering support ranging from \$100-\$500 depending on student needs.

For the 2024-25 academic year, SPP awarded \$8,000 in PDST funds specifically for internship stipends, ensuring students taking unpaid internships receive financial support. The PDST revenue has been allocated to partially fund key student affairs staff, including a Graduate Student Advisor (1 FTE), Career Counselor/Internship Coordinator (1 FTE, with about 20% of their time dedicated to graduate students), and an Admissions Recruitment and Academic Program Specialist (1 FTE, with approximately 0.13 FTE for graduate student recruitment). In 2024-25, PDST covered 75% of these positions' contributions to the graduate program, with the remaining 25% supported by other School resources.

To improve student support, the newly established MPP Student Advisory Group meets quarterly with the Dean, providing a direct line for students to share feedback and suggest enhancements. This collaborative approach ensures that our program evolves to

meet student needs and expectations effectively. Our faculty graduate advisor and Graduate Student Association also play vital roles in conveying student feedback to SPP leadership, ensuring that new initiatives are responsive to student interests and concerns.

Progress Toward Achieving Learning Outcomes: Since our previous PDST submission, we have formalized student learning outcomes for the program, developed in close consultation with our faculty. These outcomes are now embedded across our curriculum, seminars, events, and through conference attendance and/or presentations and publications. The outcomes are categorized into three key areas: Analytic (student ability to synthesize issues, enhanced data literacy, increased understanding in the role statistics plays in policymaking, critical thinking skills, how to develop and evaluate policy), Substantive (understands literature and policy, development of expertise in a policy area, understands theories of policy formation and implementation, master policy brief writing, memos, and reports), and Leadership (ability to identify policy needs, understands value of leadership and collaboration, and improves communication skills). These outcomes ensure that students build vital skills such as data synthesis, data literacy, policy development, and effective communication. Our capstone projects exemplify this growth, as students have worked on real-world issues, present their findings to peers and faculty, and receive constructive feedback. We have begun to measure student's learning outcomes with an end-of-program assessment. We piloted this assessment in the spring of 2023 and 2024, but had low student response rates. (Starting Spring 2025, this assessment will be required to be completed by all students as part of their capstone projects and thus we should have 100% completion rates and be able to measure progress on learning outcomes.)

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 to increase PDST so as to provide increased financial aid for our neediest graduate students, reduce student-faculty ratios to improve the quality and breadth of our graduate training, and improve the professional development support that is provided. We are proposing to increase PDST levels by 20% per year for the first three years of our five-year plan, followed by more moderate increases of 5% in years four and five. This proposed increase in PDST is strongly supported by our graduate students and alumni and they were consulted thoroughly through the development of this proposal – see Part B and the attachment. Our graduate students are among the most diverse in the UC system and nearly three-quarter were Pell Grant eligible. We are proud to serve these students with a high-quality, first-rate graduate program.

Since its inception in the 2015-16 academic year, the Master of Public Policy (MPP) program at UC Riverside (UCR) has consistently delivered high-quality education without increasing our PDST. However, as the demands of the program and the aspirations of our students grow, we recognize that maintaining the status quo will limit our ability to provide the enriching experiences our students desire and deserve. Our current PDST is substantially less than half of any other UC MPP program, and we have an impressively diverse cohort – more than half of our students are from underrepresented groups – that enthusiastically supports the outlined fee increases.

Our purpose for increasing PDSTs is twofold: (1) to meet the needs of current students as they have explicitly advocated (see Part B on student consultation) and (2) to expand our program by greatly enhancing our current offerings by putting our program on par (or exceed) the offerings provided at the other UC MPP programs and subsequently attracting a larger cohort, including a more affordable and accessible 5-year BA/MPP pathway that we introduced in fall 2022 which graduated in spring 2024. We anticipate a significant increase in enrollment for those pursuing the BA/MPP option as well as greater enrollment numbers due to enhanced program offerings. Over the past year (2023-24), we conducted extensive discussions with alumni and current students to assess how we can elevate UCR's MPP program to meet their evolving needs. Both alumni and current students express strong support for an increase in PDST to enhance and expand the program's offerings. Our students are particularly eager for new initiatives that will require additional financial resources, and they are committed to seeing these enhancements materialize.

By increasing the PDST level, we can provide the resources and opportunities our students advocated for to excel – see feedback from our student and alumni consultations in Part B. Both alumni and current students express strong support for an increase in PDST to enhance and expand the program's offerings. Through student feedback received both via surveys and our MPP Student Advisory Committee, our students are particularly eager for new initiatives that will require additional financial resources, and they are committed to seeing these enhancements materialize. We also plan to increase enrollment in the program by approximately 40%, including growing the five-year BA/MPP pathway that we introduced in fall 2022. This additional pathway is more accessible and affordable; students in this program pay PDST in the final year of the program compared to two years for students in the two-year program. We are confident that these changes will enhance the quality and reputation of the MPP program, putting it on a more level playing field with other UC MPP programs, while ensuring that we remain competitive and responsive to the needs of our students and the policy community.

In collaboration with the MPP Student Advisory Committee, we have identified several key areas that will significantly enrich the student experience. In particular, students expressed a desire to have more funding available to attend professional conferences, networking opportunities, and professional development events, which is reflected in the budget below. Additional examples that were provided include the following:

- Enhanced financial support to alleviate the financial burden on students.
- Pre-enrollment MPP bootcamps for using statistical software and math preparation to provide students with the necessary skills and orientation at the start of each academic year.
- Capstone project infrastructural support to ensure students have the resources needed to successfully complete their culminating projects with government agencies and community-based organizations as clients.

To fund these improvements, we are proposing a robust PDST increase: 20% per year for the first three years, followed by more moderate increases of 5% in years four and five. This structured approach will allow us to implement and sustain these enhancements over time, while still keeping the long-term PDST level competitive. Most importantly, our students wholeheartedly back this proposal. They also independently suggested an alternative phased approach with a slower rate of increase—18%, 16%, 14%, 12%, and 10%—which ends at a nearly identical PDST level by year five (1.91x vs. 1.92x). We are fully supportive of either plan, as both will help us realize our vision for the program.

Furthermore, in Fall 2022, we introduced a 5-year BA in Public Policy/MPP program, the first of its kind in the UC system, which has already started attracting students who will make up a significant portion of our future cohorts. This integrated program allows students to begin MPP coursework, internships, and capstone projects during their fourth year, completing them in the fifth year. Students in the BA/MPP pathway pay PDST only during their final year (three quarters), while those in the traditional two-year MPP program pay PDST across both years (six quarters). This dual pathway will expand our reach and further our mission to train future policy leaders. It is also a more affordable and accessible option to lower income students considering that 70-80% of our current students require financial aid, based on the Pell Grant figures provided in Table 5.

By increasing the PDST level, we can provide the resources and opportunities our students hunger for to excel. This is not just an investment in our program—it is an investment in the future of public policy leadership on a local, federal, and global level. We are confident that these changes will enhance the quality and reputation of the MPP program, putting it on a more level playing field with other UC MPP programs, while ensuring that we remain competitive and responsive to the needs of our students and the policy community.

Charging a higher level of PDST is essential for sustaining the high level of education, resources, and opportunities we provide to our students. The PDST enables us to attract top-tier faculty, enhance our curriculum with cutting-edge courses, expand internship and professional development opportunities, and support the diversity of our student body. It is through these investments that we continue to fulfill our mission of producing policy leaders equipped to create meaningful, positive change in their communities and to the world at large.

In collaboration with the MPP Student Advisory Committee, we have identified several key areas that will significantly enrich the student experience. New PDST revenue will be strategically utilized in the following ways:

1. **Increased Financial Aid:** To uphold our commitment to affordability, the PDST revenue will enable us to substantially increase financial aid for MPP students, growing from \$124,992 in 2024-25 to \$328,860 by 2029-30. This increased aid will directly support students, making the program more accessible and reducing their financial burden. We plan to allocate half of the PDST revenue directly to student financial aid. This investment underscores our commitment to making the program more accessible and reducing the financial burden for our diverse student population. This additional financial aid will be reallocated from students who can afford it to those who cannot.

Increasing our PDST will also allow us to stay competitive with the financial packages that we offer our students upon admission and to offer a comparable educational experience. Feedback from students who chose other programs indicated that they perceived our offerings as more limited than those at larger institutions.

2. **Increased Academic Support:** As part of our pre-enrollment MPP bootcamps, the PDST revenue will be used on statistical software and math preparation to provide students with the necessary skills and orientation at the start of each academic year. PDST funds will also be used to improve capstone project infrastructural support to ensure students have the resources needed to successfully complete their culminating projects with government agency and community-based organizations as clients. New funding will support our increased focus on building partnerships with community organizations to enhance the practical relevance of our capstone projects. This strategic shift, beginning in the 2024-25 academic year, supports the broader UC Riverside mission of maintaining its Carnegie Classification for Community Engagement.
3. **Professional Development and Internship Support:** We will allocate a \$1,000 annual budget for each student specifically for professional development activities, such as travel to professional conferences. This investment directly enriches students' professional growth, broadens their networks, and ensures they gain exposure to industry-leading insights and opportunities. We have also budgeted funding specifically for stipends supporting students who engage in unpaid internships, as many public policy internships do not offer pay. This support ensures that students gain valuable professional experience without facing financial hardship before going out into the workforce, reinforcing the program's emphasis on practical, career-oriented training.
4. **Student Affairs Staff:** We will increase PDST funding for student affairs staff from \$116,992 to \$181,305, as staff salaries are projected to rise by 3% annually. Currently PDST funds support a Graduate Student Advisor (1 FTE), Career

Counselor/Internship Coordinator (1 FTE), and an Admissions Recruitment and Academic Program (1 FTE, 0.13 FTE for graduate student recruitment. Currently, these positions are funded 75% from PDST revenue and 25% from other School sources. To ensure sustainability, new PDST revenue will be used to fully fund these positions by the end of the plan, demonstrating a long-term commitment to student support, and freeing other campus funds to support new faculty hires.

5. **Lower Student-Faculty Ratio and Improve Course Offerings:** By offsetting current School expenditures on Student Affairs staff, we will free up resources needed to hire new faculty (e.g., we are currently searching for up to four additional faculty members in the 2024-25 academic year, which may improve the diversity of our faculty) starting in the 2027-28 academic year, which will, holding all else constant, will lower our student-faculty ratio. The funding allocated for this purpose will increase from \$31,319 in 2027-28 to \$79,424 in 2029-30, ensuring more personalized instruction and enhanced learning opportunities for students.

We are actively working to broaden our curriculum and expand opportunities to ensure our offerings are competitive with other UCs that have more extensive programs. This expansion will also increase the number and diversity of elective courses available and broaden the faculty's expertise, offering students a more comprehensive and varied educational experience.

If the proposed PDST levels are not approved, we will face limitations in hiring additional faculty and expanding course offerings, which will negatively impact the quality of education and professional opportunities we can offer our students. Additionally, the absence of increased PDST revenue would restrict our ability to offer enhanced financial aid packages, potentially deterring talented but financially constrained students from enrolling in the program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Services	\$116,992	(\$9,275)	\$41,987	\$21,193	\$5,127	\$5,281	\$181,305
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$32,421	\$21,155	\$27,979	\$81,555
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	\$124,992	\$35,726	\$44,987	\$56,615	\$29,282	\$37,260	\$328,860
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)	\$8,000	\$45,000	\$3,000	\$3,000	\$3,000	\$4,000	\$66,000
Total use/projected use of revenue	\$249,984	\$71,451	\$89,973	\$113,229	\$58,563	\$74,520	\$657,720

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

Additional comments: The “Other” category includes \$1,000 per MPP student for professional development activities such as conference travel and workshops. Note that there will be no change in the level of Student Service in 2025-26 despite the \$9,275 reduction in the amount of Student Services that is paid using PDST funds. Rather, the School of Public Policy will be contributing \$9,275 more to pay for Student Services staff during this year. The \$9,275 decline is caused mechanically by increasing the “Other” category by \$45,000 and keeping Student Financial Aid at one-half of PDST revenues.

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.

Over the last decade, the School of Public Policy has proactively implemented innovative and efficient strategies to manage costs and alleviate administrative burdens for faculty, staff, and students. One particularly effective approach has been our collaboration

with UCR's Graduate Division to integrate SLATE, an automated communication platform designed for engaging with prospective students. This platform has streamlined our outreach efforts, enabling us to provide timely and relevant information while efficiently tracking interest in our program without incurring additional expenses, either via additional staffing to manage this effort by consistently updating a shadow internal request for information spreadsheet, single-handedly contacting and tracking each inquiry individually and/or purchasing a standalone platform to meet these needs separate from university available resources and thus utilizing available PDST funds to help address these important and critical items. Since SLATE's implementation during the 2022-23 academic year, our automated communication with prospective students has not only improved the application experience for students, but also helped to provide them with answers to frequently asked questions thus ensuring a smoother, consistent, and more efficient interaction regardless of when they may be seeking information for our program. Without the use of SLATE for our communications with our prospective students, it is likely additional staffing for our program would likely need to be incorporated.

To bolster our fundraising capacity, SPP employs a full-time Senior Director of Development, who works closely with the Dean to secure philanthropic support for the School. Despite being a relatively new program (with our first alumni cohort graduating in June 2017), we have proactively identified and engaged UCR alumni who have built careers in policy fields, as well as those expressing interest in supporting our mission. The Dean and the Senior Director of Development also strategically engage with university donors who have shown an affinity for public policy or have already expressed an interest in supporting the School.

Our Senior Director of Development has successfully raised funds to support various student programs, including experiential learning opportunities, internships, and scholarships. (Excluding funds received from foundations for research, our Development fundraising increased from \$392,606 in 2020 to \$742,717 in 2024, through November 6th). Over the past few years, we have established multiple new scholarships and endowed funds aimed explicitly at student support, enabling us to award tens of thousands of dollars annually to students in our programs. Additionally, we have developed partnerships with local public agencies that continue to fund our internship programs. In 2024, for example, a generous donor gift will support 20 graduate student fellowships, offering financial support to those undertaking summer internships with local government and community-based organizations. Another donor will sponsor a week-long experiential learning experience for our students in Washington, DC, focused on workshops in international and domestic policy.

Furthermore, our Senior Director of Development collaborates with other UCR development professionals to pursue grants from corporations, private foundations, and government agencies. These grants play a crucial role in supporting our students, either directly or indirectly, through additional financial resources.

These concerted development and fundraising efforts have yielded impressive results. In the past five years, as shown in the table below, our School has raised over \$8 million, positioning SPP as the highest-ranking college/school at UCR in terms of philanthropic

gifts raised per faculty FTE. These efforts directly benefit our students by reducing their costs of attendance through annual scholarships, emergency funds, and support for internships and GSR positions.

Calendar year	Not Research	Research
2020	\$392,606	\$1,175,215
2021	\$560,310	\$1,831,018
2022	\$495,288	\$2,598,631
2023	\$303,720	\$251,603
Through 11/6/2024	\$742,717	\$94,303
Total	\$2,494,641	\$5,950,770

Note: “Research” includes any grant with a faculty member associated with the grant and any grant from a Foundation.

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 proposed uneven increases in PDST over the next five years – 20% increases in the first three years and 5% increases in years four and five – are strategically aligned with our commitment to enhancing the quality of education and support services for our MPP students. After consulting with our Financial Planning and Analysis Office, we have identified specific years where increased funding is essential to meet our program goals and sustain growth.

1. **Initial Investment in Resources:** The largest increases are planned for the initial years of this plan (2025-26, 2026-27, and 2027-28). These years are critical for implementing initiatives that improve student experiences, such as hiring additional faculty and expanding financial aid offerings. Early investment will lay a strong foundation for a robust educational environment, enhancing faculty expertise and student services.
2. **Alignment with Enrollment Growth:** We anticipate continued enrollment growth, particularly with the BA/MPP program introduced in fall 2022. Larger increases in the early years will accommodate this influx, maintaining manageable student-faculty ratios and ensuring high-quality education.
3. **Phased Implementation of Faculty Hires:** The current faculty hiring plan includes progressively increasing faculty numbers from 2024-25 through 2027-28. Front-loading PDST increases will allow us to strategically fund these hires, ensuring we attract high-quality faculty without overwhelming our budget.
4. **Future Sustainability:** The uneven increases are designed for long-term sustainability. By front-loading adjustments, we aim to create a stable financial environment that supports ongoing program enhancements while avoiding abrupt future

increases. This approach enables predictable budgeting for both the School and students.

5. **Feedback and Support:** Our proposal reflects input from faculty, current students, and alumni, identifying critical areas for increased funding. We have secured support from the UCR Financial Planning and Analysis Office, affirming our strategic approach.

In summary, the uneven PDST increases are designed to allocate resources strategically to enhance the educational experience and ensure the sustainability of our MPP program, positioning it for long-term success.

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

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	34	36	39	41	44	47
Domestic Nonresident	0	0	0	0	0	0
International	8	9	9	10	10	11
Total	42	45	48	51	54	58

Additional comments: We project steady growth in our MPP program enrollment, particularly bolstered by the successful launch of our BA/MPP pathway in fall 2022. This pathway currently accounts for 38% of our total MPP enrollment, highlighting its appeal to students seeking an integrated approach to public policy education. Many students who may have otherwise considered a Master’s program to be untenable now find it a realistic and affordable option. Feedback from current students and alumni, as well as insights from prospective students who ultimately chose other programs, indicate that they perceived a lack of offerings compared to larger institutions. This feedback emphasizes the need for us to enhance our program's appeal and diversify our course offerings.

In response to this feedback, we are actively working to broaden our curriculum and expand opportunities to ensure our offerings are competitive with other UCs that have more extensive programs, all while maintaining a price point more affordable to our students. As we continue our commitment to fostering diversity, we expect further increases in both the BA/MPP and MPP categories, driven by the dedicated efforts of our newly hired student recruiter. This role is critical in reaching out to underrepresented groups and ensuring that our program reflects the diverse fabric of our society.

Our enrollment projections are grounded in a realistic 6.5% annual growth rate in each category, aligning with recent historical trends while recognizing the ongoing demand for inclusive public policy education. By actively promoting diversity, expanding our course offerings, and responding to student feedback, we aim to create a more equitable environment for all students, ultimately enriching the learning experience for everyone involved.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 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 Starting Cohort Year

Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Arizona State University	27,582	28,409	29,261	30,139	31,043	31,974	3.0%	827	3.0%	852	3.0%	878	3.0%	904	3.0%	931
University of Texas, Austin	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
University of Washington	58,805	60,569	62,386	64,258	66,186	68,172	3.0%	1,764	3.0%	1,817	3.0%	1,872	3.0%	1,928	3.0%	1,986
Claremont Graduate School	74,644	76,883	79,189	81,565	84,012	86,532	3.0%	2,239	3.0%	2,306	3.0%	2,376	3.0%	2,447	3.0%	2,520
Pardee RAND Graduate School	101,500	104,545	107,681	110,911	114,238	117,665	3.0%	3,045	3.0%	3,136	3.0%	3,230	3.0%	3,327	3.0%	3,427
Pepperdine University	96,658	99,558	102,545	105,621	108,790	112,054	3.0%	2,900	3.0%	2,987	3.0%	3,076	3.0%	3,169	3.0%	3,264
Stanford University	124,023	127,744	131,576	135,523	139,589	143,777	3.0%	3,721	3.0%	3,832	3.0%	3,947	3.0%	4,066	3.0%	4,188
University of Southern California	114,687	118,128	121,672	125,322	129,082	132,954	3.0%	3,441	3.0%	3,544	3.0%	3,650	3.0%	3,760	3.0%	3,872
Average public comparison	36,775	37,878	39,014	40,185	41,391	42,632	3.0%	1,103	3.0%	1,136	3.0%	1,171	3.0%	1,206	3.0%	1,242
Average private comparison	102,302	105,372	108,533	111,788	115,142	118,596	3.0%	3,069	3.0%	3,161	3.0%	3,256	3.0%	3,354	3.0%	3,454
Average public and private comparison	77,730	80,062	82,463	84,937	87,485	90,110	3.0%	2,332	3.0%	2,402	3.0%	2,474	3.0%	2,548	3.0%	2,625
Your program	43,786	47,313	51,390	54,578	56,617	58,521	8.1%	3,526	8.6%	4,077	6.2%	3,188	3.7%	2,039	3.4%	1,904

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
Arizona State University	55,870	57,546	59,272	61,050	62,882	64,768	3.0%	1,676	3.0%	1,726	3.0%	1,778	3.0%	1,832	3.0%	1,886
University of Texas, Austin	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
University of Washington	99,182	102,157	105,222	108,379	111,630	114,979	3.0%	2,975	3.0%	3,065	3.0%	3,157	3.0%	3,251	3.0%	3,349
Claremont Graduate School	74,644	76,883	79,189	81,565	84,012	86,532	3.0%	2,239	3.0%	2,306	3.0%	2,376	3.0%	2,447	3.0%	2,520
Pardee RAND Graduate School	101,500	104,545	107,681	110,911	114,238	117,665	3.0%	3,045	3.0%	3,136	3.0%	3,230	3.0%	3,327	3.0%	3,427
Pepperdine University	96,658	99,558	102,545	105,621	108,790	112,054	3.0%	2,900	3.0%	2,987	3.0%	3,076	3.0%	3,169	3.0%	3,264
Stanford University	124,023	127,744	131,576	135,523	139,589	143,777	3.0%	3,721	3.0%	3,832	3.0%	3,947	3.0%	4,066	3.0%	4,188
University of Southern California	114,687	118,128	121,672	125,322	129,082	132,954	3.0%	3,441	3.0%	3,544	3.0%	3,650	3.0%	3,760	3.0%	3,872
Average public comparison	67,020	69,030	71,101	73,234	75,431	77,694	3.0%	2,010	3.0%	2,071	3.0%	2,133	3.0%	2,197	3.0%	2,263
Average private comparison	102,302	105,372	108,533	111,788	115,142	118,596	3.0%	3,069	3.0%	3,161	3.0%	3,256	3.0%	3,354	3.0%	3,454
Average public and private comparison	89,072	91,744	94,496	97,331	100,251	103,258	3.0%	2,672	3.0%	2,752	3.0%	2,835	3.0%	2,920	3.0%	3,007
Your program	68,276	71,803	75,880	79,068	81,107	83,011	5.2%	3,526	5.7%	4,077	4.2%	3,188	2.6%	2,039	2.3%	1,904

Source(s):

UC Riverside: <https://spp.ucr.edu/mpp/tuition-and-fees>

Arizona State University: <https://admission.asu.edu/cost-aid/graduate>

University of Texas-Austin: <https://onestop.utexas.edu/managing-costs/cost-tuition-rates/>

University of Washington: <https://evans.uw.edu/apply/tuition-and-financial-aid/#1725041909804-3aea3903-82bd>

Claremont Graduate School: <https://www.cgu.edu/academics/program/public-policy/>

Pardee RAND Graduate School: <https://www.pardeerand.edu/programs/mphil-policy-analysis/funding-your-mphil.html>

Pepperdine University: <https://publicpolicy.pepperdine.edu/academics/content/catalogfull2023-2024locked.pdf>

Stanford University: <https://publicpolicy.stanford.edu/graduate/graduate-faqs>

University of Southern California: https://priceschool.usc.edu/wp-content/uploads/2024/09/price_tuition_and_fees_2024_2025.pdf

Additional comments: The total charges to degree completion for our program, as shown in the “Your Program” row in the table above, shows the cost for our traditional MPP students and is greater than the total cost to our BA/MPP students who pay graduate tuition and PDST for one year.

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 selected institutions that offer MPP (or similar) degrees, produce world-leading research, and are located in California (excluding other UC campuses) or west of the Mississippi. These institutions compete with us for faculty and students, providing programs that are similar in course content and objectives. We also included programs that prospective students chose to attend over ours. If a student declines their admission to the program, they are contacted to inquire about their plans, and if they chose another school, what were the reason(s) why. Unfortunately, many students do not respond to the inquiry, but reasons cited are that the student is choosing to take a gap year and work to gain experience, they received a full ride to another institution (USC or other private institutions), enrollment in a Ph.D. program over a Master’s, or issues with obtaining a visa.

Here are these institutions’ placements among the 280 graduate programs ranked in 2024 by US News & World Report’s in their “Best Public Affairs Programs”: University of Southern California (4-tie), University of Washington (4-tie), Arizona State University (13-tie), University of Texas-Austin (13-tie), UCR (76-tie), and Pepperdine (89-tie). MPP programs at Stanford, RAND, and Claremont Graduate School were not ranked by USNWR. In 2023, UC-Riverside was admitted into the Association of American Universities, placing us among 71 institutions that are deemed to be “America’s leading research universities” (<https://www.aau.edu/who-we>

are/our-members). Among the 8 institutions that we are listing as Market Competitors, 5 are also in the AAU: Stanford, University of Southern California, University of Texas-Austin, Arizona State University, and University of Washington.

Comparator Programs

1. **Arizona State University:** ASU has established a reputation for innovation in education, with a particular focus on accessibility and inclusion. Their approach to delivering high-quality education at competitive prices serves as a model for our own initiatives aimed at enhancing affordability while maintaining quality.
2. **Claremont Graduate School:** CGS offers a MA in Public Policy that emphasizes “social justice and human flourishing ... and proximity to the Los Angeles metropolitan area—a living laboratory of social and economic issues.” (<https://www.cgu.edu/academics/program/public-policy>)
3. **University of Texas-Austin:** UT-Austin offers a well-rounded public affairs education, drawing a diverse student body. We aim to strengthen our own diversity initiatives and create a more inclusive learning environment, taking cues from their successful programs.
4. **Pepperdine University:** Pepperdine offers a smaller program with a personal touch, which some students find appealing. We recognize the importance of personalized attention and aim to enhance student support services to make our program equally attractive.
5. **RAND:** RAND offers a Master of Philosophy in Policy Analysis which emphasizes "the ability to interpret data and analyze policies" and equips students "with the skills and knowledge needed to tackle complex policy challenges." (<https://www.pardeerand.edu/programs/mphil-policy-analysis.html>)
6. **Stanford:** Stanfordf emphasizes "the ability to conduct independent research and analysis in public policy" and "prepares students to make original contributions to the knowledge of public policy and to interpret and present the results of such research". (<https://publicpolicy.stanford.edu/graduate/graduate-program>)

Aspirational Programs

1. **University of Southern California:** As a leader in public policy education, USC's program is aspirational due to its extensive resources, world-class faculty, and vast alumni network.
2. **University of Washington:** Known for its commitment to social impact and community engagement, UW sets a standard that we strive to meet.

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

By 2029-30, with our proposed PDST increases fully phased-in, we project that our total charges for California residents will be \$58,521. This is below the total charges for California residents that we project for the average (\$64,087) of the four UC campuses offering MPP degrees, as well as our comparators located in California. While our total student fee costs are above both Arizona State University and University of Texas, Austin, our total charges for in-state students are well below the amount charged by University of Washington. While our program's \$56,304 total costs for in-state students exceeds the \$42,632 average of our comparison public institutions (substantially cheaper than the \$115,142 average for our private comparators), we believe our MPP degree) will be an exceptional value given the prestige of receiving a University of California graduate degree.

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

Our MPP program is not just another option for students; it represents a transformative educational experience that uniquely positions graduates to lead in the complex landscape of public policy. Our "Values" statement is as follows: "We value public policies that promote efficiency, equity, prosperity, and justice." As a consequence, we wrap our analysis of public policy around these values – e.g., we assess whether minimum wage laws promote efficiency, we gauge whether the locations of warehouses are equitable, we evaluate whether dual enrollment programs improve prosperity, and we analyze whether predictive policing is just. Frequently, we emphasize the effects of policy on the pressing needs of communities in Inland Southern California. We believe that solutions for our region can be exemplary solutions for the state, nation, and world. We understand that today's policy challenges are multifaceted, and our interdisciplinary approach equips students with the skills and knowledge necessary to tackle these issues head-on.

Staff and faculty support is critical in the students' success in the program. From the time of admission, through their enrollment in the program, and post-graduation, MPP students know that they are not a number. They are seen as a valued member of our community and that we care about their personal, academic, and professional success. SPP is passionate about the success of the MPP students and that is reflected in student feedback. Being a cohort model allows for students to develop strong relationships amongst their cohort members. The Graduate Program Coordinator conducts quarterly check-ins with all students to gauge their academic and personal well-being. These check-ins allow for referrals to be made, if needed, to a variety of on-campus resources to assist students that may be facing academic or economic difficulties, and housing or food insecurities. The SPP also hosts MPP Socials to allow students from both cohorts to come together and build community throughout the year. Faculty understand that life doesn't stop just because a student is in graduate school. Students appreciate the flexibility that the faculty provide them should they be going through a challenging time.

We emphasize evidence-based policy research and integrate insights from both international and domestic contexts, ensuring that our students are not only well-informed but also adaptable and innovative. Our robust internship program allows students to apply theoretical knowledge in real-world settings, bridging the gap between academia and practice. By actively collaborating with local communities, policymakers, entrepreneurs, and business leaders, we provide a first-class educational experience that is directly relevant to the challenges our students will face in their careers. The SPP participates in numerous fellowship opportunities to provide students with hands-on practical experience in the public and non profit sectors. Yearly, students participate in the Western Riverside Council of Governments (WRCOG) Service Fellowship, the County of Riverside Internship Program, The Presley Center for Crime and Justice Fellowship, and the Randall Lewis Health Partners Fellowship. Not only do these fellowship programs provide students experience, but they also come with a stipend paid for by the agency or the SPP through our internship stipend. As we have further developed our curriculum, the faculty voted to change our Capstone Research Project to a client-based model to have groups of students work with partner government agencies and local nonprofits on policy-based projects.

Our commitment to diversity sets us apart. Although it can be difficult to find exact comparative data, we are proud to assert that our MPP program boasts a significantly higher representation of underrepresented students than those at Pepperdine and USC, which cater to a similar Southern California demographic. We are dedicated to empowering students from underrepresented and disadvantaged backgrounds through data-driven, solution-based policymaking. By focusing on experiential learning and analyzing policy successes and failures from diverse global contexts, we prepare our graduates to become effective, empathetic leaders who can drive meaningful change in their communities and beyond. As reflected in Table V, the programs' enrollment shows that we are well above the averages for our comparison public and private institutions when looking at students' ethnicity. SPP's enrollment of underrepresented minorities has been over 55% when compared to our competitors of approximately 25%.

Furthermore, our students benefit from engagement with our dedicated SPP research centers, including the Presley Center for Crime and Justice Studies, the Center for Geospatial Sciences, and the Center for Community Solutions. These centers provide invaluable opportunities for hands-on research and practical applications, enabling our students to explore cutting-edge policy issues and develop solutions that are both innovative and impactful. Students have been employed by our various research centers as graduate student researchers during the academic year and summer. Our research centers have also provided students the opportunity to work with the staff and their partner agencies through our Capstone Research Project.

In essence, our MPP program is not just a degree; it is a commitment to developing the next generation of policy leaders who are equipped to navigate and transform the complex challenges facing our society today. We invite prospective students to join us in this mission, where their education will be enriched by diversity, practical experience, and a deep commitment to social equity.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	6.3%	4.3%	8.3%	19.0%	5.0%	8.0%
American Indian	0.0%	0.0%	2.8%	0.0%	0.9%	0.0%
Hispanic/Latino(a)	55.7%	54.4%	44.4%	45.0%	15.4%	15.2%
Subtotal Underrepresented	62.0%	58.7%	55.5%	64.0%	21.3%	23.2%
Asian/Pacific Islander	12.7%	8.7%	22.3%	12%	8.5%	10.8%
White	19.0%	19.6%	13.9%	5%	41.7%	36.1%
Domestic Unknown	0.0%	0.0%	0.0%	0.0%	7.3%	5.4%
International	6.3%	13.0%	8.3%	19.0%	21.2%	24.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	80.0%	71.4%	71.4%	N/A	N/A	N/A
Gender						
% Female	63.5%	56.5%	44.4%	63.0%	58.3%	53.2%
% Male	33.3%	39.1%	44.4%	32.0%	41.7%	46.4%
% Non-Binary	1.6%	2.2%	5.6%	2.5%	0.0%	0.0%
% Unknown	1.6%	2.2%	5.6%	2.5%	0.0%	0.4%

Sources: UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions:

Arizona State University (Fall 2023): <https://uoia.asu.edu/sites/default/files/2024-04/ASU%20Facts%20at%20a%20Glance%20-%20Fall%202023.pdf>

University of Texas-Austin (Fall 2023): <https://reports.utexas.edu/spotlight-data/students>

University of Washington (AY2023-24): https://uw-s3-cdn.s3.us-west-2.amazonaws.com/wp-content/uploads/sites/162/2024/04/03192657/IPEDS_FallEnrollment_Seattle_2023-24.pdf

Claremont Graduate School (Fall 2023): <https://www.cgu.edu/about/>

Pardee RAND Graduate School (Fall 2023): <https://www.pardeerand.edu/about/facts-figures/student-body-profile.html>

Pepperdine University (Fall 2023): <https://www.pepperdine.edu/oie/institutional-research/factbook/students-fall-enrollment-census.htm>

Stanford University (AY2023-24): <https://ideal.stanford.edu/data-reports/ideal-dashboards>

University of Southern California (Fall 2024): <https://priceschool.usc.edu/students/student-enrollment-profile/>

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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 School of Public Policy welcomed its ninth cohort into the MPP program this fall, and it is among the most diverse graduate programs on campus. Although comprehensive data on the ethnic breakdown of students in our public and private comparison institutions are limited, our MPP program enrolls a notably higher percentage of students from underrepresented groups. Specifically, we have a significant representation of Hispanic and Latino(a) students, reflecting both the demographic makeup of UCR and the surrounding Inland Empire region. According to U.S. Census data, Riverside County consists of 38.5% non-Hispanic White, 46.5% Hispanic and Latino, 7% Black, and 6.6% Asian. In neighboring San Bernardino County, the figures are 50.5% Hispanic/Latino, 32% non-Hispanic White, 9.6% Black, and 7% Asian. Additionally, the region is home to approximately 12 federally recognized Native American tribes, making up about 2% of the local population. Starting in fall 2025, and consistent with the Native American Opportunity Plan (NAOP), the program will cover PDST fees for eligible students.

A substantial number of students in our MPP program have undergraduate degrees from UCR. Of the 26 students who began this fall, 18 are UCR graduates. We attribute this success to the financial support we offer and the strong connection our students feel to their community. While we previously saw a downward trend in African American enrollment, we are taking proactive steps to reverse this. Due to the popularity of the BA/MPP program, we have seen an increase in the number of African American students enrolling in the program. We saw our largest enrollment of African American students in fall 2023, with six new students (five of whom are from UCR). Three enrolled in the MPP program and the remaining three were part of the BA/MPP program. While no specific outreach was done, UCR students reported that their teaching assistant(s) for the Public Policy course(s) they took encouraged them to apply to the program and spoke highly of it. We plan to host targeted information sessions for undergraduate groups at UCR specifically with our African Student Programs and Native American Student Programs offices, engage with Historically Black Colleges and Universities for recruitment and collaborative initiatives, and participate in diversity-focused recruitment fairs to attract a broader range of students. We also aim to strengthen our relationships with local tribal communities to boost our enrollment of American Indian students. In our efforts, we want to direct our programming to be more inclusive including in our seminar series and research. We will seek to develop opportunities to engage issues faced among these communities to foster

a mutual supportive learning and help bridge the gap between academic learning and the professional world. Given the small size of these populations, our efforts will be deliberate and focused.

With the recent hiring of a dedicated recruiter, we are now better positioned to advance our pipeline initiatives, for example, by connecting with various communities and establishing partnerships with local high schools and community colleges within San Bernardino and Riverside counties, specifically targeting NAOP-eligible prospective students. With the creation of a new partnership database that houses over 100 staffers, counselors, and program leads, we are working on the visibility of a pathway from high school to college to our MPP, especially for our underrepresented students. Over the summer, we plan to host monthly interest sessions that will provide prospective students with program knowledge, course planning, and application and acceptance processes as we see these are trends as to why underrepresented students do not apply for graduate programs. We are optimistic that our efforts to diversify our student body will be reflected in future enrollment trends. Additionally, we recognize the importance of developing support programs to help our diverse student population thrive throughout their academic journey. Student engagement is an important aspect of the MPP program to ensure that students are developing cohesive relationships amongst students, staff, and faculty. The Graduate Program Coordinator (GPC) provides weekly updates to students on events and workshops offered across campus, especially as it relates to mentorship, quantitative support, writing support, professional development opportunities for students employed as teaching assistants. Program staff work closely with the faculty for the internship course (PBPL 298i) to bring in guest speakers to discuss topics such as building your resume and cover letter, personal branding on LinkedIn, interview skills and tips on negotiating and networking. Listening to the needs of the students is an integral part of the development of student success programs. As the needs of the students change from cohort to cohort, so do the programs offered. Based on student feedback past workshops have included topics such as presentation skills, Excel tips and tricks, creating and presenting a poster for a conference, and grant writing. The grant writing workshop was our most recent program we ran for students in spring 2024. The SPP worked with an MPP alumni who owns a consulting firm to host four, two-hour workshops on grant writing. Each week the students had an assignment to complete and at the end wrote a mini grant proposal. Upon successful completion of the program, participating students received a grant writing certificate provided by the firm.

UCR has a well-established reputation for fostering diversity, with one of the most varied student bodies in the nation. Encouragingly, success metrics such as four- and six-year graduation rates show minimal differences between underrepresented minority students and their peers. Within UCR's undergraduate public policy program, which serves as a pipeline to the MPP program, between one-half and two-thirds of the students are from underrepresented groups who participate in MPP recruitment activities at a higher rate than their counterpart. In its third-year, enrollment in the BA/MPP program has shown a steady increase and we anticipate that this will continue. To date, we have enrolled 26 students (six in 2002, eight in 2023, and 12 in 2024). Eleven

(42%) of the BA/MPP students identify as Hispanic/Latino(a), seven (27%) as Asian, five (19%) as white, and three (12%) as African American.

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?

Our enrollment data show that we are successfully bringing in students from low socioeconomic backgrounds, particularly those who have received Pell Grants. The MPP program has a strong appeal for applicants from the Inland Empire, a region known for its vibrant ethnic diversity and a history of underrepresentation. With over 4.6 million residents in Riverside and San Bernardino counties, this area is home to many historically underrepresented groups, including Latino, Black, and Native American communities.

Our SPP Admissions Committee uses a holistic review process that looks at a variety of factors beyond just grades and test scores. We make it a point to share this approach with prospective students during our information sessions and in one-on-one conversations with our Graduate Program Coordinator. A significant number of our students are first-generation college attendees and come from lower-income backgrounds. Our committee recognizes the extra hurdles these applicants often face in completing their undergraduate degrees and applying to graduate programs.

What is truly inspiring is that many of our students are driven by personal experiences with public policies that have positively affected their lives and their communities. They come from neighborhoods where access to quality education and resources has been historically limited, and this fuels their determination to pursue studies that enable them to create positive change.

To support students from the Inland Empire's historically underrepresented groups, we actively reach out to local schools, community colleges, and organizations that serve these populations. Our goal is to promote access and enrich the learning environment for everyone in our program, as diverse perspectives lead to more impactful discussions and ideas.

As we move forward, we are committed to addressing the unique needs of students from low socioeconomic backgrounds and historically underrepresented groups, which includes additional PDST fellowship awards. We want to ensure they have the support and resources they need to thrive in our MPP 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?

As shown in Table 5, 63% of our students were female in the 2024-25 cohort (and 5% were non-binary or unknown). In the previous three years, our students ranged from 44-64% female. For our 8 comparison institutions, roughly 55.7% were female in 2022-23. Across 198 institutions accredited by the Network of Schools of Public Policy, Affairs, and Administration, 59% of their graduate enrollment were female (<https://www.naspaa.org/accreditation/data-accredited-programs>). Thus, roughly speaking our slightly higher enrollment of female than male students is consistent with the broader graduate field of public policy.

We will continue to monitor and evaluate our recruitment and retention efforts in relation to gender inclusivity on campus and within the classroom. The school regularly reviews the gender composition of its student body, faculty, and staff, using these metrics to gauge the effectiveness of its gender parity initiatives. Feedback is solicited from students and other stakeholders to understand the impact of these measures and to identify areas for improvement. This continuous evaluation ensures that the school's efforts in promoting gender diversity and parity remain ongoing and flexible in response to changing needs and societal dynamics.

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 anticipate maintaining or improving on the ethnic diversity of our MPP program. With the recent hiring of our dedicated student recruiter, we are committed to actively increasing outreach and recruitment efforts specifically targeting American Indian and African American students. We will establish strategic partnerships with local high schools and community colleges, creating pipeline initiatives designed to support prospective students from underrepresented backgrounds.

While we expect our gender composition to remain relatively stable, we are optimistic about the potential for ethnic diversity within our student body. Our program is rooted in the Inland Empire, and we believe our percentage of ethnic students will continue to reflect the demographic makeup of our surrounding community (see Table 5). Historically, many of our students have completed their undergraduate degrees at UC Riverside or California State University, San Bernardino, or are drawn back home after studying at our sister campuses in Northern California, such as UC Davis. Additionally, we are continuing to collaborate with the University of California Washington Center (UCDC) and UC Sacramento programs at UCR, as students who participate in these initiatives often express a keen interest in policy and politics. Through these concerted efforts, we expect to cultivate a more inclusive and representative cohort, ultimately enriching the learning environment for all our students.

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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	0.0%	7.1%	6.7%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	12.5%	14.3%	13.3%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	0.0%	0.0%	6.7%
	International	12.5%	14.3%	13.3%
White	Domestic	62.5%	57.1%	53.3%
	International	6.3%	0.0%	6.7%
Two or More Races	Domestic	6.3%	7.1%	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		2021-22	2022-23	2023-24
Female		25.0%	35.7%	33.3%
Male		62.5%	50.0%	53.3%
Non-Binary/Unknown		12.5%	14.3%	13.4%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	0.0%	7.1%	6.7%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	12.5%	14.3%	13.3%
	International	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	0.0%	0.0%	6.7%
	International	12.5%	14.3%	13.3%
White	Domestic	62.5%	57.1%	53.3%
	International	6.3%	0.0%	6.7%
Two or More Races	Domestic	6.3%	7.1%	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		2021-22	2022-23	2023-24
Female		25.0%	35.7%	33.3%
Male		62.5%	50.0%	53.3%
Non-Binary/Unknown		12.5%	14.3%	13.4%

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?

Over the past few years, we have been fortunate to hire three new faculty members and a new Dean for the School of Public Policy, of which 50% were either underrepresented and/or female, filling crucial instructional and research roles that enhance our interdisciplinary approach and enrich the curriculum for our students. These hires not only address critical needs within our school but also reflect our commitment to fostering a diverse and dynamic academic environment.

Advancing the recruitment and retention of diverse faculty is a top priority for the School of Public Policy. To attract a broad range of applicants, we leverage professional networks and targeted listservs relevant to each discipline while also utilizing specialized job boards aimed at underrepresented groups in higher education. Each applicant for faculty positions is required to submit a "Statement of Contributions to Diversity," outlining their past and future efforts to promote a diverse, equitable, and inclusive academic environment.

At UC Riverside, we are dedicated to creating an inclusive atmosphere that fosters the retention of diverse faculty. To this end, we have appointed a faculty member as our Equity Advisor, who is instrumental in advocating for diversity, equity, and inclusion across all aspects of our community. This individual actively participates in campus-wide committee meetings, ensuring that the voices and experiences of diverse faculty are heard and integrated into our programming and recruitment strategies.

Moreover, we believe in empowering our diverse faculty members by involving them in significant leadership roles within the School of Public Policy. For example, our Director of Graduate Studies often serves as a mentor to students, drawing on their own personal experiences to connect and relate with them.

Our program is relatively small (23 faculty members and 16.75 faculty full-time equivalents, given joint appointments in other departments). A limited number of faculty members means that any changes in hiring can have a significant impact on overall diversity statistics. Our commitment to diversity is unwavering, and we are continually striving to create a vibrant and inclusive academic community that benefits both our faculty and students.

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 financial aid and affordability goals for the Master of Public Policy program center around ensuring that the cost of attendance remains manageable, especially for the majority of our students who come from low socioeconomic backgrounds. We are committed to minimizing student debt upon graduation and aim to significantly reduce the number of graduates leaving our program with financial burdens.

To measure our success in meeting these goals, we track various metrics, including the percentage of students receiving financial aid, average debt levels at graduation, and the total amount of funding awarded to students. Every Master of Public Policy student receives financial support, whether through fellowships, Graduate Student Researcher positions, or Teaching Assistant opportunities. Approximately one-half of our Professional Degree Supplemental Tuition funds will be allocated as financial aid.

The School of Public Policy actively seeks to cultivate donor relationships to create scholarship opportunities. Over the past three years, we have awarded more than \$11,000 to students through our School of Public Policy Student Internship Fund, further supporting their academic and professional endeavors. Our research centers provide Master of Public Policy students with vital training and experience through Graduate Student Researcher and part-time staff positions, enriching their educational journey while offering financial support.

Moreover, recent undergraduate enrollment growth in our Public Policy major has led to an increase in course offerings and sizes, resulting in more Teaching Assistant opportunities for our Master of Public Policy students. This growth has allowed us to secure additional revenue, enabling us to hire more Teaching Assistants without relying solely on Professional Degree Supplemental Tuition funding. As a result, we anticipate a continued decline in the percentage of students graduating with high levels of debt, thanks to the increased availability of teaching assistantships and financial support.

By strategically managing our financial aid resources and expanding opportunities for our students, we are confident that we can achieve our affordability goals and create a supportive environment for all Master of Public Policy students, particularly those from disadvantaged backgrounds.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	72.7%	66.7%	75.0%	54.5%	87.5%	84.2%
	Non-URG	50.0%	57.1%	75.0%	75.0%	57.1%	66.7%
	International	33.3%	0.0%	50.0%	33.3%	0.0%	0.0%
	All	61.1%	62.5%	72.7%	55.6%	78.3%	70.6%
Average Debt among Students with Debt*	URG	\$37,298	\$43,770	\$38,434	\$48,032	\$45,810	\$54,228
	Non-URG	\$27,587	\$72,008	\$45,486	\$39,275	\$50,196	\$55,644
	International	\$10,000	\$0	\$12,500	\$4,000	\$0	\$0
	All	\$33,050	\$55,065	\$38,135	\$41,002	\$46,785	\$54,700

* 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 the 2019-20 academic year, we have observed a concerning trend in the cumulative indebtedness of students in our Master of Public Policy program, leading to an increase in average debt levels. While the proposed increase in Professional Degree Supplemental Tuition (PDST) could, under normal circumstances, exacerbate student debt, our comprehensive financial aid plan and proactive measures aim to mitigate this impact substantially.

First, we plan to continue redistributing approximately half of the PDST revenue as financial aid. This strategy will enhance our capacity to provide assistance to our lowest-income students, effectively countering potential increases in debt from higher tuition costs. By allocating these funds directly to those who need it most, we are committed to fostering greater financial accessibility for our students.

Additionally, we anticipate a continued expansion in the number of Teaching Assistant positions, driven by the growth of our undergraduate program. Although it is hard to pin down exactly the number of additional TA positions, we anticipate it will grow proportionately to the growth in students. Thus, if we are able to hit our target growth rate of 6.5% per year, then we anticipate that TA slots will grow 6.5% per year. This increase will create more financial aid opportunities for our students, particularly those from low-income backgrounds. These Teaching Assistantships not only offer vital income to students but also enrich their educational

experience through hands-on teaching and mentorship. Additionally, this gives students an opportunity to contribute to the UCR community and supplements their resumes and prepares them for the workforce.

We are also actively pursuing philanthropic opportunities to secure additional funding aimed at supporting our students. By establishing partnerships with donors and organizations committed to educational equity, we hope to further alleviate the financial burden on our students and reduce cumulative debt levels upon graduation. For example, in the past few years, we have established the Michael P. Huerta Graduate Scholarship Endowed Fund, Anil and Gauri Garde Endowed Student Scholarship Fund, Mal and Greg Wilkinson Endowed Student Scholarship Fund, and the Hundred-Thousand Dreams Miriam Fadel Scholarship Fund in Public Policy, with each of these funds having a requirement of being disbursed to students with financial hardship.

Furthermore, our client-based capstone projects, which are beginning this year, are designed to facilitate smoother transitions into the job market. By equipping graduates with practical experience and connections, we anticipate that our students will secure employment more quickly, thereby allowing them to manage and repay their debts more effectively.

Through these combined efforts, we are confident that our financial aid strategies and proposed PDST levels will lead to a downward trend in student indebtedness, ultimately creating a more supportive and sustainable financial environment for our Master of Public Policy students. Most importantly, we will better be able to assist students with building a skill set and resume that establishes a faster pipeline from higher education into the workforce.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	71%	\$54,700	\$75,000	10%
Public comparisons	46%	\$37,428	\$80,926	7%
Private comparisons	74%	\$71,088	\$95,057	11%

Sources:

UC: Corporate data

Comparison institutions: Debt data are from the Network of Schools of Public Policy, Affairs, and Administration. Salary data are from the following link:

<https://collegescorecard.ed.gov/search/fos-landing>

Additional comments: Public information for our public and private comparators is not easily accessible online. However, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) provides statistics for student loan debt, salary, and related information. Please reference <https://www.naspaa.org/data-center/alumni-survey>. NASPAA does not collect information on average debt at graduation or median salary at graduation.

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.

Loan debt incurred by our Master of Public Policy (MPP) students will be relatively manageable given the support we provide and the career prospects available to them. On average, we ensure that student funding covers 50% or more of the total cost of the program. While approximately two-thirds of our students graduate with some debt, the average debt level stands at \$54,700 as of 2022-23. In looking at our comparators, both public and private, annual salaries upon graduation appear to be somewhat higher at \$80,926 for public universities with 46% of graduates with debt at approximately \$37,400 while salaries upon graduation from private universities are at \$95,057 with 74% of graduates with debt at approximately \$71,088.

To help mitigate this financial burden, we actively encourage our students to pursue extramural fellowships and funding opportunities. Our dedicated career counselor plays a crucial role in this process, assisting MPP students in finding employment after graduation. This support includes connecting students with various public agencies through required internships and hosting seminars with guest speakers from relevant fields who discuss current policy issues.

Our job placement record is strong, with over 90% of our graduates either securing employment in policy-related positions within six months of graduation or enrolling in advanced degree programs such as Ph.D., M.D., or J.D. This success can be attributed to the comprehensive career services we provide and the rigorous training our students receive.

With competitive salaries and the support of Loan Repayment Assistance Programs, we are confident that our graduates will be able to effectively navigate their loan obligations while pursuing fulfilling careers in public policy. Overall, we strive to create an environment where our students feel empowered to achieve their professional goals without being unduly burdened by debt.

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.

To support our students in pursuing public interest careers, we provide a variety of resources and opportunities designed to promote their success both during and after their time in the Master of Public Policy (MPP) program. Our dedicated career counselor and internship program coordinator play a crucial role in guiding students through the many options available to them.

The School of Public Policy offers several scholarships aimed at supporting students interested in public interest careers. These include:

- SPP Student Engaged Research Fund
- SPP Student Internship Fund
- SPP Student Support Fund
- Anil & Gauri Garde Scholarship
- Bob Stockton Scholarship in Environmental Policy
- Michael P. Huerta Graduate Scholarship
- Michael J. Sullivan Graduate Scholarship
- Anil and Pama Deolalikar Scholarship
- Mal and Greg Wilkinson Student Scholarship
- Ariel Dinar Scholarship in Water and Environmental Policy
- Hundred-Thousand Dreams Miriam Fadel Scholarship
- Derick W. and Jennifer M. Brinkerhoff Scholarship
- Senator Robert Presley Endowed Scholarship

In addition to scholarships, our students participate in internships that specifically target underserved populations in the Inland Empire. The **Presley Fellowship** provides unique opportunities for MPP students to engage in public interest careers that serve these communities. More information about this fellowship can be found [here](#).

Furthermore, the **Randall Lewis Health Policy Fellowship** reserves 3-5 spots annually for MPP students to work in agencies focused on public sector service and underserved communities. Details about this fellowship can be accessed [here](#).

Internship stipends for MPP students are awarded based on a competitive application process, with specific criteria to ensure fairness. Applications are accepted during the summer, and the award amounts vary based on individual needs.

These resources reflect our commitment to fostering a supportive environment for students who aspire to make a positive impact through public interest careers and serve underserved populations.

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 students pursuing an MPP degree wish to serve in public interest careers and our training is geared towards developing skills to work in the public sector. As such, the entire intent of the program is to make such careers “viable”. For reference, according to

the Department of Labor, median starting salaries for the MPP/MPA students is \$51,630 for public sector jobs, \$75,500 for the private sector, and \$40,000 for nonprofits. The costs of tuition and the professional degree fee for the UCR MPP program are significantly lower in comparison to other professional graduate programs, thereby lessening MPP students' debt post-graduation. As already articulated, we will continue to work with students during their time at UCR and to secure employment opportunities post-graduation. During the course of their program, students are also provided pertinent information regarding federal public service student loan forgiveness and repayment options by way of email, information sessions and regular check-ins.

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

We have a comprehensive marketing and recruitment strategy designed to promote the University of California, Riverside's Master of Public Policy (MPP) program. Led by our Admissions Recruitment and Academic Program Specialist, our outreach efforts emphasize the availability of financial aid programs through information sessions, graduate fairs, and recruitment events. We also provide this information on our website (spp.ucr.edu), through printed brochures, and via various marketing platforms such as social media and digital advertisements. This year, we are expanding our digital advertising efforts to reach prospective students both nationwide and internationally. We also offer one-on-one appointments to provide personalized guidance on financial aid and fellowship opportunities, helping students plan their time in the program effectively.

Our primary recruitment activities take place in the fall, supported by year-round information sessions led by our Admissions Recruitment and Academic Program Specialist. In the fall, our recruiter participates in several graduate and professional school fairs, including events at Cal Poly Pomona, UC Davis, UC Irvine, and UC Riverside, as well as the California Forum for Diversity in Graduate Education. Additionally, we attend the Public Service Expo, part of the Junior Summer Institute hosted by the Public Policy and International Affairs (PPIA) program.

The California Forum for Diversity in Graduate Education is organized by a consortium of public and private institutions across California. It focuses on serving the needs of advanced undergraduates and master's candidates from underrepresented groups in doctoral-level programs, including low-income and first-generation college students, as well as African American, American Indian, Latino/Chicano, Filipino, Pacific Islander, and Asian American students. Each forum brings together around 1,000 pre-selected, high-achieving undergraduate and master's students enrolled at colleges and universities throughout California.

The PPIA Junior Summer Institute (JSI) Fellowship Program is an intensive academic preparation program for undergraduate juniors committed to public service careers. It was developed to address the lack of diversity in professional public service fields, including government, nonprofits, public policy institutions, and international organizations.

In February 2024, the School of Public Policy was selected to host a Public Service Weekend in partnership with the Public Policy and International Affairs Program. From October 4–6, 2024, we welcomed 26 undergraduate students to our campus to learn about public policy and its impact on California. This event allowed us to showcase UCR, the School of Public Policy, and our faculty and policy solution centers to a focused group of potential students. Of the 26 participants, approximately 50% were from underrepresented minority backgrounds, including 37% Hispanic/Latino, 11% African American, and 3% American Indian.

In addition to these efforts, we have developed targeted recruitment strategies in collaboration with career centers at UCR, neighboring institutions, and other colleges offering public service degrees. We are also updating all printed materials to highlight financial support, emphasizing the program's affordability and competitiveness.

A strong online presence is crucial for engaging prospective students. Our recruiter collaborates closely with the External Engagement team to ensure that our digital ads reach the intended audience effectively. We post engaging content across our digital platforms, featuring program highlights such as fellowship opportunities. We also maximize our presence at events through tabling, on-screen promotions, and program giveaways.

We also plan to strengthen partnerships with our research centers to increase awareness of our program. This collaboration will extend our outreach to community members and serve as a recruitment opportunity for individuals currently working in related organizations who are interested in pursuing a graduate degree in public service. These partnerships are vital for providing Graduate Student Research (GSR) positions, which contribute to our financial aid programs.

Engaging alumni has proven to be a successful recruitment tactic, as prospective students value hearing about real experiences, including academic challenges and financial support. Our recruiter works closely with our Internship Coordinator to utilize alumni stories through various network channels. We are developing an extensive alumni database to track post-MPP careers, including employment, earnings, and further academic pursuits. This information will be invaluable in addressing prospective students' questions about the program.

To engage our current undergraduate public policy students, we plan to make it a requirement in the PBPL 198i (Policy Practicum) course for students to view an MPP informational video or recorded session that covers various aspects of the program, including financial assistance.

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?

Yes, if asked. The information is not posted on the MPP website, similar to our UC MPP counterparts. When a prospective student is inquiring about the program, their questions are tied to financial support while going through the program - fellowship support, scholarships, and employment-based aid as a teaching assistant or graduate student researcher. The Graduate Academic Advisor holds information sessions for prospective students where they discuss career paths, job placement rates, and average salaries after graduation. We aim to be transparent and responsive to prospective students' questions about the program, including inquiries about average debt levels at graduation. The program will refer prospective students to program alumni so they can learn more about the job they do, their time in the program, and salary, if the alumni would like to provide that information. The SPP has an alumni committee that will be surveying the BA and MPP graduates to obtain employment and salary information to update our online webpages. We also keep prospective students updated through regular email correspondence, using SLATE, to ensure they have access to all relevant information, including financial aspects, as they explore their options.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

During the 2020-21 and 2021-22 academic years, the School of Public Policy allocated additional Professional Degree Supplemental Tuition funds to provide emergency financial support for students affected by the COVID-19 pandemic. We mobilized our Advisory Board, faculty, staff, and community partners to contribute and raise approximately \$20,000 in immediate aid for those facing hardships during that time. Our primary focus was on ensuring students' success despite the challenges posed by the pandemic. Recognizing the ongoing needs of our student population, we remain committed to securing further funding and providing continuous resources to support our students.

Due to the economic downturn due to COVID-19, the MPP program saw an increase in applications and therefore enrollment in the MPP program. One aspect of admissions that changed during this time was that the program no longer required the GRE for admission consideration to the program. The GRE requirement served as a financial barrier for students from marginalized backgrounds due to the cost of the exam, any exam prep classes taken, and the cost to send scores to universities. Also, for applicants to the program experiencing financial hardship, they were provided with an application fee waiver in the amount of \$105.

At the start of COVID-19 in spring 2020, the Dean, Associate Dean, graduate advisor, and graduate program coordinator met with all students to check-in and see what ways the school could support them during this time. The overwhelming concern expressed by students was about mental health and well-being. To develop community and create a space where students could come together, staff started a weekly virtual happy hour for all students. It provided everyone with an opportunity to take a break from the pandemic and subsequent political environment due to the killing of George Floyd. The happy hours ran weekly on Fridays through September 2021 and continued on a monthly basis when the campus reopened for instruction in fall 2021. Students appreciated the community building that the school did since it allowed them to connect with their fellow classmates in a non-academic setting and get to know each other on a more personal level.

When the campus transitioned back to in-person learning in fall 2021, SPP faculty were still flexible and understanding of the needs of the student population. While classes were in-person, students who were or lived with family members who were at a greater risk for COVID-19 infection due to age or pre-existing health conditions, faculty allowed students that fell into the category the opportunity to be remote.

In spring 2020, campus-wide all students received a minimum of \$500 from the CARES Act Emergency Grant. For a student with children, they received \$1,500 in support. In spring 2021, we provided all MPP students (47) with \$301 in stipend support to help offset UCR campus fees that were charged during the 2020 - 2021 academic year. The fee amount varies every calendar year but includes the Highlander Empowerment Referendum, Highlander Union Building, and the Student Recreation Center, to name a few. In total, the SPP provided \$14,147 in support.

To account for potential learning loss and disruption due to the pandemic, especially as it related to statistical analysis, the SPP partnered with GradQuant, a student success program run through the Graduate Division. QuantCamp is designed primarily to prepare first-year graduate students for the graduate-level quantitative methods they will be using in their research. The program is an initial introduction for those with no experience in programming and statistics, but can also be a refresher course for those who have previously been exposed to the content. Participants are introduced to foundational concepts routinely used and referenced by most quantitative methods in science, learning basic mathematical and statistical concepts combined with a practical introduction to data analysis using STATA and R. The broader purpose of QuantCamp is to foster graduate student success in the first academic year by facilitating the transition from undergraduate work to the rigorous quantitative methods training that will be given in their home departments. The program also aims to acclimate incoming cohorts to the new academic environment. In summer 2020 and 2021, the SPP covered the enrollment fees (total of \$2,250) for 22 new and continuing students to enroll in QuantCamp.

The SPP used HERF funds to hire a Graduate Student Researcher to hire a Ph.D. candidate in Political Science to serve as a Graduate Student Researcher (GSR) for the 2021 - 2022 academic year. The GSR provided statistical analysis support to first and second-year

students in the following courses: Quantitative Analysis, Policy Evaluation, and the Capstone Research Project (A & B). In summer 2023, the SPP hired a Ph.D. candidate in Economics to run an eight-week long, online, STATA course in the summer to introduce new students to the statistical analysis software and prepare them for the work that would be required of them in the program. Continuing students were also provided the opportunity to enroll in the program, if they desired.

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): NN/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): NN/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.

To gather student feedback on the proposed increase in Professional Degree Supplemental Tuition, we circulated an online survey – see pages 3-4 of Attachment 1 – March 2024, targeting the 46 students currently enrolled in the program. Approximately 31% of the students surveyed responded, the results showed a range of opinions. While most students recognized the necessity of a tuition increase—given that rates had remained unchanged for an extended period—many expressed a preference for a more gradual adjustment. They felt that a sudden and significant hike could present financial difficulties. A smaller group of students opposed any increase, citing financial pressures and the current economic climate. Another segment acknowledged the increase as inevitable due to the prolonged period without adjustments.

In response to the feedback, we were able to implement some of the professional activities in spring and fall 2024. In collaboration with the faculty member that teaches the Capstone Research Seminar courses and the Internship class, the Graduate Program Coordinator provided the faculty member with the student feedback and provided staff information for on-campus support through the Graduate Division. Through these courses, the faculty member has brought in guest speakers from GradSuccess and the UCR Library. In-class presentations discussed, building your resume and cover letter (Career Center), creating a poster, presenting at a conference, and academic publishing (GradSuccess), library research (UCR Library), and data resources (GradQuant). In addition, we also provided a four-week intensive grant-writing workshop to students. We plan to implement additional support measures, such as expanding financial aid and scholarship opportunities, to help offset the impact of the proposed increase. Our goal is to balance the program's financial needs with the economic realities faced by our students.

Following the survey, we hosted a series of open meetings and also consulted with a group of student representatives (two first-year and two second-year students) and MPP alumni (10) to further refine our proposal. Based on their input, we have established a standing MPP Student Advisory Committee that includes both first and second-year students. The Dean and SPP faculty leadership will regularly meet with this group to collaboratively plan the allocation of PDST funds in future years, ensuring that student voices are actively involved in these decisions. Student Advisory Committee members are relaying information and next steps to their cohort members regarding plans on how PDST will be utilized to fund additional workshops, conference and travel grants, and internship stipends. The student committee members will also be soliciting feedback from their cohort on professional development activities, resources, and workshops they would like to see and will work with the Graduate Program Coordinator, Director of Graduate Studies, and the Career Counselor and Internship Coordinator to implement.

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 Ivett Gabriela, GSA President on October 20, 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: Shared current plans for improving services and infrastructure (i.e., collaborative MPP spaces, computing labs) for MPP students in addition to increased programming based on student feedback we've received (both anecdotally and through meetings with the graduate advisor and graduate program coordinator). Based on increasing costs of the program and the fact that fees had not increased since the inception of the program nine years ago, it would be important for us to consider these efforts if we are interested in both providing support for our students financially as well as increasing our services and infrastructure. The GSA President asked clarifying questions about our program, how long the program had been in existence, what changes/additional support we were looking to provide and in turn agreed with our decision to propose an increase in our PDST.

☐ 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.

We engaged faculty in a comprehensive consultation process as part of our 2023 strategic planning efforts. This included two half-day faculty retreats held during the winter and spring of 2023. We concluded this process with the annual faculty and staff retreat from September 25-27, 2023, at the UCLA Lake Arrowhead Conference Center, ensuring broad participation and input from all stakeholders in the School of Public Policy.

During these sessions, faculty reflected on past decisions to forgo PDST increases due to various challenges, including the uncertainty brought on by the COVID-19 pandemic. With the program now recovering and adapting post-pandemic, faculty emphasized the importance of continuing to offer strong support for our diverse student population. They highlighted the need to maintain the beneficial programs and services that were previously expanded using Higher Education Emergency Relief Funds (HEERF), particularly in enhancing internal, student-facing infrastructure. This also includes considerations for both our traditional MPP program and the newer, accelerated five-year BA/MPP program.

Faculty acknowledged that the proposed PDST increase represents a significant nominal rise per quarter. To address this, they recommended that the School clearly communicate our commitment to inclusivity and ensure that our recruitment efforts are intentional, targeted, and transparent. They stressed the importance of conveying the added value that students will receive through enhanced support services and program improvements, ensuring that prospective and current students understand how the increase aligns with our long-term goals to better serve them.

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.

UC Riverside/Public Policy/Masters of Public Policy
Established Program / Established PDST

✓ Plan shared with Lidia Kos on October 22, 2024 .
Vice Provost and Dean of Graduate Studies

✓ Plan shared with Mariam Lam on October 22, 2024 .
Vice Chancellor and Chief Diversity Officer
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

✓ Plan endorsed by Kim Wilcox on November 4, 2024 .
Chancellor

ATTACHMENT 1



School of Public Policy
University of California, Riverside
INTS 4133 | 900 University Ave
Riverside, CA 92521

June 25, 2024

On behalf of the current Master of Public Policy (MPP) students and MPP alumni of UC-Riverside's School of Public Policy (SPP), we would like to provide our full and unequivocal support for increasing SPP's professional degree supplemental tuition charged to the School's MPP students.

We are aware that the proposal calls for a 20% increase in PDST (effective fall 2025) followed by increases of 20% (fall 2026), 20% (fall 2027), 5% (fall 2028), and 5% (fall 2029).

These funds provide critical support for MPP student financial aid, professional development opportunities, student affairs staff that support the MPP program, and infrastructure and materials that enhance MPP education at SPP.

Our School's motto is "Solutions for the Region, Solutions for the World". A large share of our students continue to work and serve in the Inland Empire after graduation. By providing more revenue for SPP to train MPP students, SPP will enhance its mission and help our students serve a region of California that is underserved.

Our recommendation is made after the School has engaged in substantial consultation with current and former MPP students, including: surveying current MPP students about their experiences in the program and demand for enhanced professional development support; a townhall with MPP students to further hear their opinions; the formation of a Student Advisory Group that met with the Dean and produced and evaluated a survey of MPP students on the use of SPP's professional degree supplemental tuition; a second townhall with MPP students to review the results of the second survey; a subsequent meeting with the Dean; and a commitment by the School to establish a committee each year (beginning fall 2024) comprised of both 1st and 2nd year MPP and BA/MPP students who will review the PDST budget and make recommendations to the Dean on how best to utilize the resources to help benefit our students.

We are particularly enthusiastic about planned renovations in 2024-25 to SPP's physical infrastructure that will enhance the student lounges and small group convening spaces available to MPP students and put MPP students in close proximity to student affairs and career planning staff for advising.

Our recommendation is informed by a recognition that the PDST charged by UC-Riverside’s School of Public Policy has fallen substantially behind our peer MPP programs at other UC campuses, as shown below in a June 6, 2024, letter from President Michael V. Drake:

ATTACHMENT A

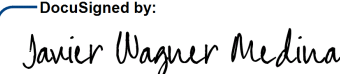
2024-25 Professional Degree Supplemental Tuition Levels for Graduate Professional Degree Programs (a)
Effective Fall Term 2024 or Summer Term 2024 for Programs Whose Academic Years Starts in the Summer

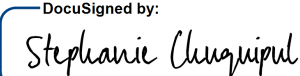
	Resident				Nonresident			
	2023-24 PDST Charge	Proposed Increase	Percent Increase	PDST Charge Effective Fall (Summer) 2024	2023-24 PDST Charge	Proposed Increase	Percent Increase	PDST Charge Effective Fall (Summer) 2024
Public Policy								
Berkeley	\$12,442	\$622	5.0%	\$13,064	\$13,444	\$672	5.0%	\$14,116
Irvine	\$9,234	\$276	3.0%	\$9,510	\$9,234	\$276	3.0%	\$9,510
Los Angeles	\$11,307	\$564	5.0%	\$11,871	\$12,060	\$603	5.0%	\$12,663
Riverside	\$5,952	\$0	0.0%	\$5,952	\$5,952	\$0	0.0%	\$5,952
San Diego	\$10,704	\$537	5.0%	\$11,241	\$10,704	\$537	5.0%	\$11,241

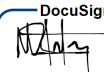
Having less revenue available to support MPP students’ professional development puts UCR’s MPP program at a competitive disadvantage and ultimately hurts the students it is intended to teach and train.

Sincerely,

Members of the MPP Student Advisory Group:

DocuSigned by:

6/28/2024 | 10:45 PM PDT
75EB31B0C52248C...
Javier Wagner Medina, MPP anticipated graduation in 2025

DocuSigned by:

7/1/2024 | 11:24 AM PDT
CD1E6588FBA340D...
Stephanie Chuquipul, MPP anticipated graduation in 2025

DocuSigned by:

7/1/2024 | 8:51 AM PDT
8B40ED9EE958451...
Michael T. Seley, MPP, 2022

Timestamp	Graduating Class	Are you aware of how Professional Degree Supplemental Tuition fees are currently used?	On a scale of 1-5, how would you rate the MPP program's support of your professional development?	What type of organization would ideally like to work at after graduation?	Where would you most ideally like to work after graduation? (If other, please describe.)	Which of these areas would you like to see more support? (check all that apply) Professional Development Workshops, Interview/Resume Support, Grant Writing/Review, Internships, Project Management	What type of professional development workshops would you like to see?	Is there anything not listed above that you believe would support your professional development through the MPP program? If so, please describe it below.	Are there any other concerns or ideas you'd like to share?
4/26/2024 16:43:06	2024 No			Government Civil Service	San Diego Region	Professional Development Workshops, Interview/Resume Support, Grant Writing/Review, Internships, Project Management			
4/26/2024 16:44:38	2025 No			3 Non-Profit Organization	Washington DC	Project Management GIS Courses, Project Management, Informal Networking Opportunities	Academic writing or how scholarly journals function		
4/26/2024 16:50:11	2025 No			4 Non-Profit Organization	LA/Orange County	Professional Development Workshops, Interview/Resume Support, Internships, Informal Networking Opportunities	Networking in our fields or sectors of interest.		UCR SPP should have more MoU agreements for various external internship programs with regional organizations and stakeholders engaging in public policy.
4/26/2024 16:55:26	2024 No			1 Business/Consulting	LA/Orange County	GIS Courses, Project Management, Informal Networking Opportunities			
4/26/2024 17:14:38	2025 No			3 Business/Consulting	Outside of the United States				
4/27/2024 10:46:21	2025 Yes			4 Business/Consulting	Inland Empire	Professional Development Workshops, Interview/Resume Support, Grant Writing/Review, Informal Networking Opportunities	I'm interested in improving LinkedIn profiles and networking thru LinkedIn as part of interview/resume support	Related to the informal networking opportunities, I am interested in connecting to more UCR MPP alumni whether that is through a panel or a social hour at the Barn/Stable. I think it would be stronger if the networking opportunities were in-person rather than virtual.	I am interested in working within the Inland Empire region, but I also am interested in remote positions.
4/27/2024 14:53:21	2024 No			Government Civil Service	San Diego Region	Professional Development Workshops, GIS Courses, Interview/Resume Support, Grant Writing/Review, Internships, Project Management, Informal Networking Opportunities	Courses elaborating on the options after getting a MPP and the pathways to get your foot in the door.	More time to develop capstone research	The amount of time we had to conduct research without calculating the issues of data acquisition was unreasonable. Also it was extremely difficult to not know going into the 2nd year what the capstone project was going to be formatted. The MPP program needs to reevaluate when to begin the Capstone, which realistically should be middle of 1st year.
4/27/2024 16:48:47	2024 No			1 Non-Profit Organization	LA/Orange County	Professional Development Workshops, Interview/Resume Support, Grant Writing/Review, Internships, Project Management, Informal Networking Opportunities	Interview/Resume support, Internships, Networking opportunities	No	No
4/28/2024 8:20:02	2024 No			1 Business/Consulting	Elsewhere in the United States	Professional Development Workshops, GIS Courses, Interview/Resume Support, Grant Writing/Review, Internships, Project Management, Informal Networking Opportunities	Anything to help make us competitive candidates.		The number of rejections I've received is frustrating considering the BA/MPP program was advertised as an opportunity to make my application more competitive. Please utilize the time and credits dedicated to the internship class to actually prepare the students for finding internships and jobs, building careers, and other professional development activities.
4/28/2024 11:58:24	2024 Yes			Government Civil Service	LA/Orange County	Professional Development Workshops, GIS Courses, Interview/Resume Support, Grant Writing/Review, Internships, Project Management	Career pathways discussions; interview/resume support Job search help, different areas we're qualified to work in, professionals working in different fields for Q&A		
4/29/2024 16:01:44	2024 No			Higher Education Institution	Bay Area				
5/3/2024 16:21:05	2024 No			1 Politics	Inland Empire	Professional Development Workshops, GIS Courses, Interview/Resume Support, Internships, Project Management	Have potential employers around UCR provide skills sought after and workshops held for those. Ideally, GIS, Project Management, Stata/R, and any industry standards.	Stata, R, and Python workshops. Mentorship programs.	Internship matching needs a lot of improvement. Connect with the leaders around the school. Lackluster. If personalized guidance once a month can be provided it would help. Maybe even setting up a mentorship program with community leaders. PAID internships and/or stipends to not stress about living.

Timestamp	Graduating Class	Are you aware of how Professional Degree Supplemental Tuition fees are currently used?	On a scale of 1-5, how would you rate the MPP program's support of your professional development?	What type of organization would ideally like to work at after graduation?	Where would you most ideally like to work after graduation? (If other, please describe.)	Which of these areas would you like to see more support? (check all that apply)	What type of professional development workshops would you like to see?	Is there anything not listed above that you believe would support your professional development through the MPP program? If so, please describe it below.	Are there any other concerns or ideas you'd like to share?
5/6/2024 9:46:56	2024	No		1 Non-Profit Organization	Bay Area	Professional Development Workshops, Grant Writing/Review, Informal Networking Opportunities	Honestly anything, I feel like there was none and because of that I don't know what I would need. I will say I think more electives about specific things would be helpful. classes like housing, transportation and budgeting are specific and can really help understand career paths. Also more nonprofit opportunities, we talk a lot about how policies related to government but most of the work is done by non profits so more focus on that would be great.	How to apply for jobs, what is a good salary, more outside organizations being brought in to referred for internships and jobs would be great since I would hope the MPP program wants their students to have jobs. Also UCR does have career fairs but it is very local and not helpful. I think even expanding organizations that work all over California since most students are from all over California and the Bay Area	
5/6/2024 10:07:35	2025	Yes		All of the above besides 3 politics.	LA/Orange County	Professional Development Workshops, GIS Courses, Interview/Resume Support, Grant Writing/Review, Internships, Project Management, Informal Networking Opportunities	I think it would be nice for current professional development opportunities to be recorded and saved for us to watch.	1 quarterly online elective class for people with busy schedules and more internship opportunities (like how other schools have direct connections and spots specifically for their students).	

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$21,852	\$22,509	\$23,184	\$23,880	\$24,597	\$25,335	3.0%	\$657	3.0%	\$675	3.0%	\$696	3.0%	\$717	3.0%	\$738
Prof. Degr. Suppl. Tuition (Nonresident)	\$21,852	\$22,509	\$23,184	\$23,880	\$24,597	\$25,335	3.0%	\$657	3.0%	\$675	3.0%	\$696	3.0%	\$717	3.0%	\$738
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,108	\$1,143	\$1,178	\$1,213	\$1,249	\$1,287	3.0%	\$33	3.1%	\$35	3.0%	\$35	3.0%	\$36	3.0%	\$38
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)***	\$4,760	\$4,903	\$5,050	\$5,201	\$5,357	\$5,518	3.0%	\$143	3.0%	\$147	3.0%	\$151	3.0%	\$156	3.0%	\$161
Est. First-Year Fees (CA resident)	\$41,738	\$42,985	\$44,268	\$45,588	\$46,947	\$48,346	3.0%	\$1,247	3.0%	\$1,283	3.0%	\$1,320	3.0%	\$1,359	3.0%	\$1,399
Est. First-Year Fees (Nonresident)	\$53,983	\$55,230	\$56,513	\$57,833	\$59,192	\$60,591	2.3%	\$1,247	2.3%	\$1,283	2.3%	\$1,320	2.3%	\$1,359	2.4%	\$1,399

* 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 summer fees (Tuition, the SSF, and campus-based fees). Does not include voluntary fees like the UCGPC 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.

The mission of the Bren School is to solve environmental problems by developing interdisciplinary solutions, training environmental leaders, and working for a sustainable future. The Master of Environmental Data Science (MEDS) degree program is a 1-year professional program that prepares graduates to be leaders in applying data science tools and techniques to solve environmental problems. The average class size over the first four years of the program is 29 students. Graduates of the program go on to become senior environmental analysts and data scientists within business, non-profit, agency, and academic institutions and organizations. This program is designed to provide a combination of academic and professional training and real-world experience, providing students with a breadth of perspectives and a practical training in the knowledge and skills needed to bring data to bear on environmental science questions across diverse communities.

Sustainability challenges are diverse by definition, as they are associated with a wide range of environmental, economic, social, and cultural factors. Because those factors appear unevenly across society and geography, addressing them requires the varied perspectives of equally diverse people. Diversity contributes to our ability to solve environmental problems. More information on the Bren School's perspective on the critical importance of diversity within environmental program solving and in training the next generation of environmental professionals can be found in the [Bren Diversity Statement](https://bren.ucsb.edu/diversity)¹, and our commitment to constantly addressing diversity needs and creating an inclusive and welcoming space is detailed in our [DEI strategic action plan](https://bren.ucsb.edu/diversity/strategic-plan)².

The program targets early- and mid-career professionals, aiming to deliver skills-based professional training to enhance their career prospects. The MEDS curriculum is primarily served through core classes (44 units), which provides a solid conceptual foundation and in-depth practical skills in the techniques and methodologies of data science, and the knowledge needed to apply these skills effectively to environmental data, science, and management. Through the core curriculum, MEDS students develop strong analytical skills, problem-solving abilities, collaborative skills and the adaptability that is indispensable to their professional success. The core curriculum includes courses in math, statistics, programming, machine learning, environmental modeling, spatial analysis, data management and workflows, data visualization, and policy evaluation, all through the lens of environmental data and environmental problem solving. We actively incorporate environmental justice into MEDS courses, addressing how adverse environmental impacts often disproportionately affect the most vulnerable and least represented members of society, and developing data-driven solutions to address these needs. As a central part of the program, MEDS students complete a client-based group project to address a real-world environmental problem that serves as the capstone project for the master's degree.

¹ <https://bren.ucsb.edu/diversity>

² <https://bren.ucsb.edu/diversity/strategic-plan>

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 expiring plan was for 2020-21 through 2024-25; however, due to the COVID-19 pandemic, enrollment of our inaugural class was delayed by one year. The overarching goal for implementing PDST for MEDS was to establish a high-quality program that supports a diverse and inclusive community, along with the career and academic goals of the MEDS students. PDST revenue was used on the following goals:

- (1) Attract and support a diverse student body by dedicating at least 35% of PDST revenue as financial aid.
- (2) Establish a high-quality program with essential student academic advising support and access to professionals and courses in a rapidly changing field.
- (3) Support the career goals of the MEDS students by providing professional and career development opportunities and support.

Review of the goals:

Attract and support diversity of the MEDS student body through financial aid. PDST revenue provided scholarships to top students from diverse backgrounds. Accordingly, the MEDS program has dedicated at least 35% of PDST to financial aid every year, provided to students from diverse backgrounds and experiences. It is challenging to assess financial need of applicants given that self-reporting generally does not readily distinguish students. Most applicants report a high level of financial need on their applications and many MEDS students pay for their graduate education without assistance from family members. A portion of the revenue from PDST is directed to financial aid to admitted students who provide a history of their financial need in their Personal Statements. Since the PDST was implemented in 2021-2022, 50 MEDS students received an average financial award of \$17,502 each, for a total of \$875,131 returned in aid to MEDS students. Financial aid was directed to top students with financial need and who also contributed to diversity. Admissions data since 2021-22 are shown in the table below.

UC Santa Barbara/Bren School of Environmental Science & Management/Master of Environmental Data Science (MEDS)
Established program / Established PDST

- In the first year of the program, 4% of students were URG. There were very few URG's in the applicant pool (5%). In the following years, over 25% of enrolled students were from URG.
- We have also met our goal of attracting more women to the program with students identifying as female representing >50% of the student body since 2022 (48% in 2021).
- Bren has recently hired a Diversity, Equity, and Inclusion Coordinator, supported in part by the MEDS PDST funding, to work closely with staff and students. Part of this role is to focus on DEI within recruitment for all programs, including MEDS.

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
MEDS	2021-22	4	76	5%	2	38	5%	50%	50%	1	25	4%	50%	66%
	2022-23	9	51	18%	8	41	20%	88%	80%	8	31	26%	100%	76%
	2023-24	20	67	30%	16	56	29%	80%	84%	9	31	29%	56%	55%
	2024-25	14	63	22%	12	58	21%	86%	92%	8	29	28%	67%	50%
	All	47	257	18%	38	193	20%	81%	75%	26	116	22%	55%	45%

Establish a high-quality program with essential student academic advising support and access to professionals and courses in a rapidly changing field. In recent surveys, students in the Master of Environmental Data Science (MEDS) program identified academic programs and career development as primary factors in their decision to enroll at the Bren School. Students also attributed their positive experience to many of the support staff funded by PDST. Seven new staff positions were established at the launch of the MEDS program including:

- Academic Coordinator II (MEDS Coordinator) responsible for overseeing all program operations
- Academic Coordinator I (Data Training Coordinator) responsible for leading targeted data science workshops for students, and engaging with faculty to design and develop curriculum
- Capstone Coordinator responsible for overseeing course scheduling logistics and supporting the Capstone Project process from proposal solicitation to final public presentations
- Student Affairs program coordinator to support new MEDS students throughout their academic experience, and contribute to the recruitment and enrollment of new MEDS students
- Career Services Specialist provides tailored training and guidance to students as they prepare for the job search, conduct interviews and secure full-time employment post graduation
- Business Technical Support Analyst provides technical support to students, staff and faculty in the MEDS program.

- Financial analyst supports the Bren Finance team in financial analysis, reimbursements, and budget planning

As a newly established, one-year graduate program, there has been a need to adapt quickly to any issues that arise. Students in the MEDS program also often have unique needs - including additional support related to the client-driven capstone project that often involves complex data science tasks that cannot be fully covered in the curriculum, and learning 'soft-skills' in time management, team work, client relations, and communication. The rapid pace of the program also requires continued communication of deadlines, events, and opportunities. Concurrently, students are already looking for post-graduate opportunities in their second quarter. We have found that the skills needed to address these issues are often outside what research faculty can provide and that staff support is essential for students. All students in the program interact on a weekly basis with this staff.

Support the career goals of MEDS students by providing professional and career development opportunities and support. A key bridge for students as they transition into post-degree careers, in particular for students interested in jobs within the public sector, is the resources and opportunities that allow them to open these doors. Finding jobs in the rapidly changing data science market requires in-depth knowledge of opportunities that may often be outside of traditional career trajectories. Consider for example that many NGO serving underrepresented communities require data science support. Supporting a dedicated career development team that is aware of these opportunities is essential. Our in-house career services staff also allows us to build a professional network that continues to support graduates and helps identify new jobs for our graduates. A remarkable 70% of Bren alumni are engaged with the school through our online community, BrenConnect.

PDST revenue supported the staff and opportunities needed to equip students with the full set of professional skills that will help them secure and succeed in their post-graduate careers. To this end, PDST funds support career development staff, student activities, and travel to professional conferences. Career Development staff offer weekly career talks and workshops, individual career counseling, reviews of applications for jobs, and practice interviews.

Impacts of COVID-19. The most significant impact of the COVID-19 pandemic was pushing back the launch of the program by one year. When the MEDS program was first approved, it was expected to launch in the Fall of 2020. The delay of the program to 2021 allowed for more time to hire staffing ahead of students arriving to Bren. It also meant no PDST revenue to support those staff, but private funding from a donor was used to cover those costs. During the first year of the program (2021-22), students were given in-person instruction and required to wear masks. During the month of January 2022, UCSB asked that all courses be given online due to a significant rise in a new variant of the virus.

During the COVID-19 pandemic, the Admissions staff amplified outreach to prospective students through digital technologies, including the launch of a new website with increases search engine optimization, targeted paid media through Google, LinkedIn and other social media outlets, and regular webinars to expand our connections to prospective students from populations unfamiliar the Bren School and without the resources to visit the school. When applications first opened for the 2021 MEDS cohort, we received 76. Looking back, this was the highest amount of applications in the four years since the program began. We believe this is consistent with a nationwide trend of high numbers of graduate school applications during the pandemic.

The holistic review of MEDS applications includes a rubric that focuses on all aspects of the application, including the statement of purpose, personal contributions, academic preparation, resume (work experience), letters of recommendation, and contributions to diversity. The current holistic rubric focuses on the applicant's breadth of experience and potential for growth. Since the onset of the COVID-19 pandemic, the GRE is no longer required for Bren Master's program applicants, which reduces some of the former application barriers.

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 proposing annual increases of 3% for the next five years in part to address inflation, increase enrollment from 29 to approximately 50 students, and support the following goals for the MEDS program, which will remain the same as those in our expiring plan:

- (1) Continue to attract and support a diverse student body by dedicating at least 35% of PDST revenue as financial aid.
- (2) Maintain a high-quality program with essential student academic advising support and access to professionals and courses in a rapidly changing field.
- (3) Continue to support the career goals of the MEDS students by providing professional and career development opportunities and support.

The proposed 3% Increase in PDST each year will help cover the cost of essential staff that are providing critical support to MEDS students each year. As the MEDS program grows, new PDST revenue will be directed to financial aid for students as well as investment in staffing and additional instructional support needed to support an increased student body. For example, a portion of the additional PDST revenue will be used to support the recently created Diversity, Equity, and Inclusion (DEI) Coordinator. The DEI Coordinator will work with Admissions staff to help us meet our first goal of attracting and supporting a diverse student body. We remain committed to providing at least 35% of the PDST revenue as financial aid back to students that come from diverse backgrounds and experiences.

Second, as the program's student body grows, so too does the demand of staff resources and instructional support. Specifically, career services staff provide highly tailored services for each students such as one-on-one resume review appointments and mock interviews. As the program grows from ~30 students to ~50, more time from career services staff will be needed to support the MEDS program, which will be covered, in part, by the PDST revenue. Another specific need for the MEDS program is Teaching Assistants in the classroom and leading labs. Given the nature of the data science curriculum, there is a high level of support required for students that are new to programming. The intensive nature of the MEDS courses requires significant level of support from TA's. With additional PDST revenue we will be able to cover some of the additional costs for TA's teaching in the MEDS program. Additional PDST revenue will also be set aside to cover participation in conferences and workshops that students may be interested in attending.

Without the proposed 3% increase in PDST, the MEDS program will not be able to scale support along with the student body: (1) there would be fewer funds available to offer financial aid, thus constraining our efforts to support diversity in the program; (2) staff support (e.g., Career Development Staff, Teaching Assistants) would need to be scaled back, severely diminishing the value of the program; and (3) we would need to reduce the number of opportunities that help students practice their professional skills and seamlessly transition into the work force.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Services	\$376,300	\$135,780	\$90,704	\$95,706	\$100,913	\$23,985	\$823,388
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	\$257,408	\$18,327	\$48,841	\$51,534	\$54,338	\$12,915	\$443,363
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)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$633,708	\$154,107	\$139,545	\$147,240	\$155,250	\$36,900	\$1,266,750

* 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.

The Bren School has undertaken several cost-cutting and fundraising efforts to mitigate potential increases in Professional Degree Supplemental Tuition (PDST) for the Master of Environmental Data Science (MEDS) program. These efforts include:

1. **Faculty Hiring Strategy:** The Bren School strategically hired two research faculty and two teaching faculty with a focus on environmental data science. Additionally, there are plans to hire another research faculty member in the next year in the field of environmental economics with a focus on data science. These hiring efforts are aimed at maintaining and improving the quality of education without significantly increasing costs as the University provides the funds for all teaching and

research faculty. By increasing the number of full-time faculty we can reduce dependence on Unit 18 Lecturers to teach courses in MEDS.

2. **Shared Staffing Costs:** To reduce administrative costs, four of the seven staff positions that support the MEDS program now share responsibilities across both the MEDS and MESM/PhD programs. This allows for the efficient use of staffing resources, reducing the financial burden on the MEDS program's PDST.
3. **Class Location Adjustment:** MEDS classes will now be held primarily at Bren Hall, eliminating the need to rent classroom space at NCEAS for the majority of the academic year. This decision results in an annual savings of over \$50,000, as the previous cost of using the NCEAS facility was approximately \$105,000. Moving forward, NCEAS will only be used for summer classes and select workshops.
4. **Fundraising Efforts:** The Bren School recently secured a \$5 million gift from a donor who had previously contributed \$3 million to help launch the MEDS program. This additional funding will be targeted to student fellowships and support program costs as enrollment grows slower than initially projected, reducing the need for larger PDST increases. Without these donor funds, the PDST would need to be substantially higher to allow the MEDS program to recruit diverse students and be financially viable.

By implementing these cost-cutting measures and securing significant financial support, the Bren School has been able to avoid more substantial PDST increases for the MEDS program.

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

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

Table 3: Enrollment

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	20	25	30	33	38	38
Domestic Nonresident	8	8	8	9	9	9
International	1	2	2	3	3	3
Total	29	35	40	45	50	50

Additional comments: The Bren School aims to grow enrollment in the MEDS program by approximately 60% during the period covered in the plan, maintaining the over 70% enrollment of California residents in the program. Growth in the MEDS program is projected to be 21 students over 5 years. A primary focus of financial aid from PDST will be domestic underrepresented 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 <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	57,197	58,913	60,680	62,501	64,376	66,307	3.0%	1,716	3.0%	1,767	3.0%	1,820	3.0%	1,875	3.0%	1,931
University of Virginia	41,037	42,268	43,536	44,842	46,187	47,573	3.0%	1,231	3.0%	1,268	3.0%	1,306	3.0%	1,345	3.0%	1,386
University of Washington	53,440	55,043	56,694	58,395	60,147	61,951	3.0%	1,603	3.0%	1,651	3.0%	1,701	3.0%	1,752	3.0%	1,804
NYU	86,733	89,335	92,015	94,775	97,618	100,547	3.0%	2,602	3.0%	2,680	3.0%	2,760	3.0%	2,843	3.0%	2,929
Stanford	124,023	127,744	131,576	135,523	139,589	143,777	3.0%	3,721	3.0%	3,832	3.0%	3,947	3.0%	4,066	3.0%	4,188
USC	84,923	87,471	90,095	92,798	95,582	98,449	3.0%	2,548	3.0%	2,624	3.0%	2,703	3.0%	2,784	3.0%	2,867
Average public comparison	50,558	52,075	53,637	55,246	56,903	58,610	3.0%	1,517	3.0%	1,562	3.0%	1,609	3.0%	1,657	3.0%	1,707
Average private comparison	98,560	101,517	104,562	107,699	110,930	114,258	3.0%	2,957	3.0%	3,045	3.0%	3,137	3.0%	3,231	3.0%	3,328
Average public and private comparison	55,919	57,597	59,325	61,104	62,937	64,825	3.0%	1,678	3.0%	1,728	3.0%	1,780	3.0%	1,833	3.0%	1,888
Your program	41,738	42,985	44,268	45,588	46,947	48,346	3.0%	1,247	3.0%	1,283	3.0%	1,320	3.0%	1,359	3.0%	1,399

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	112,909	116,296	119,785	123,379	127,080	130,892	3.0%	1,694	3.0%	1,744	3.0%	1,797	3.0%	1,851	3.0%	1,906
University of Virginia	56,069	57,751	59,484	61,269	63,107	65,000	3.0%	1,682	3.0%	1,733	3.0%	1,785	3.0%	1,838	3.0%	1,893
University of Washington	53,440	55,043	56,694	58,395	60,147	61,951	3.0%	1,603	3.0%	1,651	3.0%	1,701	3.0%	1,752	3.0%	1,804
NYU	86,733	89,335	92,015	94,775	97,618	100,547	3.0%	2,602	3.0%	2,680	3.0%	2,760	3.0%	2,843	3.0%	2,929
Stanford	124,023	127,744	131,576	135,523	139,589	143,777	3.0%	3,721	3.0%	3,832	3.0%	3,947	3.0%	4,066	3.0%	4,188
USC	84,923	87,471	90,095	92,798	95,582	98,449	3.0%	2,548	3.0%	2,624	3.0%	2,703	3.0%	2,784	3.0%	2,867
Average public comparison	74,139	76,363	78,654	81,014	83,445	85,948	3.0%	2,224	3.0%	2,291	3.0%	2,360	3.0%	2,430	3.0%	2,503
Average private comparison	98,560	101,517	104,562	107,699	110,930	114,258	3.0%	2,957	3.0%	3,045	3.0%	3,137	3.0%	3,231	3.0%	3,328
Average public and private comparison	64,762	66,705	68,706	70,767	72,890	75,077	3.0%	1,943	3.0%	2,001	3.0%	2,061	3.0%	2,123	3.0%	2,187
Your program	53,983	55,230	56,513	57,833	59,192	60,591	2.3%	1,247	2.3%	1,283	2.3%	1,320	2.3%	1,359	2.4%	1,399

Source(s):

<https://seas.umich.edu/academics/master-science/geospatial-data-sciences>

<http://stage.datascience.virginia.edu/degrees/msds-residential>

<https://www.washington.edu/datasciencemasters/>

<https://cds.nyu.edu/masters-in-data-science-curriculum/>

<https://statistics.stanford.edu/academic-programs/statistics-ms/statistics-data-science-ms-overview>

<https://viterbigradadmission.usc.edu/programs/masters/msprograms-draft/data-science/ms-in-environmental-data-science/>

Additional comments: Four of the six programs selected are two-year programs. One is an 11-month program (University of Virginia) and one is a 1.5 year program (University of Washington).

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).

There is currently no other program in the UC system, and very few in the country, that offers a masters in environmental data science, such that direct comparisons are limited. The University of Southern California launched a Master of Environmental Data Science program at the same time as the MEDS program. The University of Michigan Master of Science in Environment and Sustainability program offers a specialization in Environmental Informatics – Geospatial Data Science, but the overall program is not a data science program. It is largely similar to MESM with a data science focus, rather than a comparator to MEDS. It is included here for thoroughness.

Both current students and applicants who elected to choose a different program are surveyed each year about other programs they applied too. The most common responses include University of Southern California (9 students) and University of Michigan (4). Given the high occurrence of these two programs, they were selected as comparators along with some more general data science masters programs that serve as reasonable analogues to MEDS in that their curricula are largely comprised of similar courses, but without an environmental data and environmental science focus. Nearly all institutions chosen as comparators are on the Data Science Degree Program's list of "30 Best Master's in Data Science degrees" from May 2024 (see [here](https://www.datasciencedegreeprograms.net/rankings/masters-data-science/)³), with the following rankings: (13) New York University, (12) University of Virginia, (16) University of Washington, and (23) Stanford University. The selected

³ <https://www.datasciencedegreeprograms.net/rankings/masters-data-science/>

comparator master's programs in data science have similar prerequisites, scope of courses in the core curriculum, and practical application through a group (capstone) project, sometimes with a client.

Four of the six programs are two years in duration, one is also 11-months (University of Virginia) and University of Washington's program is 5 quarters, or one and a half years. The per-semester/unit loads are very similar across programs (i.e., they match university guidelines for expected unit loads for graduate students). All but two of the comparison programs include a capstone project, as does MEDS.

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

The proposed costs for MEDS inclusive of the PDST are well below all of the private universities (MEDS is >\$56K less for resident and >\$54K less for nonresident compared to the average private costs) and much lower than the average public costs (\$8,820 less than the average cost of public school programs). Only the University of Virginia has slightly lower than the UC System for residents (\$41,037 compared to \$41,738).

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

UCSB's MEDS program builds on more than 30 years of the Bren School's experience leading a world-class professional master's degree (Masters of Environmental Science and Management, MESM). Most other professional data science programs have been born out of academic departments (for example, statistics or computer science) and within the last decade. The MEDS program is one of two "Master's in Environmental Data Science" programs offered in the United States, but the only one billed as a professional degree program. All classes are taught through the lens of environmental data and environmental problems. Thus, students learn the core knowledge and skills of data science but always with the focus on the types of data and problems graduates will be exposed to in the careers of their choice.

The Master of Environmental Data Science (MEDS) program at the Bren School is uniquely distinguished from other programs in several important ways:

Integration into the Bren Community: MEDS students are part of the larger Bren School community, which includes a vast and influential global network of alumni and professionals. With over 1,000 graduates as of 2014, the Bren alumni network is a

significant resource that offers students unique opportunities for career connections, collaborations, and mentorship. This robust professional and social network creates a supportive ecosystem that other programs may not provide, offering MEDS students access to a well-established community for guidance, networking, and job placement.

Comprehensive Career Development and Mentoring: A hallmark of the MEDS program is its dedication to individualized career support, which goes beyond what many other institutions offer. Students benefit from career workshops, weekly career talks from industry professionals, one-on-one career advising, and detailed reviews of cover letters and resumes. Additionally, they have access to mock interviews and other personalized services, all aimed at successfully placing students in satisfying, relevant careers. This level of career development support is a distinguishing feature of the program and a key reason why many students choose MEDS for their graduate studies.

Specialized Skills in Environmental Data Science: The program's curriculum is tailored to the unique demands of environmental data science, which requires students to develop expertise in handling complex, messy data from a wide range of sources. From satellite remote sensing to water chemistry sampling, students learn how to work with both human and natural variables across multiple time and space scales. This specialized training equips MEDS graduates with the skills necessary to manage and interpret environmental data—a key asset for public, private, and NGO sectors. The ability to bridge data science with environmental expertise gives MEDS students a competitive edge in the job market, setting them apart from peers in more general data science programs.

These factors—the connection to the Bren School's global network, comprehensive career support, and specialized environmental data science training—make the MEDS program distinct and uniquely positioned to prepare students for impactful careers in the rapidly growing field of environmental data science.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	0.0%	3.2%	0.0%	N/A	N/A
American Indian	0.0%	3.2%	0.0%	3.4%	N/A	N/A
Hispanic/Latino(a)	4.0%	22.6%	25.8%	24.0%	N/A	N/A
Subtotal Underrepresented	4.0%	25.8%	29.0%	27.4%	N/A	N/A
Asian/Pacific Islander	20.0%	12.9%	25.8%	10.0%	N/A	N/A
White	72.0%	54.8%	38.7%	45.0%	N/A	N/A
Domestic Unknown	0.0%	0.0%	0.0%	14.2%	N/A	N/A
International	4.0%	6.5%	6.5%	3.4%	N/A	N/A
Total	100.0%	100.0%	100.0%	100.0%	N/A	N/A
Socioeconomic						
% Pell recipients	32.0%	27.6%	27.6%	N/A	N/A	N/A
Gender						
% Female	48.0%	67.7%	77.4%	62.0%	N/A	N/A
% Male	48.0%	32.3%	22.6%	24.0%	N/A	N/A
% Non-Binary	0.0%	0.0%	0.0%	0.0%	N/A	N/A
% Unknown	4.0%	0.0%	0.0%	14.0%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Data are not available.

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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?

Diversity is important to the shared vision and goals of the Bren School, and the faculty seek to increase enrollment of URGs. The percentage of students from underrepresented groups (URGs) in the MEDS program increased from 4% in 2021-2022 to 29% in 2023-24. Student ethnicity data are not available for our comparators, most of which are not direct comparators. University of Southern California's Master of Environmental Data Science program has just three students enrolled, all female identifying students, as listed on their [website](#)⁴.

The Bren School has set aside at least 35% of MEDS PDST for financial aid every year, which is awarded to students coming from diverse backgrounds and experiences. Since the PDST was implemented in 2021-22, 50 MEDS students received an average financial award of \$17,502 each, for a total of \$875,131 returned in aid to MEDS students. Financial aid was directed to top students with financial need and who also contributed to diversity. The UC Santa Barbara graduate division, in collaboration with the Bren School, covers the cost of the PDST for any California residents that are members of federally recognized Native American, American Indian, and Alaska Native Tribes under the UC Native American Opportunity Plan (NAOP).

With existing donor funds and revenue from PDST, the MEDS program will continue to direct substantial amounts of aid to promising students with financial need who are from diverse backgrounds. Donor funds have supported 48 students with fellowships ranging from \$5,000 to \$57,000 over the first four years of the program. Donor funds will continue to cover at least 10 fellowships a year for the next five years. More than a third of all PDST revenue will be directed to financial aid each year (exceeding the return-to-aid percentage required by policy), such that during the early (growth) years of the MEDS program, a majority (if not all) students will receive financial support. These funds will be thoughtfully deployed in the MEDS program so as to be inclusive of applicants from underrepresented backgrounds.

⁴ <https://viterbigradadmission.usc.edu/programs/masters/msprograms/data-science/ms-in-environmental-data-science/>

Past and continuing efforts to improve diversity at the Bren School:

- One pathway to improve diversity within the cohort is engaging with already existing undergraduate programs that support students from underrepresented backgrounds, and those with financial hardship. One of those programs at UC Santa Barbara is the Promise Scholar program⁵ which supports “high-achieving, first-generation students from low-income households.” Over the past four years, four of the 85 MEDS alumni have come from the UCSB Promise Scholars program. Three of those four were also from under-represented groups, identifying as Hispanic/Latino. To continue fostering this potential pipeline of students, Bren staff remain in contact with the Promise Scholar program director and have even provided a dedicated presentation to students interested in the MEDS program.
- The Bren School *appointed an Associate Dean for Diversity, Equity and Inclusion* (DEI) in 2019. Working with staff and faculty, the Associate Dean created a Strategic Plan for DEI for the Bren School, which is posted to the Bren School’s website. The strategic plan commits to four primary objectives: (1) Recruit and support diverse master’s and PhD students, (2) Recruit, support, and retain diverse faculty and staff, (3) Support an inclusive Bren and UCSB community, and (4) Teach and research an inclusive picture of the field of environmental science and management. The Associate Dean, working with the Diversity Committee, selected annual priorities from the Strategic Plan to implement each year. The Associate Dean trained Equity Advisors on faculty search committees, consulted on faculty searches, and advised staff and faculty on outreach, admissions, and recruitment to support the Bren School’s goals of building and supporting a more diverse student body.
- Since the position was created in 2019, the Associate Dean for DEI collaborated with Admissions and Marketing staff to revise the holistic admissions rubric each year and led campus trainings for other departments seeking to implement holistic graduate admissions. In addition, the Associate Dean worked with Development staff to raise funds for the OneBren Endowed Diversity Fellowship, which enables the Bren School to better reach and support a variety of students who are underrepresented in the environmental field. The Associate Dean has been Co-PI for \$4.225M of grants for DEI initiatives on campus, including Co-PI on \$225,000 Advancing Faculty Development grant from UCOP to enhance equity and transparency in service and mentoring of students, Co-PI on \$1M Hispanic-serving Institution (HSI) grant from the Department of Agriculture for Equitable Agriculture and Environmental Management aimed at facilitating underrepresented students’ careers in sustainable agriculture, and Co-PI on \$3M NSF HSI grant to create the Center for Equitable Environmental Sciences. Each of these last two grants is directly oriented around increasing the pipeline of underrepresented students for the Bren School, the environmental field, and graduate school in environmental fields in general.

⁵ <https://promisescholars.sa.ucsb.edu/>

UC Santa Barbara/Bren School of Environmental Science & Management/Master of Environmental Data Science (MEDS)
Established program / Established PDST

The COVID-19 pandemic curtailed travel to other universities, including California State Universities (CSUs) that were part of our original outreach plan. Instead of in-person travel to recruitment events, the Bren School Admissions staff refined and increased the number of informational webinars targeted to prospective students, taking advantage of the sophisticated digital technologies for remote communications. The Bren School now offers informational webinars twice a month during admissions season. The number of webinar participants increased steadily over the past 4 years: 843 participants (2020-2021), 1,008 participants (2021-2022), 1,036 participants (2022-2023), and 1,041 participants (2023-2024). The informational webinars are accessible to students in any part of the world, making it easier for students from all backgrounds and socioeconomic circumstances to participate.

- The Bren School participated in a pilot project (The California Consortium for Inclusive Doctoral Education or C-CIDE) to recruit, admit, and mentor graduate students from diverse backgrounds. As part of this initiative, representatives from the Bren School faculty and staff participated in virtual workshops to learn best practices. Workshops focused on: Equity in graduate admissions, equity in science, holistic admissions rubrics for graduate school, rethinking personal statements and essay prompts for graduate admissions, and data for equity in graduate education, advising diverse students, among others. Bren faculty and staff implemented many of the new strategies to recruit and support graduate students from diverse backgrounds.
- With support from donors, the Bren School created the new Bren Environmental Leaders (BEL) Fellowship program in 2022, in which undergraduate students from diverse backgrounds – including low-income, first-generation, and underrepresented minority students – are paired with graduate student mentors (master's or PhD) and placed in ten-week paid internships working on environmental projects with professional partners, such as The Nature Conservancy (TNC), the National Oceanic and Atmospheric Administration (NOAA), and the Community and College Partners Program. Active fundraising and grant applications are underway to fund the BEL Fellowship program, with support from organizations including Southern California Edison and TNC. Two Bren School faculty serve as co-PIs for a USDA HSI Equitable and Sustainable Agriculture grant that supports 4 pairs of BEL Fellowship internships in the agricultural sector for 2 years, as well as career development activities for diverse students. In the first three years, the BEL Fellowship program supported 54 undergraduate and graduate pairs with a total of \$324,459 in student fellowship support. Each graduate student mentor is paid \$8,500 and each undergraduate student mentee is paid \$6,500 to participate in the paired internship. Fellowship awards are paid to offset financial barriers to participation, such as transportation and location. The most compelling measure of success to date is the 8 undergraduate BEL Fellows who have been accepted to Bren School graduate programs in 3 years: 2 in the MESM program, 5 in the Master of Environmental Data Science (MEDS) program, and 1 in a marine science PhD.
- Drawing on UCSB's existing campus strengths in environmental sciences, humanities, and social sciences, the Bren School participated in a Mellichamp cluster hiring initiative in Racial Environmental Justice. The scholars hired through this cluster,

focused on environmental justice, racial justice, and climate justice, are well positioned for interdisciplinary collaboration that brings our campus to the fore in addressing racialized environmental inequalities. In January 2024, new faculty joined the Bren School as the Mellichamp Chair in Racial Environmental Justice and his research explores social dimensions of climate and environmental change, with an emphasis on environmental justice and community vulnerability to hazards and disasters.

- The Bren School faculty recognizes that curricular diversity is a key component of supporting a diverse student body and continually updates and revises the curriculum. For example, in the year before the MEDS program launched, Bren Faculty recognized that a key aspect of Environmental Data Science was missing from the curriculum – Ethics & Bias. The Faculty and staff worked quickly to propose a new 2-unit course on Ethics & Bias in Environmental Data Science to be added as a core course to the program. This course has become highly successful with the MEDS students. Students reported in annual end-of-year surveys that they would like more coursework and research opportunities related to environmental justice, which is critical to understanding and addressing any environmental issue as it accounts for key social, cultural, and equity considerations. The Bren faculty retreated in Spring 2024 to discuss and create a shared understanding of the role of environmental justice in research and teaching at the Bren School. Faculty teaching in the MEDS program have worked to incorporate at least one applied example of Environmental Justice into their curriculum. One example of this is an assignment in the Geospatial Analysis & Remote Sensing course that requires students to explore the “legacy of historical redlining in Los Angeles on the collection of bird observation.”⁶

New efforts to improve diversity at the Bren School:

- The Bren faculty developed a statement of their strategic approach to environmental justice as follows: *“We address issues of environmental justice through scholarship, teaching, and service. We conduct data-driven, interdisciplinary research to build evidence about the causes and consequences of environmental inequities, leveraging our findings for novel and effective solutions. Environmental justice solutions require diverse perspectives and approaches, and we collaborate with other scholars and community partners to amplify the impact of our quantitative, evidence-based results. Environmental justice is integrated throughout the Bren School curriculum and central to master’s-level projects and PhD research.”*
- The Bren faculty are compiling information about environmental justice in the Bren School into a webpage to more effectively consolidate and communicate the Bren School’s focus and effort in this important area. The EJ@Bren website will include the Bren School faculty’s assessment of the challenge of environmental inequality, the school’s strategic approach (included above),

⁶ <https://eds-223-geospatial.github.io/assignments/HW2.html#part-2-legacy-of-redlining-in-biodiversity-observations>

UC Santa Barbara/Bren School of Environmental Science & Management/Master of Environmental Data Science (MEDS)
Established program / Established PDST

and features about environmental justice in the faculty's research, teaching, service, and outreach.

- In Fall 2024, the program hired a new Diversity, Equity, and Inclusion (DEI) Coordinator, who will lead implementation of the Bren School's Strategic Plan for DEI. She will advise the Admissions staff regarding strategies to recruit students with diverse backgrounds and support them throughout their graduate education. She will work closely with the Development staff on paired internship fellowships with graduate and underrepresented undergraduate students, and she will assist with planning the annual Mantell Symposium in Environmental Justice and Conservation Innovation. Future projects will include developing DEI training for Bren students, staff, and faculty, among other priorities.
- To attract a more diverse applicant pool, the Bren School will *increase recruitment efforts at the California State Universities (CSUs) and Universities of California (UCs), many of which are Hispanic Serving Institutions (HSIs)*. Bren staff will work with faculty and MEDS students who are CSU or UC graduates to identify faculty from CSUs and UCs who teach undergraduate students with potential interest in graduate studies in environmental science. We will encourage those CSU and UC faculty to help recruit top students to the MESM program. While the MEDS program has done well at growing and maintaining a significant proportion of Hispanic & Latino students (4% in year 1 to 24% currently), there is a clear dearth of application and enrollment by African American students. Over the first four years of the program, only two applicants were African American and one enrolled. Looking forward, the Bren school intends to dedicate resources towards improving the diversity of MEDS in regard to African American participation. The Bren School also will *expand its outreach and find ways to network with Historically Black Colleges and Universities (HBCUs) and tribal colleges* with the ultimate goal of developing pipelines for MEDS students (in contrast to the PhD focus of the UC-HBCU program). The new DEI Coordinator, hired in Fall 2024, is collaborating with Graduate Division's Admissions, Outreach, and Diversity office to build and enhance connections between Bren and HBCUs such as Howard University and Hampton University, which offer strong environmental science programs and have significant African American student populations.

The Bren School will track the number of URGs in the applicant pool, admitted students and enrolled students to evaluate current and new strategies for increasing diversity of the MEDS student body. This will help faculty and staff understand better where barriers are to recruiting URGs: in outreach, admissions or recruitment phases of the process. The school will also track retention and completion by URGs, and continue asking questions about climate and inclusiveness in the annual student survey. Where consistent with student confidentiality, academic staff will track (and respond to) issues and concerns expressed by all students during individual consultations.

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?

Across the first four years, the MEDS program aimed to have at least 25% of students as Pell Grant recipients to reflect the trend shown in the MESM program and to ensure representation from low socioeconomic backgrounds. Our financial aid and recruitment strategies helped us exceed this goal. The MEDS program exceeded our goal with 32% of students in the initial cohort with Pell Grants, and 28% in the following two cohorts.

The Bren School plans to continue engaging with the UCSB Promise Scholars program which supports high-achieving first-generation undergraduate students from low-income backgrounds. When a Promise Scholar indicates interest in the MEDS program, the MEDS Program Coordinator will be contacted and will speak directly with the interested student to provide information about the program, including highlighting the ability for significant financial aid to cover program costs. Since the program began, four of the eighty-five MEDS alumni were UCSB Promise Scholars.

Another strategy for promoting access is having Admissions staff connect with all prospective students who started but did not complete their applications to encourage them to complete applications. Staff answer students' questions and provide guidance. This additional effort is particularly targeted to support students from non-traditional backgrounds who did not have a mentor or role model at home or in their undergraduate institution who could help them with the application process. If financial need emerges as a barrier to application, Admissions staff guide applicants to request an application fee waiver from UCSB's Graduate Division.

Existing donor funds and 35% of PDST revenue are directed to promising students from diverse backgrounds. Donor funds will support at least ten fellowships per year for the next five years of the 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 gender composition in the MEDS program (4-year average) is 64.7% female, 31% male, and 4.3% undisclosed. This ratio is similar to other environmental science master's degree programs across the United States, which have an average of 61.1% female and

38.9% male students. This ratio is higher than the number of women enrolled in more traditional Masters of Data Science degree programs at University of Washington (44%), University of Virginia (46%), and New York University (47%).

The Bren School met and exceeded its goal of attracting women to the environmental data science program and the higher proportion of women in this program will hopefully lead to meaningful employment for women in environmental data science careers more broadly.

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 Bren School increased URG student enrollment in the MEDS program from 4% in the initial year of the program (2021) to a high of 29% in 2023-24 and an estimated 27.4% in fall 2024. UCSB is a Hispanic Serving Institution (HSI) and the Bren School increased the representation of Hispanic/Latino(a) students in the MEDS program from 0% in 2021-2022 to 24.0% in 2024-2025. The Bren School will strive to increase representation of African American and American Indian students through outreach to HBCUs and tribal colleges, and by continuing to evolve our application of holistic review, and additional return-to-aid available through the PDST. As noted above, the Bren School aims to maintain a student body with at least 25% percent of Pell Grant recipients. We anticipate to continue to have a majority of female MEDS students, as this trend is common in environmental sciences. With revenue from PDST, the Bren School will be able to direct substantially more aid to promising students with financial need, including students who contribute to diversity. Through holistic admissions processes and additional financial aid, the Bren School will increase diversity of the student body in terms of cultural, linguistic, geographic, and socioeconomic groups that are underrepresented in higher education and in the MEDS 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.

UC Santa Barbara/Bren School of Environmental Science & Management/Master of Environmental Data Science (MEDS)
Established program / Established PDST

Table 6: Faculty Diversity

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24	Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	4.1%	1.8%	1.8%	Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	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%
Hispanic/ Latino(a)	Domestic	2.0%	1.9%	3.6%	Hispanic/ Latino(a)	Domestic	3.4%	3.4%	3.4%
	International	0.0%	1.9%	3.6%		International	0.0%	0.0%	3.4%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	4.1%	3.8%	1.8%	Asian/ Pacific Islander	Domestic	3.4%	3.4%	3.3%
	International	4.1%	3.8%	7.3%		International	7.0%	7.0%	10.0%
White	Domestic	81.6%	83.0%	76.4%	White	Domestic	82.8%	82.8%	76.6%
	International	4.1%	3.8%	5.5%		International	3.4%	3.4%	3.3%
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		2021-22	2022-23	2023-24	Percentage by Gender		2021-22	2022-23	2023-24
Female		42.9%	39.6%	38.2%	Female		27.6%	31.0%	33.3%
Male		57.1%	60.4%	61.8%	Male		72.4%	69.0%	66.7%
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?

The Bren School recognizes that faculty diversity is critical to supporting a diverse student body. Faculty recruitment efforts at the Bren School were reformed over five years ago to include an equity representative on hiring committees, undertake a committee interview that asks the same questions of each candidate, and incorporate contributions to diversity in candidate evaluation. Faculty

annually review the list of UC Presidential Postdoctoral Fellows and invite appropriate candidates to visit the Bren School to informally assess the potential for hiring the Fellow; one current female faculty member was recruited through this program.

Over the past five years, Bren faculty invested considerable effort to hire more female and URG faculty. These efforts substantially increased the percentage of female faculty from 18.5% in 2016-17 to 33.3% in 2023-24. Recruitment of faculty from URGs has been slower than recruitment of female faculty. The Bren faculty has one member (3.4%) from a URG (Hispanic/Latino). The Bren faculty will continue focused efforts to recruit applicants from diverse backgrounds for faculty positions and will amplify efforts to reach out to Black/African/African American and American Indian candidates. Over the past five years, 10 new faculty positions were filled, including 8 open searches (6.75 FTE) and 2 spousal hires (1.5 FTE). Of the open searches, 5 were female and 3 were male; 5 were white, 2 were Asian/Pacific Islander, and 1 was an international Hispanic/Latino(a). Of the spousal hires, 1 was female and 1 was male and both were white. On April 1, 2024, the Bren School hired an international female Hispanic/Latina Teaching Professor in environmental data science and, as a woman, she represents a minority in data science.

In addition to the ladder faculty, Unit 18 Lecturers contribute their expertise and diverse perspectives/backgrounds to instruction in the MEDS program. Using donor funds to support the MEDS program, we have hired an average of 7 each year including one Black/African/African American lecturer and one Hispanic/Latino(a), to teach courses in ethics & bias, data visualization, machine learning, databases & data management.

The faculty recognizes that, despite the School's initiatives, we have struggled to recruit faculty from URGs, so we continue to emphasize diversity in our recruitment initiatives at each stage. With any new searches in the future, the faculty will focus on recruiting women and other URG candidates in faculty searches until faculty representation more appropriately reflects the pool of prospective applicants. The Associate Dean of Diversity, Equity, and Inclusion meets with each faculty search committee to review best practices for equitable searches.

To support retention of diverse faculty, the Bren School has a formal mentoring program for all new faculty. The Academic Personnel Committee co-chairs assign a faculty mentor to all new faculty in the Bren School. The mentor serves in this formal role for two years as the new faculty member is learning about their role and responsibilities. The Bren School dean allocates a full year of teaching release to all new research faculty and half a year of teaching release to all new teaching faculty. Thus, Bren faculty ramp up their teaching workload over several years instead of immediately taking on the full teaching workload in their first year. The Bren School has a culture of service that requires faculty to allocate substantial time to support the school's community, operations, and administration. The Bren School faculty policy assigns twice the service workload to tenured faculty to alleviate the burden from Assistant Professors. The Bren School encourages new faculty to take advantage of resources provided by UCSB's subscription to the

National Center for Faculty Development & Diversity. The personnel process in the Bren School was revamped over the past five years to require equitable consideration of every aspect of the record for each candidate.

Nonetheless, we recognize that female and URG faculty face many of the same biases and barriers at the Bren School that are prevalent in STEM fields and that our ever-present scrutiny is required to minimize their effects. The Bren School has provided, and will continue to provide, sensitivity training for faculty, staff, and students. The school responds rapidly (e.g., with outreach, training, and town hall meetings, when appropriate and necessary) to information suggesting the presence of microaggressions, harassment, or other climate issues. The Bren faculty culture is supportive of female faculty and junior faculty, and is developing a culture to recruit and retain faculty from diverse backgrounds. Further, the Bren School dean and faculty support flexible schedules for faculty who have personal responsibilities for childcare and/or eldercare. The Bren School's administration endorses the maximum allowed Active Service/Modified Duties (ASMD) for faculty who are parenting infants and we coordinate with faculty to adjust their teaching schedules to accommodate childcare (such as morning drop-offs and afternoon pick-ups from school). During the COVID-19 pandemic, childcare, particularly of young children, required a high level of attention from faculty who are parents. These constraints were considered and respected during subsequent merit and promotion cases.

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?

We intend to continue the following affordability goals from our previous multi-year plan and build upon our past accomplishments (see table later in the response):

- Offer an average of 15 annual fellowship awards for meritorious students from diverse backgrounds who contribute to the diversity of the student body.
- Strive for Bren School graduates to have the capacity to pay off student loans in ten years using less than 10% of their income.

We intend to measure of success for 2025-30 using the following metrics:

- Number of admitted students with financial need accept offers of admission and matriculate to the Bren School.
- Level of student debt relative to graduates' salaries. (This information will help to confirm whether graduates can pay off student loans within ten years if they allocate 10% of their salary to pay off loans.) This information will be collected using both aggregate loan data provided by UCOP as well as individual-level data provided by graduates through voluntary surveys.

Our financial goals set when the MEDS program was launched were the following:

- Support at least 20% of each year's cohort with need-based financial aid, identifying students who contribute to diversity of the student body, through annual fellowship awards including at least 35% of PDST revenue allocated for need-based aid and 10 donor-sponsored fellowships. Particular focus will be given to recruiting students from California.
- Work to ensure MEDS graduates have the capacity to pay off student loans within 10 years using less than 10% of their income.

The following table lists our success measures and accomplishments related to our affordability goals from our expiring plan:

Measures of success for 2020-2025	Accomplishments from 2020-2025
Admitted students from URG with financial need accept offers of admission and matriculate to the Bren School	The Bren School successfully created a thriving program of annual fellowship awards for meritorious students with financial need from the PDST revenue. The total number of financial awards allocated as recruitment incentives is 50 (average of 12 a year), which exceeds the original target of 10 new annual fellowship awards. The average fellowship award amount is \$17,502. The 3-year average of Pell Grant recipients admitted to the MEDS program is now 27.6%, exceeding our initial goal of 25%.
Financial aid is provided to at least 20% of each year's cohort of students who represent diversity.	In each year of the program, at least 78% of URG students were offered financial aid ranging from \$5,000 to full-ride.
The level of student debt relative to graduates' salaries (by end of first year following graduation) is low enough that graduates could pay off student loans within ten years if they allocate 10% of their salary to pay off loans. To confirm this, we will use both aggregate loan data provided by UCOP as well as individual-level data provided by graduates through voluntary surveys.	As of 2022-2023, the estimated debt payment as a percent of median salary of MEDS graduates is 6%. For comparable public institutions, estimated debt payment as percent of median salary is 10%.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	N/A	N/A	N/A	N/A		62.5%
	Non-URG	N/A	N/A	N/A	N/A	33.3%	38.1%
	International	N/A	N/A	N/A	N/A	0.0%	0.0%
	All	N/A	N/A	N/A	N/A	32.0%	41.9%
Average Debt among Students with Debt*	URG	N/A	N/A	N/A	N/A		\$27,510
	Non-URG	N/A	N/A	N/A	N/A	\$24,978	\$38,272
	International	N/A	N/A	N/A	N/A	\$0	\$0
	All	N/A	N/A	N/A	N/A	\$24,978	\$34,132

* 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?

Given the nascency of the MEDS program, there are insufficient data to evaluate any trends in indebtedness. Across two cohorts, the percentage that graduated with debt was 32% and 42% and the average debt among students who borrowed was \$25K and \$34K in 2021-22 and 2022-23, respectively. In Fall 2024, the MEDS program moved full-time to the main campus, so we expect to see an increase in the number of MEDS students who can fund themselves as TAs. We will continue to target fellowships to students with high financial need as they make it known either through personal communication or through their Personal History and Diversity Statement in the application process. We see in our data that URG students graduate with a higher amount of debt than non-URG, although this is just one year of data. We will watch this data over time to see if the trend continues.

While the PDST certainly increases student indebtedness, the modest increases in the current proposal should not markedly increase student debt. It is anticipated that a portion of MEDS students will continue to pay for their education through loans. One of the primary challenges in the Santa Barbara region is the high cost of housing, which is a significant financial burden on students above and beyond their tuition/fees and health insurance. We strongly encourage UCSB's Graduate Division to consider options for additional subsidized housing for UCSB graduate students.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	42%	\$34,132	\$75,000	6%
Public comparisons	NA	NA	NA	NA
Private comparisons	NA	NA	NA	NA

Sources:

UC: Corporate data

Comparison institutions: Not available

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 Bren School’s Career Development staff track starting salaries for all Bren graduates. The average salary at graduation was \$75,000 for the MEDS Class of 2023. Forty-two percent of graduates had debt and cumulative debt among students with debt was \$34,132. The estimated debt payment as a percent of median salary is 6%. If graduates allocate 10% of their salary to pay off student loans, they would be able to pay off their loans within about five years. The debt payment for 2023 MEDS graduates working in public interest careers, for which the median income is \$65,000, would be 7% of income and would be potentially forgivable under a Public Service Loan Forgiveness program if not repaid after ten years.

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.

At this time, the Bren School does not offer targeted scholarships or Loan Repayment Assistance for students who go into public interest careers. The Bren School’s Career Development staff provide career workshops and individual career counseling to MEDS students, including those who are interested in public interest careers.

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?

There is a difference in the annual salary compensation for alumni when comparing the average annual salary between “Public Interest” and the “Private Sector.” The average annual salary range for recent graduates (MEDS Class of 2023) placed in “Public Interest” sector jobs (including Government, Non-Profit, Research/Education) is approximately \$58,464-\$123,000 per year. The average annual salary range for recent graduates placed in “Private Sector” jobs (including Consulting and Corporate) is approximately \$73,000-\$150,000 per year.

Graduates in the MEDS Class of 2023 who accepted jobs in the private sector made \$14,536-\$27,000 per year more than recent graduates working in the public interest. Overall those working in the private sector are making approximately 25% more than those working in public interest. See table below for additional details about Salary Range including highest and lowest salaries for the MEDS Class of 2023 (Academic Year 2022-2023).

Annual Salary Sector Breakdown MEDS Class of 2023			
Sector	High	Low	Average
Consulting ¹	\$85,000	\$65,000	\$75,686
Corporate ¹	\$150,000	\$85,000	\$106,666
Federal Govt ²	NA	NA	NA
State Govt ²	NA	NA	NA
Local Govt ²	\$123,000	\$107,000	\$113,333
Non-Profit ²	\$75,000	\$49,920	\$65,480
Research/Education ²	\$80,000	\$62,400	\$68,100
¹ Private Sector = Consulting & Corporate			
² Public Interest = Government, Non-Profit, & Research and Education			

Source: The Bren School’s Career Development (2023).

As noted in Section III, PDST funds are used to support staff in Career Development and professional opportunities for MEDS students. These opportunities allow students to develop professional skills and build their professional networks, leading to greater success on the job market. The Career Development team offers weekly career workshops and talks, one-on-one coaching in skills such as resume writing, networking, and negotiation, and a network of contacts to potential employers that the students can tap to find Capstone Project clients, internships, and jobs.

As noted in Section VI.c., the percent of graduating students with debt in 2022-23 was 42% and the average debt among students with debt was \$34,132. The debt payment for graduates working in public interest careers, for which the average income is \$82,304, would be 6% of income and would be potentially forgivable under a Public Service Loan Forgiveness program if not repaid after ten

years. UCSB's Graduate Student Resource Center has briefly introduced graduate students to the Public Service Loan Forgiveness program in previous workshops. After consultation with the Bren School, UCSB's Graduate Division will plan to include the Public Service Loan Forgiveness program in their financial literacy workshop in spring and will provide more resources for students on their website.

This salary information does not include benefits and other perks, and so does not reflect "total compensation." The benefits offered through government agencies can bring these figures much closer together. Additionally, many people enter the public sector because of the quality of work life. Exempt employees working in the corporate setting might reduce their hourly rate significantly if they are putting in many more hours beyond a 40-hour work week. Considering the total compensation package and work-life balance, the public sector jobs are appealing and feasible for Bren graduates, especially when there is a strong fit with the students' professional goals. The Bren School Career Development team aims to help Bren graduates find the jobs across all sectors that are the best fit for their interests and skills. Additionally, some Bren students/graduates work with governmental agencies through work they do at private firms. Many private consulting firms have long-term contracts with local, state, and federal agencies. Bren graduates have an opportunity to work indirectly with these agencies through this avenue.

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

Currently, the Bren School provides information about financial aid programs for MEDS students through the [Bren School website](https://bren.ucsb.edu/masters-programs/master-environmental-data-science/tuition-and-finance)⁷. A new Bren School website was launched in Summer 2020. The new website substantially enhanced the information for prospective students, including more comprehensive information about the availability of Bren School and UCSB fellowships, UCSB Teaching Assistantships, and external funding sources. In 2024, the Bren School website is being upgraded from Drupal 8 to the UCSB theme in Drupal 10, which will increase security, stability, and offer new features to enhance the website and expand our collaboration with UCSB's central website management team.

After an unanticipated staffing vacancy of one year, a new Marketing and Communications Director was hired in Summer 2024 with the goal of focusing primary digital outreach efforts on recruitment of prospective students. The new Director created a Marketing and Communications Strategic Plan targeting prospective students, current students, alumni and professionals, and donors and potential sponsors. A variety of tools have been leveraged to reach prospective students, including the Bren School's website, paid advertising, LinkedIn, Instagram, and a high-touch email drip campaign to any students who request additional information. The goal

⁷ <https://bren.ucsb.edu/masters-programs/master-environmental-data-science/tuition-and-finance>

of these outreach efforts is to showcase the vibrant student life, academic excellence, and unique opportunities available at the Bren School, compelling prospective students to consider the institution as their top choice.

In addition to a wealth of information about the Bren School, our website offers strategically located clickable buttons to easily request information about admissions. The web-based Customer Relationship Management (CRM) tracks prospective students who requested additional information through the website. As noted in Section II, requests for information from prospective students remained robust over the past four 4 years: 1,513 requests (2020-2021), 1,687 requests (2021-2022), 1,736 requests (2022-2023), 1,614 requests (2023-2024). The Admissions and Marketing staff developed a drip campaign to provide frequent contact with prospective students, offer strategies for preparing a competitive application, and send reminders of key milestones in the application process. Marketing and Communications staff contracted with an outside vendor to create a paid media strategy and Google ads to expand the reach of our marketing efforts and inform prospective students about the MEDS program.

The Bren School is investing additional resources in marketing and outreach to low-income, first-generation students from underrepresented groups. As noted in Section II, the Bren faculty submitted a grant application, and are working on a second, to build relationships with CSU students through the Bren Environmental Leadership (BEL) Fellowship, which offers summer internships on applied research projects to underrepresented undergraduate students with Bren School graduate student mentors. These applications have developed relationships with cognate departments at Cal Poly San Luis Obispo and Cal Poly Humboldt.

The Bren School launched the Bren-Environmental Studies Fellows Program to mentor UCSB undergraduate students from under-represented and low-income groups. The Bren-Environmental Studies Fellows Program is designed to nurture professional development through workshops on professional communication, resumes, networking, and interviewing; connections with Bren faculty, students, and alumnae; 1:1 mentoring with ES and Bren faculty, students, and staff; information about research opportunities and internships; and a quarterly stipend during the academic year.

As the application deadline approaches, Admissions staff contact all prospective students who started but did not complete their applications to encourage them to complete applications. Staff answer students' questions and provided guidance. This additional effort is targeted to support students from non-traditional backgrounds who did not a mentor or role model at home or in their undergraduate institution who could help them with the application process. If financial need emerged as a barrier to application, Admissions staff guide applicants to request an application fee waiver from UCSB's Graduate Division.

Bren staff directly present information about the Bren School, including financial aid programs, during an annual Open House for prospective students in Fall and Admitted Students Day in early April. Bren staff host bimonthly Zoom webinars in Fall Quarter to

describe the MEDS program, the application process, and financial aid opportunities. The number of webinar participants increased steadily over the past 4 years: 843 participants (2020-2021), 1,008 participants (2021-2022), 1,036 participants (2022-2023), and 1,041 participants (2023-2024). Frequent Zoom webinars offer much greater reach to prospective students who did not feel comfortable directly contacting the Bren School staff or faculty and/or did not have the means to travel to Santa Barbara for the annual Open House or a campus visit. Bren staff also travel in person to attend the annual Diversity Forum to recruit prospective students in California. The Bren Admissions and Student Affairs staff will continue to explore new opportunities for outreach to prospective students.

Given the lower than anticipated enrollment of the past three years, the Bren School has implemented a couple new marketing strategies to increase applications and ultimately enrollment. This includes:

- A MEDS specific email marketing campaign targeting prospective students
- A thorough review and update of the language on the Bren website describing the MEDS program. Improvements were made to clarify the prerequisites of the program and highlight the amount of funding provided to students over the past few years
 - Bren has offered recruitment fellowships to more than 70% of incoming Masters of Environmental Data Science (MEDS) students. Over the past three years, we provided \$1.2 million dollars of funding in student aid to Bren students. MEDS student funding packages have ranged from \$5,000 to full-ride 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?

Prospective and admitted students, along with the public, may access information about MEDS graduate employment and salary statistics by visiting the [Bren Student Data Explorer](https://shinyapps.bren.ucsb.edu/student-data-explorer/)⁸. The Bren School historically has not provided information about average debt of graduates. This information will be available to prospective and admitted students from the Bren School staff, if requested.

⁸ <https://shinyapps.bren.ucsb.edu/student-data-explorer/>

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

The Bren School faculty and staff proactively seek measures to assess the quality of our program. Staff distribute a comprehensive annual survey, developed by the Master's Curriculum and PhD Program committees, to all MESM, MEDS, and PhD students. The MEDS end-of-year survey includes questions about all aspects of the program, including core training, Master's Capstone Projects, student governance and activities, career development, facilities and computing, and climate, among other topics. Staff compile the survey results and provide them to the Bren faculty and senior managers. The Master's Curriculum Committee, including two faculty, three staff, a MESM student representative, and a MEDS student representative, takes the lead to review comments from the end-of-year survey and address any major issues with the master's program.

In 2021, the Bren faculty developed Program Learning Outcomes (PLOs) for the MEDS program as part of the accreditation process through the Western Association of Schools and Colleges (WASC). PLOs for the MEDS program are focused on core knowledge, research methods and analysis, independent research, communication and dissemination, and professionalism. The Bren School is currently in the process of assessing MEDS PLO 1.1 Assessing Core Knowledge. The assessment of core knowledge consists of a preliminary test of knowledge of all incoming students prior to the MEDS program and a follow-up test of knowledge at the end of the program. The assessment cycle will be complete in Spring 2025. Based on feedback from the PLO assessment, the faculty will implement recommended core curriculum changes to ensure the MEDS program is meeting its goals of providing core knowledge in Environmental Data Science.

The next formal Program Review Process (PRP) of the Bren School will begin with data collection in 2024-2025. The Bren faculty will convene a retreat in Spring 2025 to write their self-assessment of the past five years as well as their program goals for the next five years. The External Review Committee (ERC) will review the data notebook and self assessment in Fall 2025 and will make recommendations for how to strengthen the Bren School's academic programs. This will be the first formal program review of the MEDS program.

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.

Acting Dean Sarah Anderson and Faculty Executive Committee Chair Andrew Plantinga met with elected student representatives, including class chairs and the student-faculty liaison, to discuss the MEDS PDST on October 17, 2024. The Acting Dean and FEC Chair met with 3 MEDS student representatives, which is 10% of the entire MEDS student body (29 students). The Acting Dean informed students of the anticipated 3% increases in PDST per year. The questions and responses from this consultation were distributed to the entire MEDS student body by the Acting Dean in email on 11/25/24. All students were invited to speak with the Acting Dean in person during a Dean's Chat on Dec 4, 2024 and they were invited to share their questions, suggestions, and concerns via our virtual suggestion box. Feedback from students is included below and integrated into the PDST renewal request, as appropriate. All MEDS students received these questions and responses by email.

Student Questions and Feedback

One student asked if the PDST fee for MEDS is the same as the MESM program? And if so, is that equivalent since MEDS is only a one year program?

- Response: Yes, MEDS students pay the same amount as MESM students. The MEDS program is a more intensive program than MESM and therefore requires more personalized support per student. The smaller cohort size (29 for MEDS vs. 160 for MESM) allows for more intensive and personalized services. For instance, MEDS has dedicated TAs at a higher level than MESM given the need for consistent help with coursework. Additionally, there is a dedicated program coordinator for MEDS to oversee the program, and there is no equivalent in the MESM program.

Students mentioned they feel supported by MEDS staff. For example, a student returning back to school from the workforce found consistent email communication particularly helpful for orientation into the MEDS program. One student shared their enthusiasm for the Bren School staff: "Emails from Jamie [MEDS Coordinator] were super helpful in onboarding to MEDS... It quiets my soul to have folks [in Career Development] helping with résumé and job search guidance."

Multiple students highlighted the one-on-one meetings with student affairs and the career services team helped them during their Fall quarter. "They help take abstract concepts to concrete actions—a little hand-holding is nice." There was mixed feedback about the professional workshops provided. Some felt the content was redundant for those with prior work experience but appreciated targeted career advice (e.g., navigating academia vs. industry).

UC Santa Barbara/Bren School of Environmental Science & Management/Master of Environmental Data Science (MEDS)
Established program / Established PDST

- Response: The Career Development staff offers support from the first day of new student orientation through graduation and beyond. Career Development services are described in Sections II and III.a.

Students mentioned two significant areas of concern: (1) Counseling & Psychological Services (CAPS) is hard to access due to waitlists and limited business hours, and (2) UCSB Financial Aid Office is difficult to contact, which has impacted some students.

- Response: The Acting Dean is now aware that there is a need for greater staffing support for these two campus services. The Acting Dean will communicate this information to the Executive Vice Chancellor to bring his awareness to these challenges faced by students.

When asked if the students were experiencing financial difficulties, they mentioned that 30-40% of their peer students have a TAsip, which helps cover tuition but does not cover the PDST, leaving them with substantial financial costs. Some students were concerned about balancing TA responsibilities with the MEDS workload, noting that expectations and assignments for TAs can be inconsistent.

- Response: The Acting Dean acknowledged that graduate school is expensive and the Bren School seeks to provide transparent information about the cost of attending the MEDS program and options for paying for this education. Student Affairs staff send emails to all students about any open TA positions on campus. Students also can opt in to a Google Group where campus departments post open TA positions. The Admissions and Student Affairs staff share information about how to find TA positions to admitted students during Admitted Students Day and in subsequent email communications. Costs of the MEDS program are summarized in Table 1 Projected Fees in Section I.a and compared to similar public and private schools in Table 4 Market Comparators in Section IV.a.

Students shared that the graduate student housing option provided by UCSB is affordable and meets MEDS students' needs. Parking costs for class at NCEAS were highlighted, with requests for parking subsidies.

- Response: Students are encouraged to apply for graduate student housing in San Clemente Apartments, owned by the university and subsidized so students pay less than the market price for an apartment. The Admissions and Student Affairs staff sends information about graduate student housing to all admitted students. Section VI.b. of this proposal notes the Bren School's efforts to encourage UCSB's Graduate Division to consider options for additional subsidized housing for UCSB graduate 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.

X Plan shared with Gustavo Prado Sampaio and Laura Snell, Graduate Student Association Co-Presidents on October 28, 2024 .

Campus graduate student organization (i.e., your campus' GSA president)

☐ Comments or feedback was provided.

X Comments or feedback was not provided.

Nature of feedback or full comments:

☐ 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.

X 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 Bren School faculty discussed the MEDS PDST renewal request during their regularly scheduled faculty meeting on October 10, 2024. The MEDS PDST renewal request was posted in its entirety to the Bren faculty wiki, the content management site for all faculty and Faculty Executive Committee meetings. In a brief review of the MEDS PDST proposal during the faculty meeting, staff specifically called out the proposed annual increases of 3% per year in the PDST. All 17 faculty who attended the meeting (60%) were invited to share their comments during the meeting and the FEC Chair solicited comments from all 29 faculty by email after the meeting, if desired. The faculty were given two weeks until October 28, 2024 to submit their comments.

A faculty member commented that the Bren faculty were approved to search for a new faculty member in the field of Environmental Economics for Data Science, who likely will be able to teach courses in data science. This new hire, anticipated July 1, 2025, will strengthen the Bren School's investment in the MEDS program.

A faculty member proposed that, in the best world, the Bren School would raise philanthropic funds for an endowment to cover the costs of master's student financial aid, instructional support, and staffing in the long run, and the school could consider reducing the PDST. Response: Development efforts are described in section III.c.

A faculty member noted that one of the issues is that the PDST is charged as a separate line and it stands out from tuition/fees even though it is part of the tuition for attending the professional program. This format makes students feel that PDST is an "extra" thing for which they must pay. Students ask "What are we getting for the PDST?" Response: The MEDS PDST renewal request describes how the PDST will be used in Table 2 PDST Revenue Use.

A faculty member reflected that current students have expressed fewer concerns about PDST than in earlier years. Students are informed about the PDST when they apply to the Bren School and they have factored the PDST into their expenses.

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.

X Plan shared with Leila Rupp, Interim Anne and Michael Towbes Graduate Dean on October 14, 2024.
Graduate Dean

X Plan shared with Jeffrey Stewart, Office of Diversity, Equity, and Inclusion on October 14, 2024.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

X Plan endorsed by Henry Yang, Chancellor on November 4, 2024 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$10,926	\$11,256	\$11,592	\$11,940	\$12,297	\$12,666	3.0%	\$330	3.0%	\$336	3.0%	\$348	3.0%	\$357	3.0%	\$369
Prof. Degr. Suppl. Tuition (Nonresident)	\$10,926	\$11,256	\$11,592	\$11,940	\$12,297	\$12,666	3.0%	\$330	3.0%	\$336	3.0%	\$348	3.0%	\$357	3.0%	\$369
Mandatory Systemwide Fees*	\$14,016	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	3.0%	\$414	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	\$1,108	\$1,141	\$1,176	\$1,211	\$1,247	\$1,285	3.0%	\$33	3.0%	\$34	3.0%	\$35	3.0%	\$36	3.0%	\$37
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)	\$26,050	\$26,827	\$27,624	\$28,445	\$29,288	\$30,157	3.0%	\$777	3.0%	\$796	3.0%	\$821	3.0%	\$843	3.0%	\$868
Est. First-Year Fees (Nonresident)	\$38,295	\$39,072	\$39,869	\$40,690	\$41,533	\$42,402	2.0%	\$777	2.0%	\$796	2.1%	\$821	2.1%	\$843	2.1%	\$868

* 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 mission of the Bren School is to solve environmental problems by developing interdisciplinary solutions, training environmental leaders, and working for a sustainable future. The 2-year Master of Environmental Science and Management (MESM) degree program prepares students for environmental careers through a combination of academic and professional training and real-world experience. The MESM program opened in 1996 with 20 MESM students and 6 faculty, and now has 145 MESM students. The Bren School also has 29 students in the Master of Environmental Data Science (MEDS program), 55 PhD students, and 29 faculty. The MESM program is widely regarded as among the top environmental science and management professional programs in the nation. In addition to academic excellence, the Bren School is renowned for having the strongest career development staff in the field, one of the top reasons students choose UCSB over competitor schools. In 2023, the Bren School was #4 in the country by College Choice for the most affordable professional Master's in Environmental Management.

The Bren School seeks to attract diverse students, faculty, and staff, both because we believe in the inherent value of diversity and because the more diverse we are, the more capably and creatively we can pursue our mission. Students arrive with a Bachelor's degree and a commitment to solving environmental problems through collaborative, interdisciplinary approaches. Most MESM graduates go on to careers in environmental non-profits (e.g., Assistant Marine Coordinator at The Nature Conservancy), government agencies (e.g., Deputy Secretary for Climate Change and Energy Policy at the California EPA), corporations (e.g., CEO of Infinity Renewables), and environmental consulting (e.g., Senior Environmental Planner at Rincon Associates). MESM graduates are employed in diverse communities in the US and around the world (>30 countries).

Balancing breadth, depth, and real-world experience, the core curriculum (26 units, encompassing natural science, social science, law, and business) provides a foundation in the language, knowledge, techniques, and methodologies of key disciplines in environmental science and management. Students also complete a cohesive set of electives (36 units) from one of seven specializations, such as Conservation Planning or Energy & Climate, and they may select one of two professional foci, either Strategic Environmental Communications or Eco-Entrepreneurship. Finally, students complete either a Master's Group Project or an Eco-Entrepreneurship (Eco-E) Project, which serves as the master's thesis. Teams of 3-5 students spend 4 quarters working on real-world environmental problems posed by external clients (businesses, non-profits, government agencies, or customers). The MESM Project provides an opportunity to refine essential professional skills such as leadership, collaboration, and communication and apply academic training to real-world problems. MESM students further cultivate their professional networks and professional skills with a summer internship.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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 expiring multi-year plan was for 2020-2021 through 2024-2025 and new PDST revenue were used on the following goals:

- Increase diversity of the student body by expanding outreach efforts and offering financial aid to top students who have financial need and who contribute to diversity.
- Maintain program quality and improve student experience of the MESM program by:
 - Offering courses taught by environmental professionals not otherwise provided by Ladder Faculty to prepare MESM graduates to be competitive in the job market.
 - Maintaining staff to support academic advising, career development, and alumni relations.
 - Supporting student activities and events, providing travel grants to professional conferences, providing stipends to students who pursue low paid or unpaid internships, and enhancing alumni relations.

Increased diversity of the MESM student body: The proportion of students from underrepresented groups doubled over the past decade and has remained high in the past three years. We attribute the increase to, among other initiatives, efforts to recruit and support diverse students, a shift to holistic review of applications, PDST-funded financial aid to top students from diverse backgrounds who have financial need, the commitment to hire a Diversity, Equity, and Inclusion Coordinator, a focused effort to hire a faculty member in the field of Racial Environmental Justice, and curriculum changes to include more environmental justice topics. During the COVID-19 pandemic, the Admissions staff amplified outreach to prospective students from populations unfamiliar the Bren School and without the resources to visit the school through digital technologies, including a new website with increase search engine optimization, targeted paid media through Google, LinkedIn and other social media outlets, and webinars.

The holistic review of MESM applications includes a rubric that focuses on all aspects of the application, including the statement of purpose, personal contributions, academic preparation, resume (work experience), letters of recommendation, and contributions to

diversity. The current holistic rubric focuses on the applicant's breadth of experience and potential for growth. Since the onset of the COVID-19 pandemic, the GRE is no longer required for MESM applicants, which reduces some of the former application barriers. Prior to the implementation of the holistic admissions rubric, the admissions committee focused more on GPA and GRE scores.

The Recruitment and Admissions Committee directed between 34-40% of the PDST revenue as financial aid to admitted students who demonstrated academic achievement and contributed to diversity through a broad array of measures including racial and cultural diversity, non-traditional pathways to graduate school, and service to underrepresented groups, among others. An average of 38.6 MESM students per year (across two cohorts) received financial awards from PDST with an average award of \$13,054.

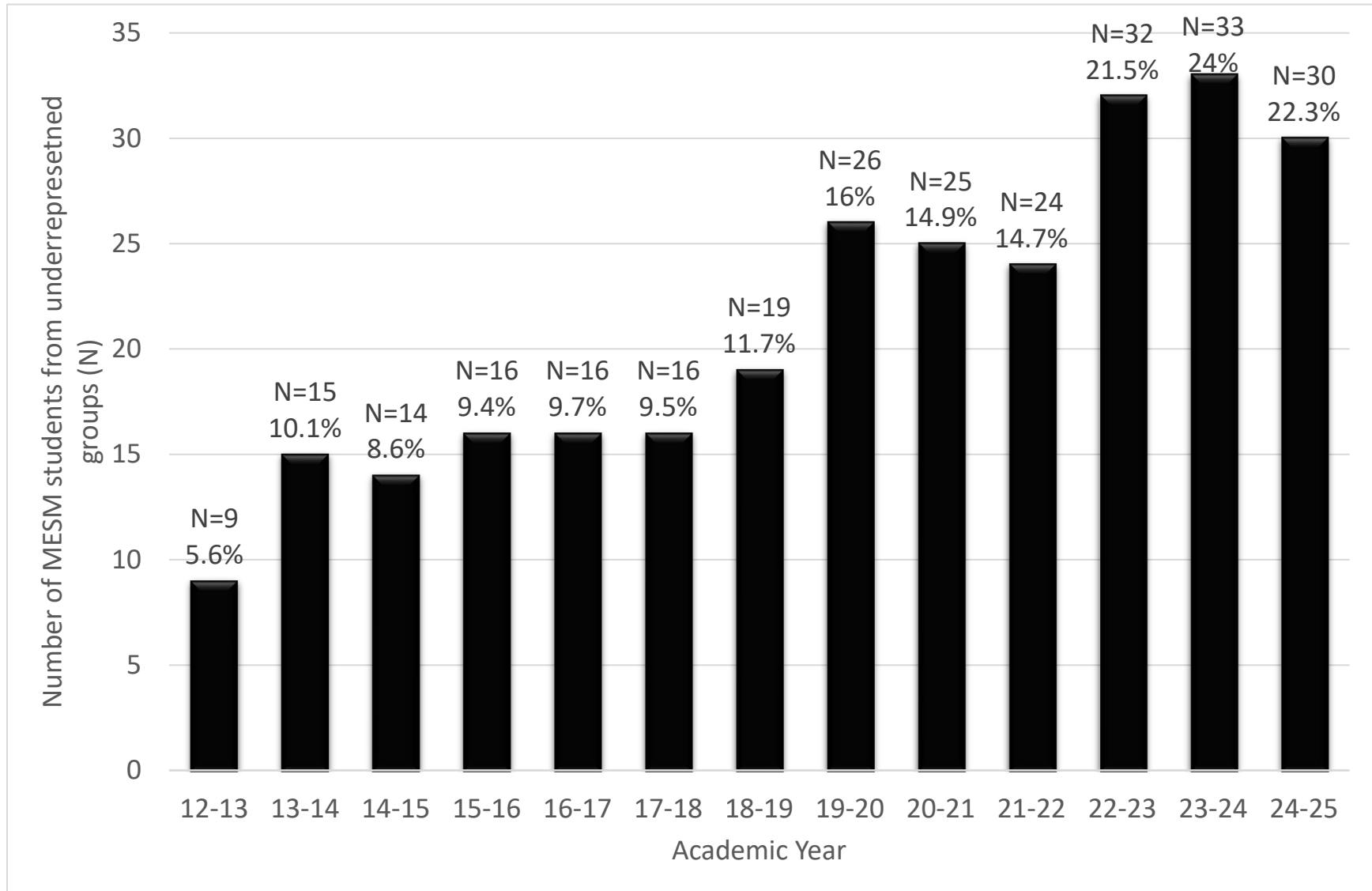
The Bren School is also investing in changing the culture of the school to integrate diversity through thoughtful updates to policies and protocols, diversification of staff and faculty, and a focus on environmental justice in the MESM curriculum. Diversity initiatives are included in the Bren School's Strategic Plan for DEI. Informed by student feedback over the past four years, the Bren School prioritized the hire of a new staff member, the Diversity, Equity, and Inclusion (DEI) Coordinator, supported by PDST funding from the MESM and MEDS programs in proportion to the ratio of student in each program. The position was filled in September 2024, and more details on the position's role in advancing DEI concerns are discussed in section V.b. Informed by student feedback over many years, the Bren School faculty hired a faculty member in the area of Environmental Racial Justice in January 2024. The new faculty member will teach courses on environmental justice in the MESM curriculum. These changes in the Bren School faculty and staff are anticipated to contribute to a culture that fosters inclusion and equity for students for all backgrounds, including those from underrepresented groups (URG).

The following table and chart provide URG trend data. The proportion of URG students in both MESM cohorts has grown from 14.7% in 2021-22 to 24% in 2023-24, as shown in Table 5.

Admissions Data for the Past Five Years

		Applicants			Admits			Admit Rate		Enrollment			Yield Rate	
		URG	All	% URG	URG	All	% URG	URG	All	URG	All	% URG	URG	All
Program Name	2020-21	46	307	15%	34	213	16%	0.74	0.69	13	81	16%	0.38	0.38
	2021-22	84	469	18%	29	206	14%	0.35	0.44	11	78	14%	0.38	0.38
	2022-23	57	318	18%	42	210	20%	0.74	0.66	19	71	27%	0.45	0.34
	2023-24	34	282	12%	27	205	13%	0.79	0.73	13	70	19%	0.48	0.34
	2024-25	61	307	20%	36	204	18%	0.59	0.66	13	81	16%	0.36	0.40
	All	282	1683	17%	168	1038	16%	0.60	0.62	69	381	18%	0.41	0.37

Number of URG Students from both cohorts in 2012-2013 to 2024-2025



Expanded outreach efforts to prospective students: The MESM program has grown from enrolling 163 students with 16% from underrepresented groups in 2019-20 to 175 with 22% from underrepresented groups in 2024-25. The Bren School pursued a two-pronged strategy taking advantage of recent communications advances and tools, as well as developing relationships with CSUs and other undergraduate institutions. For example, Bren faculty submitted a grant application, and are working on a second, to build relationships with CSU students through the Bren Environmental Leadership Fellowship, which offers summer internships on applied research projects with graduate student mentors. These applications have developed relationships with cognate departments at Cal Poly San Luis Obispo and Cal Poly Humboldt.

The Bren School initiated several mentorship programs targeted to undergraduate students from underrepresented groups in Environmental Studies (ES) at UCSB. The ES program has 982 undergraduate students, including 23.6% Hispanic/Latino(a), 3% Black/African American, and 1.2% Native American. The Bren School launched the Bren-Environmental Studies Fellows Program to mentor UCSB undergraduate students from underrepresented and low-income groups. The Bren-Environmental Studies Fellows Program is designed to nurture professional development through workshops on professional communication, resumes, networking, and interviewing; connections with Bren faculty, students, and alumnae; 1:1 mentoring with ES and Bren faculty, students, and staff; information about research opportunities and internships; and a quarterly stipend during the academic year.

A second mentorship program, the Bren Environmental Leadership (BEL) program offers paid summer fellowships for undergraduate students to work with Bren graduate students on environmental science projects. The program includes a wide range of projects each year, including both academic environmental science research and internships with Bren-UCSB partner organizations. The goal of the BEL program is to increase the number of first-generation, low-income, and/or underrepresented students working towards careers in the environmental field and natural sciences. The program provides fellowship support, networking, and training opportunities for BEL Fellows through connection with learning communities, career skills workshops, and presentation opportunities.

To expand our reach to prospective students, the Bren School also launched a new website with search engine optimization to maximize the Bren School appearing in keyword searches by prospective students. We strategically placed clickable buttons to easily request information about admissions in key locations on the Bren School's website. The Bren School tracked prospective students who requested additional information through the Bren School's website. Requests for information increased over the past 4 years: 1,513 requests (2020-2021), 1,687 requests (2021-2022), 1,736 requests (2022-2023), 1,614 requests (2023-2024). The Bren School website is the primary point of initial contact for most prospective students.

The Bren School's website automatically invited each prospective student to share their contact information for additional information. The Admissions and Marketing staff developed a drip campaign to provide frequent contact with prospective students, offer strategies for preparing a competitive application, and send reminders of key milestones in the application process. Marketing and Communications staff contracted with Cybba to create a paid media strategy and Google ads to expand the reach of our marketing efforts and inform prospective students about the MESM program.

In addition to one in-person Open House for prospective students in Fall Quarter, Admissions staff added informational webinars about the Bren School academic programs twice a month during admissions season. The number of webinar participants increased steadily over the past 4 years: 843 participants (2020-2021), 1,008 participants (2021-2022), 1,036 participants (2022-2023), and 1,041 participants (2023-2024). Offering information about the MESM program to prospective students through frequent webinars provides much greater reach to prospective students who did not feel comfortable directly contacting the Bren School staff or faculty and/or did not have the means to travel to Santa Barbara for the annual Open House or a campus visit.

As the application deadline approached, the Admissions staff contact all prospective students who started but did not complete their applications to encourage them to complete applications. Staff answered students' questions and provided guidance. This additional effort was particularly targeted to support students from non-traditional backgrounds who did not have mentors or role models at home or in their undergraduate institution who could help them with the application process. If financial need emerged as a barrier to application, Admissions staff guided applicants to request an application fee waiver from UCSB's Graduate Division.

Affordability: Since the PDST was implemented in 2020-21, 193 MESM students received an average financial award of \$13,054 each, for a total of \$2,519,360 returned in aid to MESM students. Financial aid was prioritized for top students with financial need and who also contributed to diversity. Because it is challenging to assess financial need of applicants based on self-reporting, the Bren School undertook a two-pronged strategy to prioritize aid to those with financial need. First, a portion of the revenue from PDST is directed to financial aid to admitted students who provide a history of their financial need in their Personal Statements. Second, Admissions staff request a ranked list of admitted students in order of financial need from the Financial Aid Office, although specific details of the student's financial need are confidential and cannot be viewed by Bren School Admissions staff. This enables staff to ensure that students with the most financial need are not passed over in the allocation of financial awards. The prioritization of need-based aid from PDST enabled the Bren School to improve program quality without substantially increasing the student debt load. Prior to implementation of the PDST, the average percent of the graduating class with debt was 44.5% for the three-year period from 2017-18 to 2019-20. After implementation of the PDST, the average percent with debt dropped slightly to 40.8% for the three-year period from 2020-21 to 2022-23. Average debt levels among students with debt increased slightly from \$33,247 for the

three-year period from 2017-18 to 2019-20 prior to the PDST to \$36,980 for the three-year period from 2020-21 to 2022-23 after implementation of the PDST (Table 7). There little change in the average debt among students from URG who graduated with debt comparing prior to the PDST implementation (\$37,189) to after (\$37,433).

Improve program quality and student experience of the MESM program: The nature of the professional MESM program requires that academic teaching by Ladder Faculty be complemented by professional-skills training by experts in many areas from outside academia. The Bren School hired an average of 10 lecturers per year over 5 years to teach essential professional skills that are highly valued in the job market, including geographic information systems, conservation planning, marine policy, water policy, environmental law, environmental justice, environmental negotiation, climate science, carbon accounting, business and sustainability, eco-entrepreneurship, strategic communication, data visualization, writing and presentation skills, and environmental film production. Many of these courses fall within the eco-entrepreneurship and strategic environmental communication foci, which provide educational opportunities to add important skills valued by employers. The amount of PDST directed to support professional instructors in the MESM program was \$1,303,752 over five years, from 2020-2021 through 2024-2025.

Expand the professional opportunities for MESM students: The Bren School provided fellowships from the PDST funds to support MESM students who secured low-paying or unpaid internships in organizations that serve the public interest. Between 2021 and 2024, the Bren School allocated a total of \$428,668 to support Summer Internship Fellowships for 85 MESM students. The average number of awards was 21 and the average amount of each award was \$5,043. Students in the MESM Class of 2025 recently completed internships to serve a variety of sectors, including as Desalination Operations Analyst Intern with the City of Santa Barbara; Conservation Intern with Lynn Canal Conservation in Haines, Alaska; Seaweed Aquaculture Intern at the Cawthorn Institute in Nelson, New Zealand; and (remote) Climate Adaptation Intern with the United Nations Framework Convention on Climate Change in Bonn, Germany.

The Bren School also used PDST funds to support student travel to professional conferences. Students were encouraged to attend conferences to present their master's research, to further a professional objective, and/or to develop and cultivate their professional network. Over the past 4 years, the Bren School awarded 47 MESM students an average of \$350 each to attend conferences around the world. Some conferences attended by MESM students included:

- California Islands Symposium, Ventura, CA
- Natural Capital Symposium, Palo Alto, CA
- Force of Nature Regenerative Conference in Fredericksburg, Texas
- ReFED Food Waste Solutions Summit in St. Louis, Missouri

- American Geophysical Union Frontiers in Hydrology, San Juan Puerto Rico
- Sustainable Ocean Development Symposium, Bali, Indonesia
- 10th World Conference on Ecological Restoration in Darwin, Australia

The Bren School also hosted an annual public showcase of Master's Projects, in which students apply their professional skills to present to and network with the public in a professional setting. Due to the COVID-19 pandemic, the Master's Project showcase was done as a virtual event for the first two years. We were concerned that the virtual nature of this event would reduce participation but instead the audience for the virtual event in 2021 was larger than any previous audience for this event, with more than 900 individuals joining the event at least for a portion of time. Following the return to in-person activities, we successfully hosted the Master's Project showcase event at the Bren School in the subsequent two years and continued to provide virtual viewing options.

Challenges related to the COVID-19 pandemic: We planned to use a portion of PDST revenue to fund staff and faculty to travel to CSUs and HBCUs to meet and recruit prospective students. The COVID-19 pandemic closed our school for more than a year and eliminated our in-person recruitment activities during that time. In 2020-2021 and 2021-2022, we used digital and virtual communication strategies to connect with prospective students. As noted above, we have continued these successful online strategies that have made recruitment activities more broadly available. After we were able to resume in-person activities in Fall 2022, we used PDST revenue to send our Admissions and Student Affairs Director to the annual Diversity Forum and to develop relationships with CSUs with cognate departments or schools.

Many faculty were unable to continue their research activities for a year or more. Those faculty and staff with small children had to take significant time to manage their children's care and education during the period of remote work. Several Bren faculty were interested in writing a proposal to work with an HBCU but they were unable to complete the proposal due to other setbacks they experienced during the pandemic. The DEI Coordinator will support faculty interested in submitting a proposal.

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 propose 3% annual increases in PDST for five years and plan to increase enrollment by 10% by the end of the 5-year plan. Informed in part by feedback provided from students, new PDST revenue will help address inflationary pressures and achieve the following goals during the period covered in this multi-year plan:

- **Continue to increase and support diversity of the student body by expanding outreach efforts and offering financial aid to top students who have financial need and who contribute to diversity.**
- **Maintain program quality and improve student experience of the MESM program by:**
 - Offering courses taught by environmental professionals not otherwise provided by Ladder Faculty to prepare MESM graduates to be competitive in the job market.
 - Maintaining staff to support academic advising, career development, and alumni relations.
 - Supporting student activities and events, providing travel grants to professional conferences, providing stipends to students who pursue low paid or unpaid internships, and enhancing alumni relations.

First, PDST funds will be used **for fellowships and outreach efforts to expand and diversify the applicant pool**. Diversity has always been a priority for the Bren School. PDST offered the Bren School the opportunity to amplify outreach efforts and offer financial aid to top students who have financial need and who contribute to diversity. We will continue to pursue opportunities to increase diversity of the pool of applicants and support students in their educational journey. Continuing to grow PDST revenue to allow such students to attend the Bren School without extraordinary debt load is a priority. *Accordingly, the school plans to continue to invest at least 35% of PDST revenue for return-to-aid (RTA). The RTA provides a large and stable fellowship budget that will be particularly directed toward students with financial need, including students from underrepresented groups.* The Bren School will also consider financial awards to students who contribute to diversity in other ways, including those from non-traditional backgrounds and those who have served (or intend to serve) disadvantaged individuals or populations.

PDST funds also will be used to **maintain program quality and improve student experience of the MESM program**. Specifically, the Bren School seeks to *maintain and improve professional development opportunities with appropriate training for our students*. The

nature of the MESM program requires that academic teaching by Ladder Faculty be complemented by professional-skills training by experts in diverse areas from outside academia. PDST will be used to hire lecturers to teach essential professional skills that are highly valued in the job market, including negotiation, leadership, project management, strategic communication, entrepreneurship, data visualization, and presentation skills. Many of these courses fall within the eco-entrepreneurship and strategic environmental communication foci, which provide educational opportunities to add important skills valued by employers. In July 2024, the Bren School hired a Teaching Professor in strategic environmental communication who will teach a core series of professional skills courses on writing, presentation, and creative studies. While the new Teaching Professor is funded from other sources, not PDST, this allows PDST funds to shift to other professional priority areas like negotiation and leadership. Among other priorities, the new Teaching Professor will review, coach, and collaborate with lecturers who teach communication skills and who are funded by PDST. Through this new investment of leadership and expertise, the Bren School will strive to improve the quality of instruction and cohesiveness of courses in the communication focus.

PDST funds will be used to **support staff in career development, alumni relations, and academic advising**. From consultation with MESM students and in annual end-of-year surveys, the dean and faculty learned that career development is a top priority for MESM students. Accordingly, PDST funds will continue to support the career development team and their nationally renowned program to provide students with twice-weekly workshops and career talks, one-on-one coaching in skills such as resume writing, networking, and negotiation, and a dense network of contacts with potential employers that the students can tap to find Group Project clients, internships, and jobs. PDST funds will also be used for alumni relations. Of the 1,762 MESM alumni, a remarkable 70% are engaged with the school through our online community, BrenConnect, launched in 2018. This engagement brings benefits to the school, because alumni provide a professional network to current students, keep the school informed of trends in the profession, give public seminars and lectures, refer prospective students, offer internships to current students and jobs to graduates, and promote the Bren School's brand. The Development staff also cultivate relationships with alumni who are interested in supporting the school. With steady annual growth of the MESM alumni (about 80 per year), the Bren School must maintain adequate staff to support these productive contacts and partnerships. MESM students also require a high level of academic advising, both during the admissions process and while enrolled. The Bren School's expanded efforts to recruit and retain diverse students will intensify these needs. At the current size of the Bren School program, it takes three student affairs staff, three academic programs staff, and five career development staff to manage and serve the program. Some Bren staff are supported by state funds, but the MESM program requires additional staff supported by PDST to provide the higher level of support and service expected by professional MESM students.

Lastly, PDST funds will be used to **support professional opportunities for MESM students**. These opportunities allow students to develop professional skills and build their professional networks, leading to greater success on the job market. For example, PSDT

funds will be directed to students who secure low-paying or unpaid internships in organizations that serve the public interest. Some of the PDST will be directed to the annual public showcase of Master's Projects, in which students apply their professional skills to present to and network with the public in a professional setting. PDST funds will also support student travel to professional conferences to present results of their master's research.

If the PDST increases of 3% per year are not approved, then the Bren School would not be able to keep up with the annual increases provided to career staff, lecturers, and TAs who are funded by PDST. And the number of students supported for travel and internships would have to decrease as costs for those increase. Over time, the school would be forced to choose which staff, lecturers, or TAs to cut in order to stay within our budget.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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.

Table 2: PDST Revenue Use

	Total 2024-25 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$237,641	\$12,243	\$12,676	\$13,255	\$13,780	\$14,390	\$303,984
Providing Student Services	\$396,068	\$20,405	\$21,126	\$22,092	\$22,967	\$23,983	\$506,640
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$396,068	\$20,405	\$21,126	\$22,092	\$22,967	\$23,983	\$506,640
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$554,495	\$28,566	\$29,576	\$30,929	\$32,154	\$33,576	\$709,296
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$1,584,270	\$81,618	\$84,504	\$88,368	\$91,869	\$95,931	\$2,026,560

* 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.

In 2023-24, the program hired a full-time environmental communication Teaching Professor (started on July 1, 2024), which will offset expenditures of PDST funds that were previously directed to a program manager and an environmental communication lecturer. The savings for salary and benefits for the new Teaching Professor, who is paid by state funds, will be used to hire other lecturers to teach important professional skills to MESM students, including eco-entrepreneurship and environmental negotiation.

The Development team works closely with the dean to raise funds for the Bren School. For the 2024-25 fiscal year, the Bren School's overall fundraising target goal is \$5.11 M. The development team typically exceeds their overall goal but not in all of the priority areas. Most gift funds are restricted and primarily support specific research activities, student fellowships (which augment RTA from PDST), and instruction and management for special supplemental programs in the Bren School. Gaps in priorities not covered by philanthropic gifts included funding for program managers and lecturers to teach professional skills. These have been fundraising priorities for many years, but philanthropic donors rarely prioritize investment in instruction and administration. The strong preference of many donors is to fund environmental research activities and provide financial aid to students. Instead, the majority of philanthropic gifts were for student support restricted to specific topics (Mantell Paired Internship Fellowships to advance environmental justice and underrepresented groups in environmental science) and specialized research conducted by faculty, and postdoctoral and PhD students. In the future, if Development is successful in offsetting some of the costs for instruction that would otherwise be covered by PDST, then the surplus revenue will be used to expand financial aid to students.

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

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

Table 3: Enrollment

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	104	105	106	107	108	110
Domestic Nonresident	30	31	32	33	34	35
International	11	12	13	14	15	15
Total	145	148	151	154	157	160

Additional comments: The Bren School plans to grow enrollment in the MESM program by approximately 10% during the period covered in the plan, maintaining the over 70% enrollment of California residents in the program. Growth in the MESM program is projected to be 15 students over 5 years, including 6 residents, 5 domestic non-residents and 4 international students. A primary focus of financial aid from PDST will be domestic underrepresented students.

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	57,197	58,913	60,680	62,500	64,375	66,306	3.0%	1,716	3.0%	1,767	3.0%	1,820	3.0%	1,875	3.0%	1,931
Arizona State University	27,582	28,409	29,261	30,139	31,043	31,974	3.0%	827	3.0%	852	3.0%	878	3.0%	904	3.0%	931
Oregon State University	31,413	32,355	33,326	34,326	35,356	36,417	3.0%	942	3.0%	971	3.0%	1,000	3.0%	1,030	3.0%	1,061
University of Colorado, Boulder	64,961	66,910	68,917	70,985	73,115	75,308	3.0%	1,949	3.0%	2,007	3.0%	2,068	3.0%	2,130	3.0%	2,193
Duke University	96,955	99,864	102,860	105,946	109,124	112,398	3.0%	2,909	3.0%	2,996	3.0%	3,086	3.0%	3,178	3.0%	3,274
Yale University	105,073	108,225	111,472	114,816	118,260	121,808	3.0%	3,152	3.0%	3,247	3.0%	3,344	3.0%	3,444	3.0%	3,548
Columbia University	96,969	99,878	102,874	105,960	109,139	112,413	3.0%	2,909	3.0%	2,996	3.0%	3,086	3.0%	3,179	3.0%	3,274
Average public comparison	45,288	46,647	48,046	49,488	50,972	52,501	3.0%	1,359	3.0%	1,399	3.0%	1,442	3.0%	1,485	3.0%	1,529
Average private comparison	99,666	102,656	105,735	108,907	112,174	115,540	3.0%	2,990	3.0%	3,080	3.0%	3,172	3.0%	3,267	3.0%	3,365
Average public and private comparison	68,593	70,651	72,770	74,953	77,202	79,518	3.0%	2,058	3.0%	2,119	3.0%	2,183	3.0%	2,249	3.0%	2,316
Your program	52,881	54,455	56,073	57,737	59,449	61,222	3.0%	1,574	3.0%	1,618	3.0%	1,664	3.0%	1,712	3.0%	1,773

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	%	\$	%	\$	%	\$	%	\$	%	\$
University of Michigan	112,909	116,296	119,785	123,379	127,080	130,892	3.0%	3,387	3.0%	3,489	3.0%	3,594	3.0%	3,701	3.0%	3,812
Arizona State University	73,780	75,993	78,273	80,621	83,040	85,531	3.0%	2,213	3.0%	2,280	3.0%	2,348	3.0%	2,419	3.0%	2,491
Oregon State University	66,217	68,204	70,250	72,358	74,529	76,765	3.0%	1,987	3.0%	2,046	3.0%	2,108	3.0%	2,171	3.0%	2,236
University of Colorado, Boulder	80,746	83,168	85,663	88,233	90,880	93,606	3.0%	2,422	3.0%	2,495	3.0%	2,570	3.0%	2,647	3.0%	2,726
Duke University	96,955	99,864	102,860	105,946	109,124	112,398	3.0%	2,909	3.0%	2,996	3.0%	3,086	3.0%	3,178	3.0%	3,274
Yale University	105,073	108,225	111,472	114,816	118,260	121,808	3.0%	3,152	3.0%	3,247	3.0%	3,344	3.0%	3,444	3.0%	3,548
Columbia University	96,969	99,878	102,874	105,960	109,139	112,413	3.0%	2,909	3.0%	2,996	3.0%	3,086	3.0%	3,179	3.0%	3,274
Average public comparison	83,413	85,915	88,493	91,148	93,882	96,699	3.0%	2,502	3.0%	2,578	3.0%	2,655	3.0%	2,735	3.0%	2,816
Average private comparison	99,666	102,656	105,735	108,907	112,174	115,540	3.0%	2,990	3.0%	3,080	3.0%	3,172	3.0%	3,267	3.0%	3,365
Average public and private comparison	90,378	93,090	95,882	98,759	101,722	104,773	3.0%	2,711	3.0%	2,793	3.0%	2,877	3.0%	2,963	3.0%	3,052
Your program	77,371	78,945	80,563	82,227	83,939	86,080	2.0%	1,574	2.0%	1,618	2.1%	1,664	2.1%	1,712	2.6%	2,141

Source(s):

<http://seas.umich.edu/prospective-students/funding>
<http://tuition.asu.edu/cost/tuition-estimator>
<http://tuition-calculator.fa.oregonstate.edu>
https://www.colorado.edu/bursar/costs/tuition-fee-rate-sheets#fall_2024_amp_spring_2025_per_semester-951
<http://nicholas.duke.edu/admissions/tuition-fees>
<http://environment.yale.edu/admissions/masters/funding-your-degree/cost#tuition--fees--and-expenses>
<http://sipa.columbia.edu/office-financial-aid/tuition-and-fees>

Additional comments: All programs in the above table are two-year programs except the one-year Columbia program in which courses are taken in the Summer, Fall, and Spring semesters. More information on our comparators are included below.

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 comparators were chosen based on the similarity of programs and competition for students. Three comparators—Duke University’s Nicholas School of the Environment, Yale University’s School of Forestry and Environmental Studies, and University of Michigan’s School for Environment and Sustainability—have been recruiting from the same pool of nationwide applicants since the Bren School accepted the first MESM cohort in 1996. The other programs have similar curricula to the MESM program. The University of Colorado, Boulder modeled their Master of the Environment program after the MESM program. The Professional Science Master’s in Environmental Science from Oregon State University, Corvallis has a similar curriculum to the MESM program but does not include the Master’s Group Project component. Students who enrolled in the MESM program (Class of 2024) indicated that they also applied to and were accepted to comparator programs in environmental science and management, including Duke (13 students), Yale (6), Michigan (10), University of Colorado, Boulder (5), and Columbia (5).

The comparator master’s programs in environmental science and management have similar approaches to teach breadth in a core curriculum, depth in a specialization, and practical application through a thesis or group project. An individual capstone project is an option in some programs but not in the MESM program. The core curriculum in the MESM program, spanning natural and social sciences, and quantitative methods, is the largest (8 courses, 26 quarter units) of the comparators. Like the Bren School, most comparator programs are two years in duration. University of Colorado, Boulder’s MENV program is 17 months but includes many

features of the Bren School's MESM program. Columbia's model is to offer a broad curriculum in environmental science and policy in 12 months without offering a specialization option.

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

The total cost of the Bren School MESM degree (2 years) for California residents is \$52,881, which is \$7,593 higher than the average cost of public university programs for state residents (\$45,288) and substantially lower (by \$46,785) than the average cost of private programs (\$99,666 per year). Two of the four public universities used for comparison are state universities similar to the California State University (CSU) system, which prioritizes affordable education for state residents. The public research universities offering a similar program (University of Michigan and University of Colorado, Boulder), are more expensive (\$57,197 and \$64,961, respectively, for 2 years) than the Bren School's MESM program (\$52,881 for 2 years). For nonresidents, the total cost of the Bren School MESM program (\$77,371) is lower than the average annual cost for non-state residents for public schools (\$83,413) and private schools (\$99,666).

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

The main factors that lead students to choose the Bren School over other options are the academic programing, career services, and location.¹ The MESM program is distinguished by the most comprehensive core curriculum among similar programs and by being one of the few programs that requires a year-long, client-driven Master's Group Project. The MESM program emphasizes group problem solving, teamwork, leadership, innovation and quantitative analysis through coursework and the Master's Group Project. Many students are attracted to the MESM program because of the option to pursue additional coursework in eco-entrepreneurship (established in 2007) and environmental communication (established in 2013). The Bren School's MESM program was the first master's program in environmental science and management to implement both of these supplemental programs. Subsequently, Duke University's Nicholas School of the Environment added an entrepreneurship certificate (but then removed the certificate option and now offers just courses), and added a certificate in environmental communication. Yale's School of Forestry added professional skills modules in verbal and visual communication, and they offer some coursework in entrepreneurship. To remain competitive with the leading programs, the Bren School needs to continue its record of innovation and to cultivate relevant professional skills for our MESM students.

¹In a survey of the MESM Classes of 2024 and 2025, students indicated that their decision to enroll at the Bren School was strongly influenced by the academic specializations (70%), location (70%) and career services (60%). Other factors in choosing the MESM program were focus areas (47%), course offerings (40%), school tuition and fees (33%), faculty (15%), recruitment awards (14%), and other students (10%). The Bren School distributes these questions to all students in an annual end-of-year survey. These annual surveys will be one way of evaluating the effectiveness of PDST in improving program quality.

The Bren School's Career Development team offers unparalleled personalized services to MESM students. Career development begins for MESM students on the first day of orientation and continues through job placement and beyond. This work includes career workshops, weekly career talks, review of cover letters and resumes, practice interviews, and other personalized services to successfully place students and graduates in relevant and satisfying internships and jobs. The Career Development Director has been employed with the Bren School since 1998, and personally worked with almost all of the 1,762 MESM graduates. In annual end-of-year surveys, the Career Development staff regularly are the most appreciated by students. The high level of involvement and commitment of the Bren School's Career Development staff often make the difference for students who are considering similar programs. The quality of the Bren School Career team is so well known that students from competitor programs frequently solicit advice from them.

The Bren School's location, on the campus of UCSB in Santa Barbara, California, distinguishes the MESM program from comparators. The school's location at the transition zone between the California Current and California Countercurrent results in high local biodiversity and variation in habitat types including rocky intertidal, sandy beach, coastal salt marsh, coastal sage scrub, and chaparral. The UC Natural Reserve System protects these habitats in Carpinteria Salt Marsh, Coal Oil Point, Santa Cruz Island, and Sedgwick reserves, offering opportunities for field research and instruction (such as ESM 212, a MESM field course biological survey design). Other private reserves, such as the Dangermond Preserve at Point Conception, managed by The Nature Conservancy, have been clients for MESM Group Projects focused on historical ecology and land management. The school's location within Santa Barbara and California makes it possible for students to be involved with many innovative environmental policy and management initiatives that are priorities of local and state governments. The impact of student ideas is greatly enhanced by being in settings that are seeking and implementing innovative and science-based environmental solutions. Bren School students have been directly involved in policy making, management, and business innovations in Santa Barbara and other parts of California. For example, students worked on Master's Group Projects focused on water supply for the City of Santa Barbara, life cycle assessments for local businesses such as Deckers Outdoor Corporation and Patagonia, developing rapid screening for chemicals to support California's Department of Toxic Substances Control with California EPA, and marine protected area design under California Assembly Bill 993 Marine Life Protection Act, among many other influential projects.

The Bren community, including faculty, staff, researchers, students and alumni, serves as a professional and social network for MESM students. The 1,762 MESM alumni, working in over 30 countries around the world, are a resource that students leverage for internships and jobs. The network is connected through an online forum (BrenConnect) that supports alumni communities such as the Bren Alumni Students of Color Association, and alumni regularly participate in annual gatherings in major US cities. Bren students and graduates recognize the value of a closely connected global network to secure employment opportunities, and the value of a tightly knit social community to provide professional mentoring, employment opportunities, and lifelong friendships.

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 (2022-23)
	2021-22	2022-23	2023-24	Fall 2024	Publics & Privates
Ethnicity					
Underrepresented					
African American	2.5%	4.5%	5.4%	2.0%	2.60%
American Indian	0.0%	0.6%	0.7%	1.0%	0.6%
Hispanic/Latino(a)	12.1%	15.5%	17.0%	17.0%	12.9%
Subtotal Underrepresented	14.6%	20.6%	23.1%	20.0%	16.1%
Asian/Pacific Islander	12.1%	14.8%	14.3%	11.0%	5.0%
White	67.6%	59.5%	50.4%	52.0%	68.3%
Domestic Unknown	1.9%	0.6%	3.4%	10.0%	7.5%
International	3.8%	4.5%	8.8%	7.0%	3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic					
% Pell recipients	27.8%	27.5%	32.8%	N/A	N/A
Gender					
% Female	66.3%	72.9%	74.1%	58.0%	61.1%
% Male	33.1%	27.1%	24.5%	36.0%	38.9%
% Non-Binary	0.0%	0.0%	0.7%	0.0%	0.0%
% Unknown	0.6%	0.0%	0.7%	6.0%	0.0%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Comparison programs did not provide student demographic data on their websites. Data on Environmental Science Master's degrees awarded in the US (2023-24) by recipient demography were drawn from the National Center for Education Statistics, US Department of Education

(<https://nces.ed.gov/ipeds/datacenter> n=25). -

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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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?

Diversity is important to the shared vision and goals of the Bren School, and the faculty seek to increase enrollment of URGs.² The percentage of URGs in the MESM program increased from 14.6% in 2021-2022 to 23.1% in 2023-2024. The MESM program has a similar or slightly greater percentage of African American (5.4%) and American Indian (0.7%) students and greater percentage of Hispanic/Latino(a) students (17%) as compared to other US public universities granting environmental science master's degrees (12.9%).

The Bren School *set aside between 33-40% of PDST revenue* to support highly qualified students with financial need who contribute to diversity of the student body. The average number of MESM students who received financial awards as recruitment incentives was 38.6 per year, which exceeded our original target of 20-30 new annual fellowship awards per year. The average fellowship award amount was \$13,054. Over the past five years, the Bren School's strategy for recruitment has shifted from allocating a smaller number of full fellowships (including tuition/fees, PDST, NRST, and health insurance) to allocating more partial fellowships. On average, 23% of students who enroll receive fellowships from PDST. For 2024-2025, 39 students (28%) received awards, including 1 full fellowship for nonresident (\$39,037), 12 full fellowships for residents (\$34,723), 20 fellowships to pay for the PDST (\$10,926), and 6 fellowships of \$5,000 each. UCSB's Graduate Division and the Bren School fully cover PDST for California residents who are

²The Bren School faculty developed the following diversity statement, which is posted to the school's website (<https://www.bren.ucsb.edu/about/>):

Sustainability challenges are diverse almost by definition, associated as they are with a wide range of environmental, economic, social, and cultural risks. Because those risks appear unevenly across society and geography, addressing them requires the varied perspectives of equally diverse people, whether in terms of their disciplinary expertise, tradition, heritage, race, ethnicity, sex, religion, sexual orientation, gender identity, age, socioeconomic status, disability status, or experience.

At the Bren School, we seek to attract students, faculty and staff who reflect that diversity, first because we believe in the inherent value of diversity, but equally because the more diverse we are as a school, the more capably and creatively we can pursue our mission of solving environmental problems and training tomorrow's environmental leaders.

members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP).

Past and continuing efforts to improve diversity at the Bren School:

- The Bren School *appointed an Associate Dean for Diversity, Equity and Inclusion* (DEI) in 2019. Working with staff and faculty, the Associate Dean created a Strategic Plan for DEI for the Bren School, which is posted to the Bren School's website. The strategic plan commits to four primary objectives: (1) Recruit and support diverse master's and PhD students, (2) Recruit, support, and retain diverse faculty and staff, (3) Support an inclusive Bren and UCSB community, and (4) Teach and research an inclusive picture of the field of environmental science and management. The Associate Dean, working with the Diversity Committee, selected annual priorities from the Strategic Plan to implement each year. The Associate Dean trained Equity Advisors on faculty search committees, consulted on faculty searches, and advised staff and faculty on outreach, admissions, and recruitment to support the Bren School's goals of building and supporting a more diverse student body.
- Since the position was created in 2019, the Associate Dean for DEI collaborated with Admissions and Marketing staff to revise the holistic admissions rubric each year and led campus trainings for other departments seeking to implement holistic graduate admissions. In addition, the Associate Dean worked with Development staff to raise funds for the OneBren Endowed Diversity Fellowship, which enables the Bren School to better reach and support a variety of students who are underrepresented in the environmental field. The Associate Dean has been Co-PI for \$4.225M of grants for DEI initiatives on campus, including Co-PI on \$225,000 Advancing Faculty Development grant from UCOP to enhance equity and transparency in service and mentoring of students, Co-PI on \$1M Hispanic-serving Institution (HSI) grant from the Department of Agriculture for Equitable Agriculture and Environmental Management aimed at facilitating underrepresented students' careers in sustainable agriculture, and Co-PI on \$3M NSF HSI grant to create the Center for Equitable Environmental Sciences. Each of these last two grants is directly oriented around increasing the pipeline of underrepresented students for the Bren School, the environmental field, and graduate school in environmental fields in general.
- The COVID-19 pandemic curtailed travel to other universities, including California State Universities (CSUs) that were part of our original outreach plan. Instead of in-person travel to recruitment events, the Bren School Admissions staff refined and increased the number of informational webinars targeted to prospective students, taking advantage of the sophisticated digital technologies for remote communications. The Bren School now offers informational webinars on Zoom twice a month during admissions season. The number of webinar participants increased steadily over the past 4 years: 843 participants (2020-2021), 1,008 participants (2021-2022), 1,036 participants (2022-2023), and 1,041 participants (2023-2024). The informational webinars are accessible to students in any part of the world, making it easier for students from all backgrounds

and socioeconomic circumstances to participate. All participants register for the webinars so the Bren School collects their names and emails, and staff follows up with additional information to encourage prospective students to apply.

- The Bren School participated in a pilot project (The California Consortium for Inclusive Doctoral Education or C-CIDE) to recruit, admit, and mentor graduate students from diverse backgrounds. As part of this initiative, representatives from the Bren School faculty and staff participated in virtual workshops to learn best practices. Workshops focused on: Equity in graduate admissions, equity in science, holistic admissions rubrics for graduate school, rethinking personal statements and essay prompts for graduate admissions, and data for equity in graduate education, advising diverse students, among others. Bren faculty and staff implemented many of the new strategies to recruit and support graduate students from diverse backgrounds.
- With support from donors, the Bren School created the new Bren Environmental Leaders (BEL) Fellowship program in 2022, in which undergraduate students from diverse backgrounds – including low-income, first-generation, and underrepresented minority students – are paired with graduate student mentors (master's or PhD) and placed in ten-week paid internships working on environmental projects with professional partners, such as The Nature Conservancy (TNC), the National Oceanic and Atmospheric Administration (NOAA), and the Community and College Partners Program. Active fundraising and grant applications are underway to fund the BEL Fellowship program, with support from organizations including Southern California Edison and TNC. Two Bren School faculty serve as co-PIs for a USDA HSI Equitable and Sustainable Agriculture grant that supports 4 pairs of BEL Fellowship internships in the agricultural sector for 2 years, as well as career development activities for diverse students. In the first three years, the BEL Fellowship program supported 54 undergraduate and graduate pairs with a total of \$324,459 in student fellowship support. Each graduate student mentor is paid \$8,500 and each undergraduate student mentee is paid \$6,500 to participate in the paired internship. Fellowship awards are paid to offset financial barriers to participation, such as transportation and location. The most compelling measure of success to date is the 8 undergraduate BEL Fellows who have been accepted to Bren School graduate programs in 3 years: 2 in the MESM program, 5 in the Master of Environmental Data Science (MEDS) program, and 1 in a marine science PhD.
- Drawing on UCSB's existing campus strengths in environmental sciences, humanities, and social sciences, the Bren School participated in a Mellichamp cluster hiring initiative in Racial Environmental Justice. The scholars hired through this cluster, focused on environmental justice, racial justice, and climate justice, are well positioned for interdisciplinary collaboration that brings our campus to the fore in addressing racialized environmental inequalities. In January 2024, a new faculty member joined the Bren School as the Mellichamp Chair in Racial Environmental Justice and his research focus explores social dimensions of climate and environmental change, with an emphasis on environmental justice and community vulnerability to hazards and disasters.

- The Bren School faculty recognizes that curricular diversity is a key component of supporting a diverse student body and continually updates and revises the curriculum. Students reported in annual end-of-year surveys that they would like more coursework and research opportunities related to environmental justice, which is critical to understanding and addressing any environmental issue as it accounts for key social, cultural, and equity considerations. The Bren faculty retreated in Spring 2024 to discuss and create a shared understanding of the role of environmental justice in research and teaching at the Bren School. The Bren faculty voted to add a new required core course on environmental justice to the MESM program, ESM 205 Environmental Justice, beginning in Winter 2025, and a second course for the MESM program on advanced topics in environmental justice beginning in Spring 2025. Students who write MESM Group Project proposals are invited to participate in a workshop on how to integrate environmental justice into their master's research projects.

New efforts to improve diversity at the Bren School:

- The Bren faculty developed a statement of their strategic approach to environmental justice as follows: *"We address issues of environmental justice through scholarship, teaching, and service. We conduct data-driven, interdisciplinary research to build evidence about the causes and consequences of environmental inequities, leveraging our findings for novel and effective solutions. Environmental justice solutions require diverse perspectives and approaches, and we collaborate with other scholars and community partners to amplify the impact of our quantitative, evidence-based results. Environmental justice is integrated throughout the Bren School curriculum and central to master's-level projects and PhD research."*
- The Bren faculty are compiling information about environmental justice in the Bren School into a webpage to more effectively consolidate and communicate the Bren School's focus and effort in this important area. The EJ@Bren website will include the Bren School faculty's assessment of the challenge of environmental inequality, the school's strategic approach (included above), and features about environmental justice in the faculty's research, teaching, service, and outreach.
- In Fall 2024, the program hired a new Diversity, Equity, and Inclusion (DEI) Coordinator, who will lead implementation of the Bren School's Strategic Plan for DEI. She will advise the Admissions staff regarding strategies to recruit students with diverse backgrounds and support them throughout their graduate education. She will work closely with the Development staff on paired internship fellowships with graduate and underrepresented undergraduate students, and she will assist with planning the annual Mantell Symposium in Environmental Justice and Conservation Innovation. Future projects will include developing DEI training for Bren students, staff, and faculty, among other priorities.
- To attract a more diverse applicant pool, the Bren School will *expand its outreach and find ways to network with Historically Black Colleges and Universities (HBCUs) and tribal colleges* with the ultimate goal of developing pipelines for MESM students (in contrast to the PhD focus of the UC-HBCU program). The new DEI Coordinator, hired in Fall 2024, is collaborating with Graduate Division's Admissions, Outreach, and Diversity office to build and enhance connections between Bren and HBCUs

such as Howard University and Hampton University, which offer strong environmental science programs and have significant African American student populations. The Bren School also will *increase recruitment efforts at the California State Universities (CSUs) and Universities of California (UCs), many of which are Hispanic Serving Institutions (HSIs)*. Bren staff will work with faculty and MESM students who are CSU or UC graduates to identify faculty from CSUs and UCs who teach undergraduate students with potential interest in graduate studies in environmental science. We will encourage those CSU and UC faculty to help recruit top students to the MESM program.

The Bren School will track the number of URGs in the applicant pool, admitted students, and enrolled students to evaluate current and new strategies for increasing diversity of the MESM student body. This will help faculty and staff understand better where barriers are to recruiting URGs: in outreach, admissions, or recruitment phases of the process. The school will also track retention and completion by URGs, and continue asking questions about climate and inclusiveness in the annual student survey. Where consistent with student confidentiality, academic staff will track (and respond to) issues and concerns expressed by all students during individual consultations.

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 percentages of MESM students who received Pell Grants as undergraduates were 13% in 2014-2015, 24% in 2018-2019, 27.8% in 2021-22, and 32.8% in 2023-24. This increasing trend may be influenced by the holistic review of MESM student applications that does not depend on GPA or GRE scores (which have not been required for admission since Winter 2021). As noted in Section II.a., the holistic review of MESM applications takes into account the applicant's statement of purpose, personal contributions, academic preparation, resume (work experience), letters of recommendation, and contributions to diversity. Thus, the applicant's breadth of experience and potential for growth are considered in the admissions decision. In 2020-2021, the Bren School set a goal of **increasing the percentage of Pell Grant recipients to a 3-year average of 25% in 5 years**. We are pleased that the 3-year average of Pell Grant recipients admitted to the MESM program is now **29.4%**, exceeding our initial goal. We will continue to reach out to students from low socioeconomic backgrounds, particularly in the CSU system, and through online strategies for recruitment, including accessible webinars and online resources. We also will continue to allocate financial aid from PDST to admitted MESM students who have a combination of the following attributes: robust academic performance, relevant experience, financial need, contributions to diversity, non-traditional backgrounds, and commitment to serving underrepresented groups, among others. When

enrolled students come to Student Affairs staff with financial concerns at any time during their studies, staff also will work with them to develop a personalized plan for addressing their financial need.

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 gender composition in the MESM program (4-year average) is 67.8% female, 30.2% male, 0.2% nonbinary, and 1.8% other. This ratio is similar to other environmental science master's degree programs across the United States, which have an average of 61.1% female and 38.9% male students. In contrast to the somewhat higher proportions of women in Environmental Science Master's programs, the gender ratio in the workplace is still dominated by men in the field of environmental science. While the Bren School does not seek to increase the percentage of women in the MESM student body, we want to ensure that the professional training addresses the issues that women face in the workplace. Bren's Career Development team offers an annual panel discussion on strategies and opportunities for professional women in environmental science and management. The explicit training in negotiation strategies provided by the Career Development team is particularly valuable for women striving to overcome the salary gap.

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 Bren School increased from a previous 4-year average of 12% URGs for the prior review period to a 4-year average of 19.6% URGs for the period of 2021-22 through 2024-25, an increase of 7.6%. UCSB is a Hispanic Serving Institution (HSI) and the Bren School increased the representation of Hispanic/Latino(a) students in the MESM program from 12.1% in 2021-22 to 17.0% in 2023-24 and 2024-25. The Bren School will strive to increase representation of African American and American Indian students through outreach to HBCUs and tribal colleges, and by continuing to evolve our application of holistic review, and additional return-to-aid available through the PDST. As noted above, the Bren School aims to maintain a student body with at least 25% percent of Pell Grant recipients. We anticipate to continue to have a majority of female MESM students. With revenue from PDST, the Bren School will be able to direct substantial aid to promising students with financial need, including students who contribute to diversity. Through holistic admissions processes and additional financial aid, the Bren School will increase diversity of the student body in terms of cultural, linguistic, geographic, and socioeconomic groups that are underrepresented in higher education and in the MESM program.

V.f. In the tables, 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, provide data for that department. If the program is offered by a school, 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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	4.1%	1.8%	1.8%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	2.0%	1.9%	3.6%
	International	0.0%	1.9%	3.6%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	4.1%	3.8%	1.8%
	International	4.1%	3.8%	7.3%
White	Domestic	81.6%	83.0%	76.4%
	International	4.1%	3.8%	5.5%
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		2021-22	2022-23	2023-24
Female		42.9%	39.6%	38.2%
Male		57.1%	60.4%	61.8%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	3.4%	3.4%	3.4%
	International	0.0%	0.0%	3.4%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	3.4%	3.4%	3.3%
	International	7.0%	7.0%	10.0%
White	Domestic	82.8%	82.8%	76.6%
	International	3.4%	3.4%	3.3%
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		2021-22	2022-23	2023-24
Female		27.6%	31.0%	33.3%
Male		72.4%	69.0%	66.7%
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?

The Bren School recognizes that faculty diversity is critical to supporting a diverse student body. Faculty recruitment efforts at the Bren School were reformed over five years ago to include an equity representative on hiring committees, undertake a committee interview that asks the same questions of each candidate, and incorporate contributions to diversity in candidate evaluation. Faculty periodically review the list of UC Presidential Postdoctoral Fellows and invite appropriate candidates to visit the Bren School to informally assess the potential for hiring the Fellow; one current female faculty member was recruited through this program.

Over the past five years, Bren faculty invested considerable effort to hire more female and URG faculty. These efforts substantially increased the percentage of female faculty from 18.5% in 2016-2017 to 33.3% in 2023-2024. Recruitment of faculty from URGs has been slower than recruitment of female faculty. The Bren faculty has one member (3.4%) from a URG (Hispanic/Latino). The Bren faculty will continue focused efforts to recruit applicants from diverse backgrounds for faculty positions and will amplify efforts to reach out to Black/African/African American and American Indian candidates. Over the past five years, 10 new faculty positions were filled, including 8 open searches (6.75 FTE) and 2 spousal hires (1.5 FTE). Of the open searches, 5 were female and 3 were male; 5 were white, 2 were Asian/Pacific Islander, and 1 was an international Hispanic/Latino(a). Of the spousal hires, 1 was female and 1 was male and both were white. On April 1, 2024, the Bren School hired an international female Hispanic/Latina Teaching Professor in environmental data science and, as a woman, she represents a minority in data science.

In addition to the ladder faculty, Unit 18 Lecturers contribute their expertise and diverse perspectives/backgrounds to instruction in the MESM program. The Bren School hires an average of 10 lecturers per year on funding provided by the MESM PDST. In 2023-2024, we hired one Black/African/African American lecturer and two Hispanic/Latino(a) lecturers to teach environmental justice, data science, and monitoring/evaluation.

The faculty recognize that, despite the School's initiatives, we have struggled to recruit faculty from URGs, so we continue to emphasize diversity in our recruitment initiatives at each stage. With any new searches in the future, the faculty will focus on recruiting women and other URG candidates in faculty searches until faculty representation more appropriately reflects the pool of prospective applicants. The Associate Dean of Diversity, Equity, and Inclusion meets with each faculty search committee to review best practices for equitable searches.

To support retention of diverse faculty, the Bren School has a formal mentoring program for all new faculty. The Academic Personnel Committee co-chairs assign a faculty mentor to all new faculty in the Bren School. The mentor serves in this formal role for two years as the new faculty member is learning about their role and responsibilities. The Bren School dean allocates a full year of teaching release to all new research faculty and half a year of teaching release to all new teaching faculty. Thus, Bren faculty ramp up their teaching workload over several years instead of immediately taking on the full teaching workload in their first year. The Bren School has a culture of service that requires faculty to allocate substantial time to support the school's community, operations, and administration. The Bren School faculty policy assigns twice the service workload to tenured faculty to alleviate the burden from Assistant Professors. The Bren School encourages new faculty to take advantage of resources provided by UCSB's subscription to the National Center for Faculty Development & Diversity. The personnel process in the Bren School was revamped over the past five years to require equitable consideration of every aspect of the record for each candidate.

Nonetheless, we recognize that female and URG faculty face many of the same biases and barriers at the Bren School that are prevalent in STEM fields and that our ever-present scrutiny is required to minimize their effects. The Bren School has provided, and will continue to provide, sensitivity training for faculty, staff, and students. The school responds rapidly (e.g., with outreach, training, and town hall meetings, when appropriate and necessary) to information suggesting the presence of microaggressions, harassment, or other climate issues. The Bren faculty culture is supportive of female faculty and junior faculty, and is developing a culture to recruit and retain faculty from diverse backgrounds. Further, the Bren School dean and faculty support flexible schedules for faculty who have personal responsibilities for childcare and/or eldercare. The Bren School's administration endorses the maximum allowed Active Service/Modified Duties (ASMD) for faculty who are parenting infants and we coordinate with faculty to adjust their teaching schedules to accommodate childcare (such as morning drop-offs and afternoon pick-ups from school). During the COVID-19 pandemic, childcare, particularly of young children, required a high level of attention from faculty who are parents. These constraints were considered and respected during subsequent merit and promotion cases.

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?

We will build on accomplishments from the financial aid/affordability goals in our expiring plan (described at the end of this response).

The goals for financial aid/affordability for 2025-2030 include the following:

- Maintain at least 30-40 annual fellowship awards for meritorious students. The Recruitment, Admissions and Support (RAS) Committee will identify and offer recruitment incentive awards to top applicants with financial need and who contribute to the diversity of the student body.
- Continue to promote opportunities for MESM students to gain academic student employment on Bren webpages; through Open House, webinars for prospective students, and Admitted Students Day; and through an annual workshop for current students.
- Strive for Bren School graduates to have the capacity to pay off student loans within ten years using less than 10% of their income.

Our measures of success for 2025-2023 include the following:

- Number of admitted students with financial need who accept offers of admission and matriculate to the Bren School.
- Number of MESM students employed in TA and GSR positions.
- Level of student debt relative to graduates' salaries. (This information will help to confirm whether graduates can pay off student loans within ten years if they allocate 10% of their salary to pay off loans.) This information will be collected using both aggregate loan data provided by UCOP as well as individual-level data provided by graduates through voluntary surveys.

For our expiring plan, our goals for financial aid/affordability for 2020-2025 were the following:

- Create 20-30 new annual fellowship awards for meritorious students with financial need who contribute to diversity of the student body.
- Promote opportunities for MESM students to gain academic student employment, including TA positions in other departments on campus.
- Strive for Bren School graduates to have the capacity to pay off student loans within ten years using less than 10% of their income.

Financial aid from PDST is allocated to admitted MESM students who have a combination of the following attributes: robust academic performance, relevant experience, financial need, contributions to diversity, non-traditional backgrounds, and commitment to serving underrepresented groups. For example, in the MESM Class of 2026 entering in Fall 2024, 29.4% of the awards went to students who expressed financial need, 35% of the recruitment awards from PDST went to students who made contributions to diversity, 20.6% of the awards were allocated to first generation students, and 14.7% of the awards were allocated to top performing students. Most students who received financial awards from PDST had more than one of these characteristics,

such as first generation with financial need. The specific ratio of characteristics among admitted students who receive financial awards from PDST depends, in part, on the applicant pool.

The following table lists our success measures and accomplishments related to our financial aid/affordability goals from our expiring plan:

Measures of success for 2020-2025	Accomplishments from 2020-2025
Number of admitted students with financial need accept offers of admission and matriculate to the Bren School.	The Bren School successfully created a thriving program of annual fellowship awards for meritorious students with financial need from the PDST revenue. The average number of financial awards allocated as recruitment incentives per year is 38.6, which exceeds the original target of 20-30 new annual fellowship awards. The average fellowship award amount is \$13,054. The 3-year average of Pell Grant recipients is now 29.4%, exceeding our initial goal of 25%.
Number of MESM students employed in TA and GSR positions.	UCSB's Graduate Division and the Bren School Student Affairs staff created new ways to promote open TA positions to MESM students. The Graduate Division created an opt-in Google group to advertise all TA positions on campus and the Bren School Student Affairs staff created a webpage with guidance for how to apply for a TA position. In addition the Student Affairs staff lead an annual workshop on how to be competitive for TA positions across campus. Over the past 4 years, the number of MESM students increased steadily in TA, Reader, and GSR positions at 25% time or higher, which pay for salary, tuition/fees, and health insurance. The number of MESM students employed in TA, Reader, and GSR positions increased from 117 in 2020-2021 to 216 in 2023-2024. The vast majority (>90%) of these positions are TAs.

Level of student debt relative to graduates' salaries. (This information will help to confirm whether graduates can pay off student loans within ten years if they allocate 10% of their salary to pay off loans.) This information will be collected using both aggregate loan data provided by UCOP as well as individual-level data provided by graduates through voluntary surveys.

As of 2022-2023, the estimated debt payment as a percent of median salary of MESM graduates is 6%. For comparable public institutions, estimated depth payment as percent of median salary is 10%.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	55.6%	40.0%	92.3%	54.5%	50.0%	45.5%
	Non-URG	33.9%	52.5%	52.0%	36.8%	47.5%	40.7%
	International	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%
	All	32.5%	45.9%	55.1%	35.6%	47.2%	39.7%
Average Debt among Students with Debt*	URG	\$38,366	\$36,113	\$37,060	\$26,899	\$66,411	\$18,989
	Non-URG	\$29,893	\$35,437	\$30,653	\$34,562	\$37,779	\$40,838
	International	\$0	\$0	\$0	\$0	\$6,500	\$0
	All	\$31,587	\$35,477	\$32,676	\$33,079	\$41,070	\$36,792

* 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?

Table 7 includes the percent of the graduating class with debt and the average debt among students with debt for three years prior the implementation of PDST (2017-18 to 2019-20) and three years after the implementation of PDST (2020-21 to 2022-23). This six year period included the onset of the COVID-19 pandemic in Spring 2020 and the implementation of PDST in Fall 2020. During that time, the percent of the graduating class with debt fluctuated from a low of 32.5% in 2017-18 to a high of 55.1% in 2019-20. The percent with debt in 2022-23 was 39.7% compared to a low of 32.5% in 2017-18 and a high of 55.1% in 2019-20. The average debt

among students with debt varied from a low of \$31,587 in 2107-18 to a high of \$41,070 in 2021-22. The average debt among students with debt was \$36,792 in 2022-23. There was no clear trend in the percent of graduating class with debt or the average debt among students with debt during this six year period.

We observed a surge in the percentage of students from URG with debt in 2019-20 to 92.3% (one year prior to the implementation of the PDST in Fall 2020) but this stabilized to a three-year average of 50% in 2020-23 (following implementation of the PDST). In 2022-23, the percentage of students from URG with debt was 45.5%, slightly but not much higher than that of non-URG (40.7%). To help students with financial need reduce the burden of debt, the Bren School dean and Development staff are seeking new opportunities to direct philanthropic gifts to financial aid for students, with a focus on students from URG and non-traditional backgrounds through opportunities like the OneBren Endowed Diversity Fellowship.

We observed a surge in the average debt among student from URG with debt in 2021-22 to \$66,411, which was much higher than the average debt among non-URG (\$37,779) and international students (\$6,500). There is no obvious driver for this surge in 2021-2022. We observed an overall declining trend in average debt for students from URG with debt from \$38,366 in 2017-18 to \$18,989 in 2022-23.

The data presented in Table 7 do not suggest a 3% annual increase in PDST over the next five years would lead to an increase in the percent of the graduating class with debt or would differentially affect students from URG. The Bren School requested no increase in the PDST from 2020-21 to 2021-22 due to the financial hardships on students imposed by the COVID-19 pandemic; the PDST increased by 3% per year from 2021-22 to 2024-25. During this period, we observe the percent of graduating students with debt are actually lower in 2022-23 (after an increase of 3% in the PDST) than two of the years *prior* to the implementation of the PDST.

It is anticipated that a portion of MESM students will continue to pay for their education through loans. One of the primary challenges in the Santa Barbara region is the high cost of housing, which is a significant financial burden on students above and beyond their tuition/fees and health insurance. We strongly encourage UCSB's Graduate Division to consider options for additional subsidized housing for UCSB graduate students.

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	40%	\$36,792	\$83,750	6%
Public comparisons	44%	\$45,340	\$67,000	10%
Private comparisons	NA	NA	\$72,000	NA

Sources:

UC: Corporate data, U.S. Department of Education, and the Bren School's Career Development (2024).

Comparison institutions: Public comparisons for graduates with debt and average debt at graduation among students with debt are from UC Corporate Data for Env Design/Landscp Arch (UCB), MA Edu Leadership (UCB), MPP Public Policy (UCB, UCI, UCLA, UCSD), Mgmt Innvtn Stnbly Tech (UCM), Urban Planning (UCI, UCLA); Median salary at graduation for the public comparison is from University of Michigan (SEAS program) and the private comparison is Duke University (MEM).

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 Bren School's Career Development staff track starting salaries for all Bren graduates. The average salary at graduation was \$83,750 for the MESM Class of 2023. Thirty-nine percent of graduates had debt and cumulative debt among students with debt was \$36,792. The estimated debt payment as a percent of median salary is 6%. If graduates allocate 10% of their salary to pay off student loans, they would be able to pay off their loans within about five years. The debt payment for graduates working in public interest careers, for which the median income is \$78,408, would be 7% of income and would be potentially forgivable under a Public Service Loan Forgiveness program if not repaid after ten years.

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 Bren School offers limited Summer Internship Fellowships (SIFs) for MESM students who complete low-paying or unpaid internships in public interest fields between their first and second year of study. Students are encouraged to begin their summer internship search in Winter Quarter and confirm their summer internship in Spring Quarter. Once students confirm that they will accept a low-paying or unpaid internship, then they are eligible for a Summer Internship Fellowship. This funding helps pay for a portion of travel and housing costs, making it more feasible for students to accept these internships. Funding ranges from \$1,000 to

\$8,000, depending on financial resources available, the number of qualified applicants and their respective needs, and the geographic location of the internship. An average of 21 fellowships are awarded annually. SIF awards are allocated on a first come, first served basis to all qualified students, thus incentivizing the students to proactively engage in their summer internship search. With the combination of PDST and donor funds, the Bren School has been able to provide support to all MESM students who complete low-paying or unpaid internships in public interest fields. To be eligible, a student's summer internship must be low-paying or unpaid, creating financial hardship. PDST substantially increased the amount of funding available to allow students to accept these internships. Many public interest internships now offer unpaid opportunities, e.g., federal agencies previously offered some of the highest paid internships, but many are now unpaid. Over 75% of awarded Summer Internship Fellowships go to students who accepted internships at public interest organizations, including non-governmental organizations, government agencies, and educational institutions. For some students, these internships result in full-time employment after graduation.

The Bren School also uses gift funds from individual donors and corporations to create fellowships for students who intend to launch businesses following graduation. As described above, some PDST will be used to fund instruction and mentorship for students in the eco-entrepreneurship program. Business models cultivated in the Bren School Eco-Entrepreneurship (Eco-E) program focus on addressing a customer need and environmental problem. Some business models focus on services to underserved populations, e.g., through education, housing, etc.

At this time, the Bren School does not offer targeted scholarships or Loan Repayment Assistance for students who go into public interest careers.

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?

There is a difference in the annual salary compensation for alumni when comparing the average annual salary between "Public Interest" and the "Private Sector." The average annual salary range for recent graduates (MESM Class of 2023) placed in "Public Interest" sector jobs (including Government, Non-Profit, Research/Education) is approximately \$66,729- \$91,700 per year. The average annual salary range for recent graduates placed in "Private Sector" jobs (including Consulting and Corporate) is approximately \$57,250 - \$167,500 per year.

The highest paid graduates in the MESM Class of 2023 who accepted jobs in the private sector made \$75,800 more per year than recent graduates working in the public interest. However, the average salaries were similar (\$87,094 average for private and \$78,408 for public). See table below for additional details about Salary Range including highest and salaries for the MESM Class of 2023 (Academic Year 2022-2023).

Annual Salary Sector Breakdown MESM Class of 2023			
Sector	High	Low	Average
Consulting ¹	\$95,000	\$62,500	\$87,696
Corporate ¹	\$240,000	\$52,000	\$86,493
Federal Govt ²	\$87,000	\$66,134	\$76,567
State Govt ²	\$80,500	\$76,000	\$78,250
Local Govt ²	\$114, 878	\$78,000	\$90,471
Non-Profit ²	\$81,120	\$56,000	\$75,000
Research/Education ²	\$95,000	\$55,260	\$74,000
¹ Private Sector = Consulting & Corporate			
² Public Interest = Government, Non-Profit, & Research and Education			

Source: The Bren School's Career Development (2024).

As noted in Section III, PDST funds are used to support staff in Career Development and professional opportunities for MESM students. These opportunities allow students to develop professional skills and build their professional networks, leading to greater success on the job market. The Career Development team offers twice-weekly career workshops and talks, one-on-one coaching in skills such as resume writing, networking, and negotiation, and a network of contacts to potential employers that the students can tap to find Group Project clients, internships, and jobs. Additionally, a portion of PDST funds is used to provide fellowships to students who secure low-paying or unpaid summer internships in organizations that serve the public interest.

As noted in Section VI.c., the percent of graduating students with debt in 2022-23 was 39.7% and the average debt among students with debt was \$36,792. The debt payment for graduates working in public interest careers, for which the median income is \$78,408, would be 7% of income and would be potentially forgivable under a Public Service Loan Forgiveness program if not repaid after ten years. UCSB's Graduate Student Resource Center has briefly introduced graduate students to the Public Service Loan Forgiveness program in previous workshops. After consultation with the Bren School, UCSB's Graduate Division will plan to include the Public

Service Loan Forgiveness program in their financial literacy workshop in spring and will provide more resources for students on their website.

This salary information does not include benefits and other perks, and so does not reflect “total compensation.” The benefits offered through government agencies can bring these figures much closer together. Additionally, many people enter the public sector because of the quality of work life. Exempt employees working in the corporate setting might reduce their hourly rate significantly if they are putting in many more hours beyond a 40-hour work week. Considering the total compensation package and work-life balance, the public sector jobs are appealing and feasible for Bren graduates, especially when there is a strong fit with the students’ professional goals. The Bren School Career Development team aims to help Bren graduates find the jobs across all sectors that are the best fit for their interests and skills. Additionally, some Bren students/graduates work with governmental agencies through work they do at private firms. Many private consulting firms have long-term contracts with local, state, and federal agencies. Bren graduates have an opportunity to work indirectly with these agencies through this avenue.

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

Currently, the Bren School provides information about financial aid programs for MESM students through the [Bren School website](#). A new Bren School website was launched in Summer 2020. The new website substantially enhanced the information for prospective students, including more comprehensive information about the availability of Bren School and UCSB fellowships, UCSB Teaching Assistantships, and external funding sources. In 2024, the Bren School website was upgraded from Drupal 8 to the UCSB theme in Drupal 10, which will increase security, stability, and offer new features to enhance the website and expand our collaboration with UCSB’s central website management team.

After an unanticipated staffing vacancy of one year, a new Marketing and Communications Director was hired in Summer 2024 with the goal of focusing primary digital outreach efforts on recruitment of prospective students. The new Director created a Marketing and Communications Strategic Plan targeting prospective students, current students, alumni and professionals, and donors and potential sponsors. A variety of tools have been leveraged to reach prospective students, including the Bren School’s website, paid advertising, LinkedIn, Instagram, and a high-touch email drip campaign to any students who request additional information. The goal of these outreach efforts is to showcase the vibrant student life, academic excellence, and unique opportunities available at the Bren School, compelling prospective students to consider the institution as their top choice.

In addition to a wealth of information about the Bren School, our website offers strategically located clickable buttons to easily request information about admissions. The web-based Customer Relationship Management (CRM) tracks prospective students who requested additional information through the website. As noted in Section II, requests for information from prospective students remained robust over the past four 4 years: 1,513 requests (2020-2021), 1,687 requests (2021-2022), 1,736 requests (2022-2023), 1,614 requests (2023-2024). The Admissions and Marketing staff developed a drip campaign to provide frequent contact with prospective students, offer strategies for preparing a competitive application, and send reminders of key milestones in the application process. Marketing and Communications staff contracted with an outside vendor to create a paid media strategy and Google ads to expand the reach of our marketing efforts and inform prospective students about the MESM program.

The Bren School is investing additional resources in marketing and outreach to low-income, first-generation students from underrepresented groups. As noted in Section II, the Bren faculty submitted a grant application, and are working on a second, to build relationships with CSU students through the Bren Environmental Leadership (BEL) Fellowship, which offers summer internships on applied research projects to underrepresented undergraduate students with Bren School graduate student mentors. These applications have developed relationships with cognate departments at Cal Poly San Luis Obispo and Cal Poly Humboldt.

The Bren School launched the Bren-Environmental Studies Fellows Program to mentor UCSB undergraduate students from underrepresented and low-income groups. The Bren-Environmental Studies Fellows Program is designed to nurture professional development through workshops on professional communication, resumes, networking, and interviewing; connections with Bren faculty, students, and alumnae; 1:1 mentoring with ES and Bren faculty, students, and staff; information about research opportunities and internships; and a quarterly stipend during the academic year.

As the application deadline approaches, Admissions staff contact all prospective students who started but did not complete their applications to encourage them to complete applications. Staff answer students' questions and provided guidance. This additional effort is targeted to support students from non-traditional backgrounds who did not a mentor or role model at home or in their undergraduate institution who could help them with the application process. If financial need emerged as a barrier to application, Admissions staff guide applicants to request an application fee waiver from UCSB's Graduate Division.

Bren staff directly present information about the Bren School, including financial aid programs, during an annual Open House for prospective students in Fall and Admitted Students Day in early April. Bren staff host bimonthly Zoom webinars in Fall Quarter to describe the MESM program, the application process, and financial aid opportunities. The number of webinar participants increased steadily over the past 4 years: 843 participants (2020-2021), 1,008 participants (2021-2022), 1,036 participants (2022-2023), and

1,041 participants (2023-2024). Frequent Zoom webinars offer much greater reach to prospective students who did not feel comfortable directly contacting the Bren School staff or faculty and/or did not have the means to travel to Santa Barbara for the annual Open House or a campus visit. Bren staff also travel in person to attend the annual Diversity Forum to recruit prospective students in California. The Bren Admissions and Student Affairs staff will continue to explore new opportunities for outreach to prospective 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?

Prospective students and the public may access information through the Bren School's Career Development web pages about internships held by MESM students, job sectors for MESM graduates, initial placement of all MESM graduates dating back to 1998, and summaries of jobs secured by graduates with different MESM specializations. Median salary information is available to MESM students after they enter the program through an online networking site (BrenConnect) that links students to Bren School alumni and additional resources for career development. During Open House, Admitted Students Day, and biweekly online webinars, the Admissions staff shares information about strategies for funding graduate education, including loans, fellowships, and campus employment. For future presentations and webinars, the Admissions staff will include information on the percent of students graduating with debt and the average debt among students with debt.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

The Bren School faculty and staff proactively seek measures to assess the quality of our program. Staff distribute a comprehensive annual survey, developed by the Master's Curriculum and PhD Program committees, to all MESM, MEDS, and PhD students. The MESM end-of-year survey includes questions about all aspects of the program, including core training, specializations, eco-entrepreneurship and communication foci, Master's Group Projects and Eco-E Projects, student governance and activities, career development, facilities and computing, and climate, among other topics. Staff compile the survey results and provide them to the Bren faculty and senior managers. The Master's Curriculum Committee, including two faculty, three staff, a MESM student

representative, and a MEDS student representative, takes the lead to review comments from the end-of-year survey and address any major issues with the master's program.

The Bren School completed formal Program Review processes (PRP) in 2003-04 and 2013-14. In preparation for the 2013-14 PRP, the Bren faculty developed a strategic plan to set priorities for the period of 2012-2017. The External Review Committee (ERC) reported that the Bren School is a "very successful and vibrant unit" and it has "fulfilled its visionary goal of training environmental professionals, via multi-disciplinary coursework and problem-solving, who will tackle critical problems facing the nation and beyond." The ERC noted that "job placement upon completion of the [MESM] program is excellent, aided by a widely-appreciated career development office within the School." The ERC observed that the MESM core and specializations "seem solid" and the capstone course (Master's Group Projects) have achieved "a level of quality and practical engagement that is matched by few other schools." The ERC was "most impressed with the School's special effort to engage students in the multimedia communication of environmental issues to the public...Such special efforts are what sets the Bren School apart from its peers and makes it so attractive." The next Program Review Process of the Bren School will begin with data collection in 2024-2025. The Bren faculty will convene a retreat in Spring 2025 to write their self-assessment of the past five years as well as their program goals for the next five years.

In 2013, the Bren faculty developed Program Learning Outcomes (PLOs) for the MESM and PhD programs as part of the accreditation process through the Western Association of Schools and Colleges (WASC). In 2021, the Bren School added an 11-month Master of Environmental Data Science (MEDS) program and submitted PLOs for the new professional degree program. PLOs for the MESM program are focused on core knowledge, specialization knowledge, research methods and analysis, communication and professionalism. The Bren School assessed the PLO of training research methods and analysis in the MESM program in 2017-2020. Based on feedback from the assessment, the faculty formalized the process of advising Master's Group Project teams when one student is not contributing equally to the team. In the subsequent three years, 2020-2023, the faculty evaluated the PLO on professionalism in the MESM program. Based on this assessment, the faculty strengthened trainings on client relations, team building, and project management. The goal of the assessment of Program Learning Outcomes is to continually improve the Bren School's degree programs.

Challenges related to the COVID-19 pandemic: The COVID-19 pandemic changed the structure of graduate education and introduced new challenges for faculty, students, and staff. UCSB shifted from in-person instruction to remote instruction in Spring 2020. Instruction remained remote from Spring 2020 through Fall 2021. With safety protocols in place, UCSB returned to in-person courses in Fall 2021 but shifted back to remote instruction in January 2022, then resumed in-person instruction in February 2022.

The Bren School was proactive in managing the transition from in-person to remote instruction and back. The Bren School's Information Technology (IT) Director quickly convened a team of faculty and staff (known as Pinnacles) to develop best practices for remote instruction. The Pinnacles team created an online content management system to house resources for instructors needing assistance with remote instruction. The Pinnacles team convened two webinars (in Spring 2020 and Fall 2021) to coach faculty on best practices for remote instruction. The IT team provided all staff with headsets, cameras, microphones, and computing equipment to successfully conduct remote instruction. Our IT team developed a loan program for Bren graduate students to borrow any piece of computing equipment needed to successfully receive and participation in remote instruction. Several staff became experts on Zoom technology, including meetings and webinars, and coached for faculty and staff who needed assistance with Zoom technology. UCSB and the Bren School hired additional TAs to assist faculty with remote instruction technologies. Researchers who needed access to laboratories were developed ramp-up plans to restart research safely. With these measures in place, the Bren School was able to continue teaching and research operations during the COVID-19 pandemic.

The Bren School staff quickly adapted to the remote format and continued to provide all services to students, including academic advising and career development guidance. Staff found that many students preferred the Zoom format for advising meetings because the students could easily schedule meetings from home without the inconvenience of traveling to campus. Further, academic advising and career development staff extended meeting hours to evenings, allowing students to check in with staff advisors after their courses. When we polled students about staff services during the pandemic, the majority responded that staff services were excellent and available.

The number of applications of students entering during the first full year of the COVID-19 pandemic (307 applications for students entering in 2020-21) was lower than during the following year when UCSB returned to in-person instruction (469 applications in 2021-22). There was a surge in applications to 469 during 2021-22 and subsequently the number of applications hovered around 300 for the following three years (2022-25). The admissions rate was 69% in 2020-21 and remained between 62-73% in 2022-25, however, the admissions rate was lower (44%) during the year when applications surged (2021-22). The yield rate has been stable through the pandemic years, varying little between 37% and 40% over five years.

The Bren School MESM program generally has high retention of students after they enroll in the program. Over the past five years, including 2020-21, the average number of students who submitted their Statement of Intent to Register (SIR) but did not attend was 4.8 per year of an average incoming cohort of 76.2 students. The Admissions team targets approximately 5 students over the target enrollment in order to account for the melt of admitted students who decided not to attend. An average of 1.2 admitted students deferred their enrollment to the following year. During the first full year of the COVID-19 pandemic, 8 students who had submitted

their SIR dropped out before enrolling in Fall 2020 and 2 students deferred to the following year. After students are enrolled in the MESM program it is rare that they do not finish the program. The average number of MESM graduates per year during the past five years was 74.2.

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.

Acting Dean Sarah Anderson and Faculty Executive Committee Chair Andrew Plantinga meet with elected student representatives, including class chairs, the student-faculty liaison, and Dean's Advisory Council members, to discuss the MESM PDST on October 29, 2024. The Acting Dean and FEC Chair met with 6 MESM student representatives, which is 4% of the MESM student body (145 students). The Acting Dean discussed the need for review of the PDST by the UC Regents every five years and informed students of the anticipated 3% increases in PDST per year in the next five years. The questions and responses from this consultation were distributed to the entire MESM student body by the Acting Dean in an email on 11/25/24. All students were invited to speak with the Acting Dean in person during a Dean's Chat on Dec 4, 2024 and they were invited to share their questions, suggestions, and concerns via our virtual suggestion box. Feedback from students is included below and integrated into the PDST renewal request, as appropriate. All MESM students received these notes and responses by email.

Students commented that they value having TAs who have the expertise to instruct and tutor them in their core courses. They noted that some TAs are not as familiar with the subject. Students said it has been valuable for faculty instructor(s) to attend the first discussion section each week to guide the TA(s). Students supported more investment of PDST in funding qualified TAs. Students indicated that core courses for which TAs are particularly important are ESM 202 Biogeochemistry, ESM 206 Statistics and Data Analysis for Environmental Science and Management, and ESM 263 Geographic Information Systems.

- Response: The Bren School funds some TAs from state funds (N=16) and some TAs from PDST (N=15). TAs support ESM 202 (2 TAs), ESM 206 (1 TA and 1 Tutor), and ESM 263 (2 Associates and 1 TA), among other core and lab courses.

Students commented that they appreciate instructors who have professional experience outside of academia. However, they noted that there can be issues with getting those instructors up-to-speed with the university systems. They said one new instructor did not have access to their Bren School email or Canvas in the first week of class. It took time to get the readings posted. Students recommended that new instructors from outside the Bren School should receive this information prior to teaching so they can come into the classroom prepared.

- Response: The Acting Dean noted that there is an issue with the timeline to hire new lecturers because they don't receive access to campus systems until their appointment is active in UCPath and the quarter has started. New lecturers need to

prepare their class prior to the beginning of the quarter. The FEC Chair informed students that lecturers go through an intensive teaching review process. He encouraged students to complete their end-of-quarter course evaluations and give specific feedback. If a lecturer consistently does not perform well, then their contract is not renewed. This proposal includes discussion of professional lecturers in Sections III.a, III.c., and V.g.

Students noted that they are using an educational database to learn Life Cycle Assessment (LCA) and they would like to use the professional database but it costs more money. They asked if it would be possible to use some of the revenue from PDST to upgrade to the premium LCA database.

- Response: The administrative staff contacted the instructors for Life Cycle Assessment (LCA) to learn more about the professional database and find out how much it costs. The LCA instructors provided the following feedback: “The Bren School currently has a license to the professional version of [LCA for Experts](#) (formerly known as GaBi) from Sphera. This license is valid until May 8, 2026. The IT Director set it up on a remote server, and everyone in the Bren community can use the software and its databases via remote log on. We may want to switch LCA software and databases after May 8, 2026, and should start to discuss this...Ecoinvent could be a good alternative. I would recommend purchasing Ecoinvent via the OpenLCA platform, so that our students have a software through which to access the database and do their LCA modeling. The OpenLCA software itself is free.”

Students appreciated services provided by the Career Development staff. Students said they were so busy with their academics that they found it difficult to make time to take advantage of the full range of Career Development services offered. They asked if Career Development could concentrate more services toward the end of their program and after they graduate. One student said they had one Career Development staff member fully dedicated to alumni from her undergraduate school.

- Response: The Career Development staff offers support from the first day of new student orientation through graduation and beyond. Career Development services are described in Sections III.a. and IV.d.

Students said that the MESM curriculum planner, MyPlan, needs to be upgraded. The planning tool has some idiosyncrasies due to changes in the MESM curriculum over time.

- Response: Student Affairs and Computing staff recently updated the MESM curriculum, schedule, and specialization rules in MyPlan. The planner should now be working smoothly. MESM students who have questions about their MyPlan plan should contact academics@bren.ucsb.edu.

A student said the updated Bren School website looks good. A student asked if the Bren School can post information to the MESM admissions webpage on how many students receive financial aid and how many pay full price.

- Response: The suggestion will be communicated to the Bren School's Admissions and Student Affairs staff for consideration as they update the admissions webpages for 2025-2026.

A student asked if the funds for student travel to conferences come from PDST and if there is a limit on the number of conferences that can be attended.

- Response: Conference funding for MESM students comes from MESM PDST. MESM students are eligible to apply for conference funding to attend up to one conference per year. This proposal includes discussion of conference funding for students in Sections II.a and III.a.

A student asked if funding from the Bren School could be used to help pay for housing, such as an advance to cover a lease starting earlier than that school year.

- Response: The Bren School does not have funding to pay for student housing. Students are encouraged to apply for graduate student housing in San Clemente Apartments, owned by the university and subsidized so students pay less than the market price for an apartment. The Admissions and Student Affairs staff sends information about graduate student housing to all admitted students. Section VI.b. of this proposal notes the Bren School's efforts to encourage UCSB's Graduate Division to consider options for additional subsidized housing for UCSB graduate students.

A student asked about the criteria for allocating Summer Internship Fellowships (SIF) for students who would like to take low-paying or unpaid summer internships that contribute to advancement of their professional goals. Students were concerned that those who received SIF may end up receiving more funding than those who take a paid summer internship. Students advised that the Career Development staff should consider how to fairly distribute the SIF.

- Response: The purpose and process of allocation of Summer Internship Fellowships (SIF) are described in Section VI.d.

Students said that they have to draw from many sources to pay for graduate school. One student has two jobs and is also using savings and support from their parents and a financial award from the Bren School. One student has two jobs and took out loans. Students said that it is getting easier to find, apply for, and get hired into TA positions on campus. The students appreciate the emails sent by the Student Affairs staff to alert them to open TA positions in other departments but they realize that students don't fully understand the information until they go through the process themselves. Students said that a lot of Bren students are getting TA positions in other departments, especially in programs with large undergraduate enrollments such as Environmental Studies,

Sociology, and Engineering. One student said they are not serving as a TA but they have a GSR position with a research group, emLab. They made a calculated decision to focus on research for their academic and professional advancement.

- Response: The Acting Dean acknowledged that graduate school is expensive and the Bren School seeks to provide transparent information about the cost of attending the MESM program and options for paying for this education. Student Affairs staff send emails to all students about any open TA positions on campus. Students also can opt in to a Google Group where campus departments post open TA positions. The Bren School offers a workshop in March to guide enrolled students through the process of finding and applying for TA positions on campus. The Admissions and Student Affairs staff share information about how to find TA positions to admitted students during Admitted Students Day and in subsequent email communications. Costs of the MESM program are summarized in Table 1 Projected Fees in Section I.a and compared to similar public and private schools in Table 4 Market Comparators in Section IV.a.

An international student said it is almost impossible for international students to get loans and the student visa does not allow students to work off campus (only on campus). The international student has a financial award from the Bren School to cover PDST and a TA position so they are doing much better financially. The international students said that the transition to graduate school in the United States is challenging for international students. The first year is particularly difficult.

- Response: Faculty and staff acknowledge how challenging it is for international students to start a rigorous graduate program in a new country. The Student Affairs staff convene an international student luncheon in the Fall Quarter to help orient international students to the campus resources and support systems.

One student said the UCSHIP health insurance is good but it is more expensive. The student is switching to CENCAL. The student said it is important to remind students that they can opt out of the UCSHIP if they have another way to get health insurance. If the students enroll in the UCSHIP, then it is important to remind them of their benefits so they can take advantage of the good coverage.

- Response: The Bren School posts current tuition/fees, PDST, NRST, and UCSHIP to the admissions webpages for the school's degree programs and in letters of admission and financial aid to students. Staff inform students that UCSHIP is optional both on the website, during Admitted Students Day, and in subsequent email communications.

Student representatives asked to receive guidance about their roles from faculty committee chairs and/or staff coordinators. Students suggested that the student representatives should reach out to their peers with information about their role and how to contact them. Students asked if the dean would host a town hall this year. A student suggested that the dean should offer pizza for students and that could be funded by PDST.

- Response: The Acting Dean said there will be a quarterly opportunity to meet with the dean through the “Dean’s Chat,” an open forum to which all students are invited. The Acting Dean explained that there are many ways to provide input to the school’s governance through student representatives on committees, and directly through staff, faculty, and administrators, and via the online Virtual Suggestion Box, which can be anonymous or not, as desired.

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.

X Plan shared with Gustavo Prado Sampaio and Laura Snell, Graduate Student Association Co-Presidents on October 28, 2024.
Campus graduate student organization (i.e., your campus’ GSA president)

☐ Comments or feedback was provided.

X Comments or feedback was not provided.

Nature of feedback or full comments:

☐ 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.

- X 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 Bren School faculty discussed the MESM PDST renewal request during their regularly scheduled faculty meeting on October 10, 2024. The MESM PDST renewal request was posted in its entirety to the Bren faculty wiki, the content management site for all faculty and Faculty Executive Committee meetings. In a brief review of the MESM PDST proposal during the faculty meeting, staff specifically called out the proposed annual increases of 3% per year in the PDST. All 17 faculty who attended the meeting (60%) were invited to share their comments during the meeting and the FEC Chair solicited comments from all 29 faculty by email after the meeting. The faculty were given two weeks until October 28, 2024 to submit their comments.

A faculty member observed that, when the Bren School started in 1996, the initial proposal included PDST but the school did not charge PDST because we had 25 faculty FTE with only 6 faculty. The school received returned faculty salary that could be used to hire lecturers and TAs. Now that the Bren School filled all the open faculty FTE, there is no additional funding to pay for professional instruction, and adequate staffing. Response: The MESM PDST renewal request describes how the PDST will be allocated in Table 2 PDST Revenue Use.

A faculty member reflected that current students have expressed fewer concerns about PDST than in earlier years. Students are informed about the PDST when they apply to the Bren School and they have factored the PDST into their expenses.

A faculty member was encouraged to learn that the percentage of Pell Grant eligible students in the MESM program has gone up over the past five years. Even with the addition of the PDST, students with financial need are applying to and enrolling in the MESM program. Response: Numbers of Pell Grant eligible students in the MESM program are described in section V.c.

A faculty member noted that one of the issues is that the PDST is charged as a separate line and it stands out from tuition/fees even though it is part of the tuition for attending the professional program. This format makes students feel that PDST is an “extra” thing for which they must pay. Students ask “What are we getting for the PDST?” Response: The MESM PDST renewal request describes how the PDST will be used in Table 2 PDST Revenue Use.

A faculty member proposed that, in the best world, the Bren School would raise philanthropic funds for an endowment to cover the costs of master’s student financial aid, instructional support, and staffing in the long run, and the school could consider reducing the PDST. Response: Development efforts are described in section III.c.

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.

X Plan shared with Leila Rupp, Interim Anne and Michael Towbes Graduate Dean on October 14, 2024.
Graduate Dean

X Plan shared with Jeffrey Stewart, Office of Diversity, Equity, and Inclusion on October 14, 2024.
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

X Plan endorsed by Henry Yang, Chancellor on November 4, 2024 .
Chancellor

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2025**

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									
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	N/A	\$2,100	\$2,163	\$2,229	\$2,298	\$2,367	N/A	N/A	3.0%	\$63	3.0%	\$66	3.0%	\$69	3.0%	\$69
Prof. Degr. Suppl. Tuition (Nonresident)	N/A	\$2,100	\$2,163	\$2,229	\$2,298	\$2,367	N/A	N/A	3.0%	\$63	3.0%	\$66	3.0%	\$69	3.0%	\$69
Mandatory Systemwide Fees*	N/A	\$14,430	\$14,856	\$15,294	\$15,744	\$16,206	N/A	N/A	3.0%	\$426	2.9%	\$438	2.9%	\$450	2.9%	\$462
Campus-based Fees**	N/A	\$7,663	\$7,892	\$8,129	\$8,372	\$8,623	N/A	N/A	3.0%	\$229	3.0%	\$237	3.0%	\$243	3.0%	\$251
Nonresident Suppl. Tuition	N/A	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	N/A	N/A	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)	N/A	\$0	\$0	\$0	\$0	\$0	N/A	N/A	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Est. First-Year Fees (CA resident)	N/A	\$24,193	\$24,911	\$25,652	\$26,414	\$27,196	N/A	N/A	3.0%	\$718	3.0%	\$741	3.0%	\$762	3.0%	\$782
Est. First-Year Fees (Nonresident)	N/A	\$36,438	\$37,156	\$37,897	\$38,659	\$39,441	N/A	N/A	2.0%	\$718	2.0%	\$741	2.0%	\$762	2.0%	\$782

* 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 GISTAR Master of Art's Degree is a newly proposed program that will provide graduate training in **G**eographic **I**nformation **S**ystems and **T**echnologies, **A**pplications, and **R**esearch. The program will provide advanced professional training for students seeking to work in the rapidly expanding geospatial data and technologies industry. In order to meet the needs of a diverse population of potential students and uphold the diversity principles of the University of California¹, we have developed an innovative Master of Arts Plan II degree program that will be located in the Department of Environmental Studies. The 2-year regular enrollment (Fall, Winter, Spring) GISTAR curriculum will include a sequence of introductory foundational spatial theory and analysis courses, cross-enrolled specialized development and technological applications training courses, and an immersive final research project that integrates students into current and future spatial research projects with faculty across campus. The program will provide graduate training to annual cohorts of 10-20 students in the following areas:

- **Geographic Information Systems and Technologies:** Training in advanced spatial methodologies, analysis, and emergent multi-scale data acquisition technologies.
- **Applications:** Data analysis, visualization, and programming.
- **Research:** Mixed methodological and analytical training across the social and natural sciences, including emphases in areas such as agroecology, landscape ecology, urban planning, ecological and climate modelling, environmental justice, climate change and coastal vulnerability monitoring, marine ecology, computer engineering and autonomous vehicles, archaeology, environmental hazards, geomorphology, and landscape analysis.

There is currently strong demand for specialized GISTAR training across both public and private job sectors. However, there are few geospatial training opportunities along the Central Coast of California to meet these needs. We believe that the GISTAR Professional Master's Degree program will be innovative, transformative, highly visible, and will also provide a number of positive synergistic advantages for the diversity, teaching, and research goals of the university. There is very compelling and consistent demand for professionals that the GISTAR program at UCSC will train for the job market as well. This assessment is based on a robust set of indicators that range from Departmental information about recent job placement activities, demand from GIS-related research projects across campus, the external marketing report that was commissioned for this proposal, and a range of state and national indicators and reports focusing on the future of geospatial careers.

¹ The GISTAR program will support many UC diversity principles outlined in "Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209" through its recruiting, retention, and placement activities that seek to address barriers students face and support long-term goals of equal opportunity in the workforce and higher education.

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. Use admissions data (up to the past five years) – see recommended table below – to help contextualize your evaluation of your enrollment, diversity, and affordability goals. 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).

Not applicable: the program intends to enroll its first cohort of students for the 2025-26 academic year.

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 program is requesting to establish PDST at \$2,100 with annual 3% increases in each year of our plan. We plan to grow enrollment from 10 to 20 total students, primarily CA residents, by the end of our plan. The PDST level was developed purposefully at a low rate to keep debt burden as low as possible as well as generating the necessary resources such as geospatial technologies and staffing support to deliver an effective program. If approved, PDST would support the following goals on diversity and affordability, program quality and student experience, technology support, and professional opportunities for students:

1. GISTAR Program Diversity and Affordability. STEM-related disciplines such as the GISTAR Program have historically marginalized underrepresented student populations. PDST revenue will be used on outreach efforts for recruitment and to develop an effective pipeline of students from a diverse array of educational institutions, and to provide as much financial support to students as possible. At least 33% of PDST fees will be returned in aid to students, which we will utilize to support underrepresented groups (URG), gender and socioeconomic diversity, as well as low-income and first-generation students. The GISTAR program intends to meet this minimum goal and, whenever possible, exceed the amount as much as possible.

PDST funds will be used for fellowships and outreach efforts to have a diverse applicant pool. A portion of PDST fees will fund activities to develop the pipeline of applicants, which require significant investments by staff and faculty. We plan to provide at least 70% of PDST-related student aid to support the diversity goals of the program and 30% for need-based aid.

2. Program Quality and Student Experience. PDST funds will be used to hire lecturers to teach specialized courses that are highly valued in the job market. This includes courses focusing on cutting edge geospatial technologies such as LIDAR, drones, autonomous vehicles, artificial intelligence (AI), and data science. PDST funds will also fund support staff who will provide career counseling, workshops, career talks, and coaching skills such as resume writing, networking, and geospatial project management.
3. Provide Cutting Edge Technologies. PDST funds will be used to maintain a cutting-edge level of geospatial technologies. The GISTAR program has received significant and ongoing campus assistance to support its teaching activities. However, additional needs are likely to arise related to 3d fabrication, drones, autonomous vehicles, and specialized computing infrastructure.
4. Professional opportunities for students. In addition to hiring support staff as described in our second goal, PDST funds will be utilized to provide professional opportunities for students and help develop their professional networks. This will include internship facilitation and management, advanced Master's project workshops and presentations, and support for student professional conference presentations and research papers.

One of the key features of the GISTAR program's PDST fees will be its focus on providing students who are Central California professionals enhanced extra-curricular support to facilitate job placement and advancement across the region.

In the event that the PDST fees are not approved, the GISTAR program will continue to support the goals it has developed to foster excellence and diversity, though its affordability, diversity, technologies, and staff support will be diminished. The program's request for PDST was developed in order to enhance these objectives and strive towards better meeting the aspirational diversity and equity goals of the University of California. The GISTAR program will always strive to meet these as they are key features of the program's recruitment, retention, and placement activities.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2024-25 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 2024-25 PDST Revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	Incremental 2027-28 PDST revenue	Incremental 2028-29 PDST revenue	Incremental 2029-30 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Services	\$0	\$2,000	\$4,000	\$6,000	\$8,000	\$10,000	\$30,000
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$11,300	\$17,670	\$26,368	\$28,942	\$28,439	\$112,719
Instructional Equipment Purchases	\$0	\$700	\$2,969	\$3,474	\$4,629	\$5,110	\$16,882
Providing Student Financial Aid	\$0	\$7,000	\$12,135	\$17,654	\$20,475	\$23,433	\$15,625
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$4,028	\$4,028
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$0	\$21,000	\$36,774	\$53,496	\$62,046	\$71,010	\$244,326

* 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.

The GISTAR program will engage in extensive fundraising and extramural grant applications in order to provide as much support for students as possible. After its inception, the program will begin to develop innovative hybrid course modalities that include asynchronous, partially remote, and intensive options in order to moderate the instructional support costs.

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

We are 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					
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Resident	N/A	9	15	21	23	25
Domestic Nonresident	N/A	1	2	3	4	5
International	N/A	0	0	0	0	0
Total	0	10	17	24	27	30

Additional comments: Program enrollment will be ramped up over the course of the first few years of the program to ensure operational and student success.

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																
	Projections						Increases/Decreases									
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2029-30 (\$)	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Penn State	45,408	46,770	48,173	49,618	51,107	52,640	3.0%	1,362	3.0%	1,403	3.0%	1,445	3.0%	1,489	3.0%	1,533
University of Arizona	34,166	35,191	36,247	37,334	38,454	39,608	3.0%	1,025	3.0%	1,056	3.0%	1,087	3.0%	1,120	3.0%	1,154
University of Wisconsin-Madison	24,288	25,017	25,768	26,541	27,337	28,157	3.0%	729	3.0%	751	3.0%	773	3.0%	796	3.0%	820
University of Redlands	50,220	51,727	53,279	54,877	56,523	58,219	3.0%	1,507	3.0%	1,552	3.0%	1,598	3.0%	1,646	3.0%	1,696
Clark University	59,600	61,388	63,230	65,127	67,081	69,093	3.0%	1,788	3.0%	1,842	3.0%	1,897	3.0%	1,954	3.0%	2,012
Average public comparison	34,621	35,659	36,729	37,831	38,966	40,135	3.0%	1,039	3.0%	1,070	3.0%	1,102	3.0%	1,135	3.0%	1,169
Average private comparison	54,910	56,558	58,255	60,002	61,802	63,656	3.0%	1,648	3.0%	1,697	3.0%	1,748	3.0%	1,800	3.0%	1,854
Average public and private comparison	42,736	44,019	45,339	46,699	48,100	49,543	3.0%	1,282	3.0%	1,321	3.0%	1,360	3.0%	1,401	3.0%	1,443
Your program	N/A	49,104	50,563	52,066	53,610	54,763	N/A	N/A	3.0%	1,459	3.0%	1,503	3.0%	1,544	2.2%	1,153

	Projections						Increases/Decreases									
Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2027-28 (\$)	2028-29 (\$)	2029-30 (\$)	2025-26		2026-27		2027-28		2028-29		2029-30	
							%	\$	%	\$	%	\$	%	\$	%	\$
Penn State	45,408	46,770	48,173	49,618	51,107	52,640	3.0%	1,362	3.0%	1,403	3.0%	1,445	3.0%	1,489	3.0%	1,533
University of Arizona	57,758	59,491	61,276	63,114	65,007	66,957	3.0%	1,733	3.0%	1,785	3.0%	1,838	3.0%	1,893	3.0%	1,950
University of Wisconsin-Madison	49,276	50,754	52,277	53,845	55,460	57,124	3.0%	1,478	3.0%	1,523	3.0%	1,568	3.0%	1,615	3.0%	1,664
University of Redlands	50,220	51,727	53,279	54,877	56,523	58,219	3.0%	1,507	3.0%	1,552	3.0%	1,598	3.0%	1,646	3.0%	1,696
Clark University	59,600	61,388	63,230	65,127	67,081	69,093	3.0%	1,788	3.0%	1,842	3.0%	1,897	3.0%	1,954	3.0%	2,012
Average public comparison	50,814	52,338	53,909	55,526	57,191	58,907	3.0%	1,524	3.0%	1,570	3.0%	1,617	3.0%	1,666	3.0%	1,716
Average private comparison	54,910	56,558	58,255	60,002	61,802	63,656	3.0%	1,648	3.0%	1,697	3.0%	1,748	3.0%	1,800	3.0%	1,854
Average public and private comparison	52,452	54,026	55,647	57,316	59,036	60,807	3.0%	1,574	3.0%	1,621	3.0%	1,669	3.0%	1,719	3.0%	1,771
Your program	N/A	73,594	75,053	76,556	78,100	80,065	N/A	N/A	2.0%	1,459	2.0%	1,503	2.0%	1,544	2.5%	1,965

Source(s):

Penn State: <https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-gis-geographic-information-systems-masters-degree#costs>

University of Arizona: <https://tuitioncalculator.fso.arizona.edu/#/>

University of Wisconsin: <https://bursar.wisc.edu/tuition-and-fees>

University of Redlands: <https://www.redlands.edu/offices-directory/offices/registrars-office>

Clark University: <https://www.clarku.edu/graduate-education/admissions/tuition-and-scholarships/#720>

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).

There are many types of GIS Master's programs, so finding effective comparator institutions is difficult. Each of the comparator institutions was chosen based on the following criteria:

- 1) Each of the programs provides somewhat comparable content, though the time-to-degree and amount of credits required vary significantly,
- 2) Each of the programs provides in-person courses, and
- 3) Each of the programs is roughly comparable in terms of academic rankings of the program.

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

The overall GISTAR program costs are greater than the average for residents across the comparator public institutions. While the GISTAR program is somewhat higher than several of the public institutions included in this analysis, this is largely due to the number of credits required, the amount of time required to complete the degree (and thus contact time), and the fact that many programs do not require capstones/theses to complete the degree. The GISTAR degree was designed to provide a higher quality of academic experience and training for students given that it requires 1-2 quarters more for students as well as a final capstone project. The overall costs for resident students are below the average costs for comparator private institutions. The overall costs of the program are a bit higher for nonresidents at both public and private comparator institutions.

Given that the GISTAR program costs are both higher than comparator public institutions and a bit below the costs for private institutions, this was among the factors we considered in setting the PDST levels such that the program costs did not greatly exceed comparative costs at public institutions (though the GISTAR program offers a slightly higher amount of time-to-degree and academic achievement), but still stay below similar private institutions. As the program was developed, it was intentionally designed to be

situated between these two groups of programs in terms of costs as the program provides a number of comparative advantages in terms of quality and professional training.

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

The GISTAR program is a unique program that will provide students an innovative curriculum that is the hallmark of UCSC training programs. As stated above in section IV.c, the program was carefully designed to be situated between lower-cost, lower-requirement online and in-person programs and more expensive programs at private institutions. The overall goal of the program design and placement among its comparison institutions was to situate the training program as a high-quality professional training program that also enhances professional training and skills and draws upon the strengths of faculty and research at UCSC.

The overall “market niche” of the GISTAR program is that it will be rigorous, highly personalized, and focus on engaging with faculty and research projects on campus. It is also situated very closely to Silicon Valley (both in terms of distance and professional linkages) and offers students the opportunity to learn from geospatial professionals currently involved in various enterprises across the region as well as academics and professionals that work closely with technology companies and government agencies at the forefront of geospatial innovation. Overall, the program will be easily distinguishable from other large GIS-focused programs due to its highly advanced curriculum and will be situated among some of the best programs in terms of the student experience and professional training.

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 (2022-23)	
	2021-22	2022-23	2023-24	Fall 2024	Publics	Privates
Ethnicity						
Underrepresented						
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino(a)	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal Underrepresented	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Domestic Unknown	N/A	N/A	N/A	N/A	N/A	N/A
International	N/A	N/A	N/A	N/A	N/A	N/A
Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomic						
% Pell recipients	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
% Female	N/A	N/A	N/A	N/A	N/A	N/A
% Male	N/A	N/A	N/A	N/A	N/A	N/A
% Non-Binary	N/A	N/A	N/A	N/A	N/A	N/A
% Unknown	N/A	N/A	N/A	N/A	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: UC Corporate data not available since this is a new program.

Comparison institutions: Publicly available data is currently not available for comparison 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? Please indicate whether your program currently or is planning to fully cover PDST for California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). 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?

Developing a robust diversity plan is particularly important for the GISTAR program due to the fact that STEM-related fields such as GIS and computer and environmental science are all disciplinary areas that are high priority areas for addressing underrepresented populations. The GISTAR program therefore recognizes the importance of diversity for its students, staff, and faculty and will seek to overcome barriers to recruitment, retention, and advancement of people within our community. Our overall goal is to meet diversity goals that mirror the diversity of the State of California, and we developed a comprehensive diversity plan that was approved by both the UCSC and UC Academic Senate. Our diversity plan is composed of three major areas of activity that will be evaluated continuously during the first five years of the program. The areas of activities follow the guidelines for addressing race and gender equity in Academic Programs outlined in the Proposition 209 guidelines and span the entire range of student interaction with the program, including recruitment, retention, and placement.

Recruitment. An extensive recruitment program has been organized for our first admissions cycle. We are working closely with our faculty affiliates from across campus (currently more than 20 ladder-rank faculty in multiple Divisions) to bolster our diversity goals. We recently hired a new staff member to support our diversity goals, particularly our recruitment and outreach activities to HSI and URG populations on-campus and via our open house and in-person contacts during the pre-admissions phase of the program, and we have developed a broadly diverse admissions committee. The GISTAR program's recruitment activities are composed of a host of digital media and other marketing materials, but particular emphasis is being placed on building diversity in the program's applicants. Support from the PDST fees will enable GISTAR program staff to work more closely with campus admissions and outreach offices as well as digital marketing organizations to focus on specific diversity-related recruitment activities. While the program is currently focused on broad-based marketing activities (with a fairly minimal budget), PDST fees will allow more expansive program recruitment activities such as in-person workshops and open houses at regional schools to develop stronger enrollment pathways (i.e., Hartnell College, CSUs, Community Colleges) In addition, GISTAR staff are also working with campus partners and researchers engaged in Hispanic Serving Institution (HSI) programs and other externally funded research grants (UCSC has been an HSI campus for the past several years). These linkages will help the program develop stronger enrollment pathways and synergies with external

programs. For example, GISTAR core and affiliated faculty in the Department of Environmental Studies have been the recipients of more than \$10 million of externally-funded grants focusing in these areas from the National Science Foundation, Department of Agriculture, and private donors to enhance HSI training of URG undergraduate and graduate students, many of who will be students in the program or benefit from the program's curriculum. Finally, as the program develops, on-campus recruitment will also enhance our diversity efforts, particularly due to the fact that the Department has access to a broad array of majors in the social sciences as well as many students in the Environmental Studies enrolled in its introductory GIS courses. This includes a substantial number of students enrolled in the Department's majors and concentrations focused on environmental justice, climate change, political and economic inequality, and sustainable food systems.

While we expect that there will be strong linkages to both the social sciences and the Department of Environmental Studies for on-campus recruitment activities (which also have the highest percentages of URG students on campus), we will also seek to develop much stronger linkages with other regional institutions with URG student populations. We are currently engaged in a few such activities, including promoting the program by targeting program directors at regional institutions such as Cal State Monterey Bay and Hartnell College. We are also hosting widely solicited program open houses and a new "GIS Day" on campus and through the UC-GIS program. PDST fees would allow us to substantially enhance these activities by developing in-person outreach workshops and consultations with a broader range of organizations and higher frequency.

Retention. Student retention and success is a critical feature of the GISTAR program's diversity efforts, particularly because STEM-related disciplines frequently experience significant diversity-related student loss. While students are enrolled in the program, key diversity-related activities will focus primarily on student support in the form of accommodating family needs, creating a welcoming environment (we refer to this as a sense of "belongingness" in our Department). We have also focused on ensuring that there is sufficient diversity in our curriculum to meet the specific interests of URG students. For example, this has been a focus of curriculum development in our classes as the GISTAR syllabi have been developed to address a broad range of topics, pedagogies, and perspectives. PDST fees will also support an enhanced student advising and mentoring plan for GISTAR majors. This will include, for example, developing "cohort" models of advising to build community linkages between students, regular hosting of professional topics and events, and focused and individualized career training and placement activities such as job fairs, CV and resume building, and in-depth focus over several quarters on the job placement process (ie finding, applying, interviewing, and negotiating). These activities are also directly supported by campus and divisional staff allocations that are now devoted to the program. We now have two staff members in the Department that have specific duties allocated to supported advising for GISTAR students as well as the development of a peer/mentor advising system. In addition, cohort building activities related to professional development and academic enrichment will be regularly organized for students. Finally, regular consultation and engagement with students will be organized in order to ensure that inclusiveness and the program "climate" is encouraging.

The other key component of student support is related to financial support. We will allocate, at minimum, the required 33% of PDST fees as well as some additional UCSC Master's Incentive Program funding directly to student aid (stipends, scholarships, fee reduction). To the extent possible, financial assistance to support the program's diversity goals will be offered to California residents who are members of federally recognized Native American, American Indian, and Alaska Native tribes under the UC Native American Opportunity Plan (NAOP). We also anticipated additional support for students will come from core and affiliated faculty current and ongoing research projects, GISTAR-targeted grant funding (USDA, NSF, HSI-related funding), endowed chair support, and campus and departmental donors.

Placement. While students are enrolled in the program, providing effective professional development support is also a critical feature of diversity goals. The GISTAR program, with the support of both PDST fees and other campus resources such as advising support, research seminars, professional workshops, and other program-sponsored activities, will facilitate and enhance student professional development. In addition, a key rationale for the structure of the program's Plan II Capstone is that students will participate in ongoing research projects with core and participating faculty members, which will enhance their professional training as well as experience engaging in advanced GISTAR-related projects. Finally, placement activities will also build upon graduate alumni networks, once they are established, to strengthen professional mentoring and enhance placement opportunities.

Evaluation. In order to assess the effectiveness of the program's diversity-related efforts, analysis of each of the above components (recruitment, retention, placement) will, of course, be ongoing, but a more formal review will take place during Years 1, 3, and 5 of the program. These formal reviews will be composed of program stakeholders (faculty, students, staff) and will work with the Department of Environmental Studies diversity committee, the UCSC campus Office of Diversity, Equity, and Inclusion, and the Institutional Research, Assessment, and Policy Studies (IRAPS) office to evaluate the program's accomplishments, shortcomings, and areas for improvement. These evaluative activities will likely be in the form of analyses of student data/exit surveys, additional surveys/interviews with current and former students, and program forums for discussion. All of these materials would be included as part of future multi-year PDST applications.

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?

A minimum of 33% of our PDST fee will be returned to students for need-based awards and to support the larger diversity and equity goals of the program. Once additional PDST fees are available, the program will also seek to provide application fee waivers to reduce barriers for low-SES applicants. We anticipate that additional financial support, as discussed in the section above (V.b.), will

also be forthcoming from campus graduate program support and externally-supported awards specifically focused on both URG students and students from low socioeconomic backgrounds. It is expected that particular emphasis will be placed on students from first generation families as well. Our program advising staff will also foster additional access for students from low socioeconomic backgrounds as they develop our comprehensive diversity plan outlined in the previous section. Finally, evaluation efforts based on UCOP and UCSC-provided data will be conducted on an annual basis to ensure that both socio-economic and gender diversity progress is being made.

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?

We do not anticipate that the GISTAR program will have significant gender parity concerns given the fact that a significant majority of the Department of Environmental Studies undergraduate and graduate students are female (or other gender identities). However, we will still actively focus on promoting and maintaining balanced gender parity in our program across all of these axes of gendered difference to the best extent possible. We are certainly aware of the fact that many STEM-focused programs have some challenges in meeting this goal and while we hope to continue our fortunate gendered trend, our active strategies to address this question will primarily be through our recruitment, admissions, and retention activities, all of which we outline in greater detail in the section V.b. We anticipate that the GISTAR program will compare very favorably with other GIS-focused programs across the country.

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.

While there is some uncertainty about how the composition of our students will compare across underrepresented groups, Pell Grant recipients, and gender given the fact that the program is just being launched, we are committed to meeting the same demographic metrics of other graduate programs in our Department and campus. More specifically, we expect that in the final year of our multi-year plan, the GISTAR program will have a robust set of diversity-focused activities that will meet, or exceed, our goals.

V.f. In the tables, 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		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	3.3%	3.1%	3.2%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	1.0%	1.1%	1.5%
Hispanic/ Latino(a)	Domestic	11.1%	11.1%	11.8%
	International	1.2%	1.2%	1.5%
Native Hawaiian	Domestic	0.0%	0.0%	0.1%
Asian/ Pacific Islander	Domestic	13.4%	12.8%	12.5%
	International	1.4%	1.7%	2.6%
White	Domestic	60.5%	60.6%	57.8%
	International	1.2%	1.5%	1.9%
Two or More Races	Domestic	1.8%	1.6%	1.9%
	International	0.1%	0.1%	0.1%
Other/ Unknown	Domestic	5.0%	5.1%	5.0%
	International	0.0%	0.1%	0.1%
Percentage by Gender		2021-22	2022-23	2023-24
Female		41.9%	41.7%	43.4%
Male		46.4%	46.3%	44.6%
Non-Binary/Unknown		11.7%	12.0%	12.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2021-22	2022-23	2023-24
Black/ African/ African American	Domestic	3.2%	3.2%	3.4%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	1.3%	1.3%	1.5%
Hispanic/ Latino(a)	Domestic	10.3%	11.9%	13.1%
	International	0.7%	1.4%	1.8%
Native Hawaiian	Domestic	0.0%	0.0%	0.1%
Asian/ Pacific Islander	Domestic	13.0%	14.8%	13.9%
	International	1.2%	1.8%	3.1%
White	Domestic	62.4%	58.4%	53.1%
	International	1.2%	1.0%	5.4%
Two or More Races	Domestic	1.6%	2.1%	1.3%
	International	0.1%	0.2%	0.0%
Other/ Unknown	Domestic	4.9%	3.9%	3.3%
	International	0.1%	0.0%	0.0%
Percentage by Gender		2021-22	2022-23	2023-24
Female		40.5%	41.9%	41.9%
Male		47.1%	46.4%	47.8%
Non-Binary/Unknown		12.4%	11.7%	10.3%

Note: Data are from the Division of Social Sciences, UCSC IRAPS Banner.

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 GISTAR Program and the Department of Environmental Studies are deeply committed to advancing diversity consistent with the University of California values embodied in Proposition 209 and *Regents Policy 4400: Policy on University of California Diversity Statement*². The Department is committed to examining, understanding, and addressing environmental challenges from an interdisciplinary perspective. This interdisciplinarity is found in faculty scholarship, teaching, and programming that bridge the natural and social sciences, and influences the ways in which we think about the causes of and solutions to complex, contemporary environmental issues. Crucial to this approach is the recognition that degradation of our planet and social injustice are intricately intertwined. The faculty undertake environmental scholarship across diverse social, natural, and human-managed systems and built environments. Department curriculum is designed to emphasize experiential learning and enhance practical environmental problem-solving skills in order to enable students to more effectively address the environmental challenges of the 21st century. The Department strives to acknowledge and practice diversity in its approaches to knowledge, reasoning, learning, departmental composition, and community engagement.

In 2021, the Department adopted a formal diversity statement and mission plan with the intent of more explicitly addressing the diversity goals of the University. It states:

The Environmental Studies Department is committed to increasing diversity among our students, staff, faculty, associated researchers and non-University partners, and trying to overcome the legacies of exclusion, colonialism, and dispossession that continue to shape our academic disciplines, University, and society. This mission pushes us to continually challenge ourselves and each other to:

- *Cultivate an atmosphere of inclusion*
- *Grow the cultural competency of ENVS students, faculty and staff*
- *Better understand and correct systems of exclusion*
- *Foster a space where a diversity of ideas, values, cultures, and perspectives are welcomed and respected.*

Since 2021, we have significantly enhanced the recruitment and retention of diverse faculty through our hiring practices (3 new faculty of color were hired-out of 4 positions) and through the PPF/CF recruitment process (one faculty member hired in 2021, two additional faculty members considered in the past 3 years). The Department has also developed a number of additional diversity-

² <https://regents.universityofcalifornia.edu/governance/policies/4400.html>. Date of Access, August 22, 2021.

related activities based on its recent external reviews mid-period external reviews (all very positive) that include focus on advancement (support for faculty tenure and promotion), leadership, curriculum diversification, and outreach and community building. We are currently focusing on activities to compile and organize these new activities into a comprehensive multi-year framework (3-5 years) that will guide the program's activities and be part of its next assessment activities (4 years from now).

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 financial aid goals of the program are to make it as affordable as possible, as well as compete with other comparator institutions and programs, which is why our proposed PDST fee levels are intentionally proposed low. A minimum of 33% of PDST will be set aside for financial aid and will be awarded as need-based aid and in support of our diversity goals. The program will also dedicate additional PDST fees that might be available if they are not utilized on an annual basis and will seek to raise external funding and support through grants and donors.

The GISTAR Program's financial aid strategies will include several strategies that seek to enhance program affordability and the program's larger diversity-related goals. This will include creating variable TA/RA and grading positions, based on funding availability. Students will also be available to serve as TAs and graders for other courses in the Department of Environmental Studies, which has experienced a serious shortage of both over the past several years. The program will also consider block financial aid grants to students to ameliorate the overall costs of tuition and fees. These are likely need-based grants and directed to enhance the rest of the program's diversity and equity goals.

Possible metrics we will utilize to measure our success in meeting the financial aid/affordability goals of the program will include consistent increases in the enrollment of low-income, Pell, and URG students. In addition, we will also consider retention metrics and on-time completion rates for the program. Finally, when the information becomes available, we will carefully review the program's metrics related to debt manageability, share of recipients with debt, average debt, and percent of debt among URG and HSI students comparable to non-URG and HSI students.

Table 7: Debt

Graduating Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent with Debt	URG	N/A	N/A	N/A	N/A	N/A	N/A
	Non-URG	N/A	N/A	N/A	N/A	N/A	N/A
	International	N/A	N/A	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A	N/A	N/A
Average Debt among Students with Debt*	URG	N/A	N/A	N/A	N/A	N/A	N/A
	Non-URG	N/A	N/A	N/A	N/A	N/A	N/A
	International	N/A	N/A	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A	N/A	N/A

* 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?

N/A

Table 8: Affordability

	Graduates with Debt	2022-23 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	N/A	N/A	N/A	N/A
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: Data are not available

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.

Our program's perspective on the manageability of student loan debt for our graduates is that there is very strong demand for GIS-related professionals, median salaries are very good and that our students will have a strong likelihood of effectively drawing down

their loan balances. We currently base this estimation on the program's Market Demand study (conducted in 2018) that indicated demand for Geospatial Master's-equivalent skills increased more than 30 percent between 2013 and 2017 (and continuing to grow since then) and that employers commonly seek Master's-level GIS professionals to fill openings in computer occupations and data analysis roles, both of which are higher-paying professional occupations related to STEM fields and computing technologies. In order to enhance this likelihood, the GISTAR program intentionally developed a fairly minimal PDST fee request as the burden of student loans is a concern with share deeply with our students. We base our perspective on both our experience with undergraduate and graduate student placement for the past several years (our students have experienced significant placement success) as well as on the very positive market demand report that was commissioned for the program. It suggested that current and future demand for geospatial professionals will remain strong and there will be significant growth in income and salaries in this sector.

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 GISTAR program will provide a number of resources to support students seeking pursuing public interest careers and underserved populations. Public interest careers are a key feature of the GISTAR program as a wide array of geospatial technologies and applications are managed by public agencies such as NASA, NOAA, DOD, DOE, USDA, and USGS. Geospatial careers with these public agencies and similar NGOs and national and international organizations are relatively higher-paying careers that we expect many of our graduates to pursue as well as private sector careers in nearby Silicon Valley and other geospatial technology hubs.

The types of support the GISTAR program will focus primarily on the same features discussed in section V. b. - recruitment, retention, and placement - and will include career guidance and counseling, professional development, and post-graduate placement assistance. PDST fees will be directed towards supporting GISTAR staff (already hired by campus) to develop regular career guidance workshops and professional development seminars (the GISTAR program already provides regular professional talks and seminars). In addition, because students will engage in a professional geospatial project in collaboration with campus affiliated scholars or off-campus agencies to complete their degree, students will have additional opportunities for professional development. It is expected that many students will have the opportunity to work with agency or research supervisors for 3-5 quarters (including summer) during the completion of their professional degree.

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?

Based on our current and fairly anecdotal understanding of recent placement of our undergraduate and doctoral student placements, salaries in both sectors are higher than average. As was discussed in the previous section (VI.d.), many geospatial careers in public agencies are highly sought after and high paying. The GISTAR program will support student interest in these positions, and will direct student aid from the PDST fees to both underserved students and students seeking relatively lower-paying jobs in these areas. We expect to have a better understanding of the salary pathways and amounts once the program is underway as we currently do not have enough data to provide conclusive and thorough analyses.

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

Our marketing and outreach plan is currently being deployed across a number of platforms, which includes web sites (UCSC admissions, Department) email/listservers, social media, and phone and personal outreach. Our financial aid programs are explained primarily on our Department website (with links to our Registrar and fee schedules) as well as links to financial aid resources) and on our Graduate Admissions site, which is located on the Graduate Admissions website. Current program staff also work closely with campus offices focusing on URG and HSI outreach as well as with individuals interested in the program. We expect the marketing and outreach plans would expand to in-person outreach and visits to pipeline institutions is our PDST fees are approved.

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 GISTAR program intends to provide information regarding average debt and median salary of program graduates to prospective students when it is available. We expect to share this information with prospective students via our online materials and program documents and with current students through our professional development workshops and placement activities. We expect this information will provide strong support for student admissions and program marketing as our geospatial training program will facilitate highly sought after research and technology knowledge that is in great demand in both the private and public sectors.

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.). Also, if not addressed in section II, describe how COVID-19 has affected your program.

We conducted an extensive market analysis and designed an innovative curriculum intended to place our students in high paying technology-oriented geospatial careers. We are confident that our job placement and degree pricing will be competitive for students completing the program.

VIII. QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN SUMMER OR FALL 2025

VIII.a. Please describe the program for which you propose to charge Professional Degree Supplemental Tuition, including: Is the program new or existing? If new, what is the status of the program proposal with the Coordinating Committee on Graduate Affairs (CCGA), the systemwide Academic Senate committee responsible for reviewing and approving proposals for new graduate degree programs, and with UCOP? Please note that the President must approve implementation of the program. Program approval at both the campus and systemwide levels is necessary for program implementation. A proposed new program that a campus has submitted to CCGA and UCOP may apply for PDST approval before receiving formal program approval; PDST approval by the Regents would be contingent on final program approval by the Academic Senate and the President, however, and no student charges may be imposed in advance of final program approval. For questions about the status of systemwide academic program approval, please contact Chris Procello (Chris.Procello@ucop.edu).

The UCSC Master's degree is Geographic Information Systems, Spatial Technologies, Applications, and Research (GISTAR) will be housed in the Department of Environmental Studies in the Division of Social Sciences. The GISTAR program has received support and approval from all of the faculty affiliates, Department of Environmental Studies, and Division of Social Sciences. The program received approval from both the UC and UCSC Academic Senate as well as the Chancellor and University of California President in Spring 2024.

VIII.b. Why is it appropriate for this program to charge Professional Degree Supplemental Tuition? In what ways is the program “professional” rather than “academic”?

The GISTAR program will prepare students to work in advanced geospatial technology fields where there is currently significant demand that is projected to increase substantially in the coming years. The curriculum of the program is designed to provide students rigorous and innovative academic training as well as professional skills and knowledge that will significantly enhance their remunerative potential as well as their career advancement plans.

The Professional Degree Supplement Tuition would allow us to provide the necessary staffing, curricular offerings, cutting-edge geospatial technologies, and professional training for students. Fostering student success not only requires excellent academic and professional training, but the necessary personal guidance and mentoring support for students as well. The GISTAR’s PDST multi-year plan will provide this critical support, which is likely to yield positive outcomes far beyond the time when students complete their degree.

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):

Consultations were conducted with a wide variety of potential students in several stages over the course of two years. This included UCSC undergraduate students specializing in GIS/GISTAR-related courses and the entire graduate student population of the Department in 2022 and 2024. These efforts are discussed in greater detail below (Section IX.b.)

- ☐ 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.

Student consultation was conducted with potential undergraduate and graduate students enrolled in the Department's (ENVS) GIS-focused courses or doctoral program several times and using a variety of formats. The most extensive consultations were conducted during the 2022-23 Academic Year and in October 2024. A brief summary of these activities is provided below, and more extensive feedback materials are available in Appendix A (PDST ENVS 115A/215A Students) and Appendix B (PDST Consultations with ENVS Graduate Students).

2022-23 Graduate Student Consultations (Duration: throughout academic year. 50+ hours, 50+ students, individual discussions and informal surveys). The first stage of the Program's consultation with students was conducted with the assistance of a GSR that was

hired to help develop both the GISTAR curriculum and PDST proposals (GSR-James Alejandro Artiga-Purcell, currently an Assistant Professor at San Jose State University). Graduate students were consulted about the overall focus of the program, PDST and professional fees, the program's and the overall diversity and professional development plan. Student feedback was extremely important in refining the overall plan for using PDST fees as well as the fee level (initially the program intended to request a higher fee, but it was reduced based on student concerns for program affordability and student debt burdens). The final rubric of focusing on student recruitment, retention, and placement emerged from these consultations and was incorporated into all of the program materials and PDST application materials.

2024 Student Consultations (October 2024, <1 hour per consultation, 81 students participating-including both undergraduate and graduate students, formal survey, email/personal comments, focus groups). A variety of approaches were utilized during the 2024 student consultations to solicit student responses regarding the PDST fees. Two different consultation strategies were utilized that included the following: 1) a formal survey was conducted in our gateway GIS course (enrollment+100, includes both undergraduate and graduate students); and 2) all of the doctoral students in the Department (~50 students) were invited to provide feedback on the PDST proposal, which included feedback/comments/inquiries from 15 students (30% of the graduate student population) and a formal focus group/townhall was conducted with 4 students. More extensive consultation materials from both of these consultation activities are included in the attached files: Appendix A (PDST Survey with ENVS 115A/215A Students) and Appendix B (PDST Consultations with ENVS Graduate Students).

Overall, the student consultations yielded very positive feedback about the overall level of PDST fees and their intended use. Students strongly agreed that the fee should be utilized to support additional geospatial equipment and materials and the recruitment, retention, and placement goals (including student financial aid and support, the program's diversity goals, professional development, mentoring, student belonging and community). The formal survey results indicated that nearly 50% of the respondents supported a PDST fee level ranging from \$2-4,000, while more than 30% of respondents supported an even higher range of fees from between \$4-8,000 (see Appendix A). Respondents across all forms of engagement support the overall focus of the PDST proposal and uniformly indicated that high priority should be placed on tuition support, professional training, and networking and professional development.

Respondents also indicated that in principle PDST fees should support lower-paying public interest careers. However, they indicated that executing such a program could be challenging given that it would require the program to validate student placement and verify the type of work being conducted. Respondents indicated that many financial programs support debt relief in this manner, which is a noble goal and that the program should try to support at least the principles of such a program as well as the overall goal of supporting professional goals and training.

Finally, respondents indicated that the PDST fees should absolutely support the overall diversity goals of the program related to recruitment, retention, and placement. This includes financial support for lower income, URG, and first-generation students, building community and belonging, providing professional development and mentoring activities, and strengthening networking and job placement activities.

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 Ontario Alexander, GSA President on 10/7/2024 .
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 _____ 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.

Faculty consultations have taken place many times over the past four years (the program's development was extended). Key consultation milestones since 2022 include three entire faculty meetings (1.5 hours), discussion with the Department's diversity committee, and extensive consultation with all of the affiliated program faculty. These consultations are detailed below.

2022 ENVS Faculty Consultations (January 10, 1.5 hours, 20+ faculty, faculty meeting discussion). The primary consultation topics were the structure of the program curriculum, program FTE faculty, staffing, admissions, and budget model (including both MIP funds and PDST fees). Key feedback focused on ensuring the program has sufficient staffing to provide support for student recruitment and placement, developing a more extensive diversity plan (which was addressed in the program's revisions to the UCSC Academic Senate), strengthening student support (financial aid/PDST fee support-to-aid), and ensuring the necessary geospatial technologies (computers, servers, drones/UAVs) by assessing PDST fees.

2023 ENVS Faculty Consultations (June 12, 1.5 hours, 20+ faculty, faculty meeting discussion) and Program Affiliate Consultations (May-June, individual meetings and email responses, 35+ faculty from across campus). The ENVS faculty meeting consultation focused primarily on faculty FTE support for the program (a new hire was authorized to support the program), program curriculum, the new diversity framework for the program, and student financial and advising support. The faculty feedback was generally very supportive of the newly approved faculty FTE authorized by the EVC and the revised diversity framework. Additional topics included ensuring that PDST fees would be directed to support both diversity and need-based goals, which were incorporated into the PDST revised draft. The broader consultation with faculty affiliates across campus (35+ faculty) was very positive and focused primarily on curriculum and student support. Feedback related to professional development and placement were incorporated into both the program materials and PDST application. The UCSC Academic Senate approved the proposal during the summer of 2022 and revisions were completed for the UC Senate Review.

2024 ENVS Faculty Consultations (January 25, 2024, 1.5 hours, 20+ faculty, faculty meeting discussion). The ENVS faculty meeting discussion focused primarily on completing the new faculty FTE search (a separate process), finalizing the curriculum (approval from UCSC Academic Senate for courses), and a more detailed discussion of the program's resources, budget, and financial model. Overall, the consultation was very positive in terms of accomplishments, new resources (campus and Divisional support), and overall planning for the program launch and recruitment. Useful feedback received related to the PDST fees was focused on how much the

fee should be (which was eventually revised downwards) due to concerns related to the costs of the program, student debt burdens and the potential impacts of these financial considerations on student success and the diversity goals of the program. These concerns were incorporated into the latest version of the PDST fees and are also key features related to our new staffing, program recruitment, and eventual professional development and placement activities. The GISTAR program was formally approved in July 2023 and all of the program's courses and staffing were approved and/or hired by July 2024.

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 Peter Biehl on 10/8/2024 .
Graduate Dean

 Plan shared with Anju Reejhsinghani on 10/8/2024 .
Vice Chancellor for Equity, Diversity and Inclusion (or equivalent)

 Plan endorsed by Cynthia Larive on 10/29/2024 .
Chancellor

APPENDIX A - PDST Survey with ENVS 115A/215A Students

Dates-October 21-28, 2024

Class Enrollment-100 (both undergraduate and graduate)

Responses-62

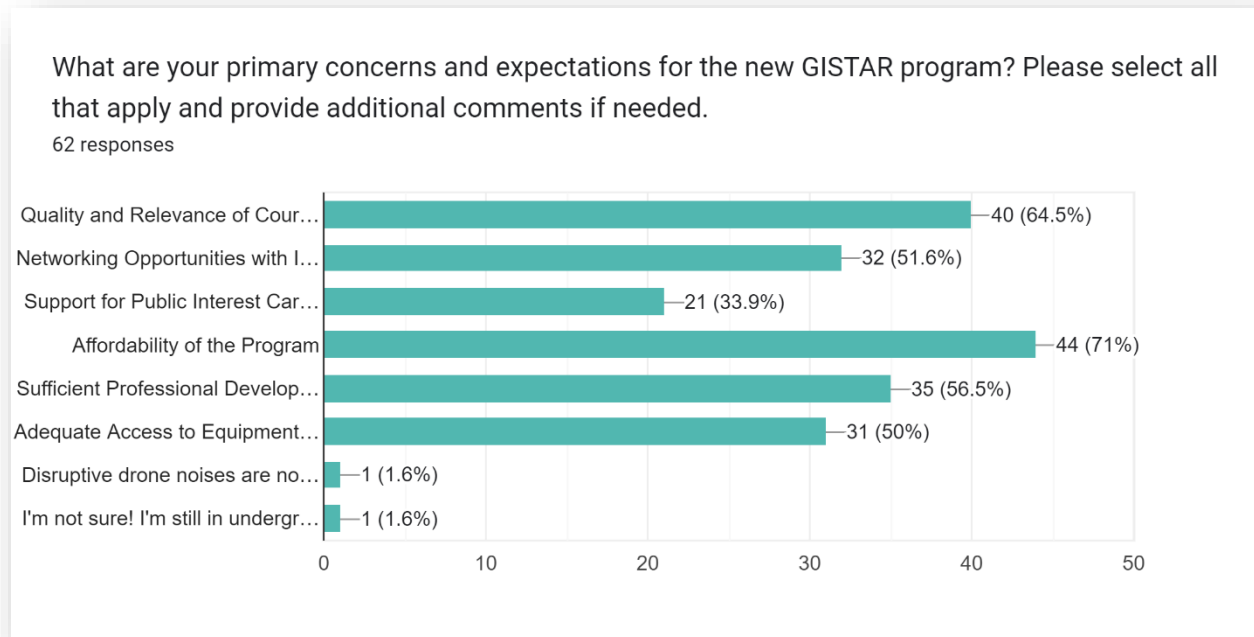
GISTAR Program Consultation Survey

This survey is designed to gather feedback on the proposed M.A. in GIS Spatial Technologies, Applications, and Research (GISTAR) program and expectations regarding the use of Professional Degree Supplemental Tuition (PDST) funds. Your participation is crucial in helping shape this new program to meet student needs. Thank you for taking the time to provide your input on the proposed PDST fees for the GISTAR program.

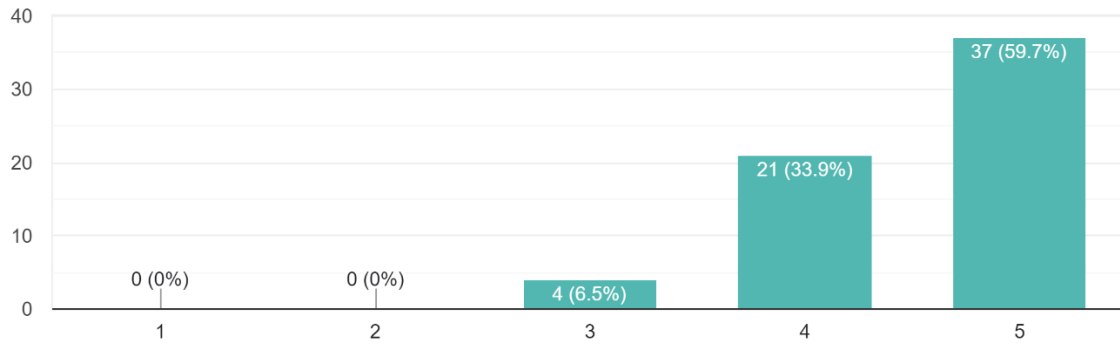
The GISTAR program aims to train master's students each year in advanced GIS and remote sensing techniques, focusing on foundational geospatial theory, advanced GIS development, and practical experience with geospatial technologies such as UAS/drone surveys, 3D mapping, and AI-driven spatial modeling. For more information about the GISTAR program, please visit our website at [GISTAR Program Information](#).

Your feedback is valuable in shaping this program to better serve student needs and ensure equitable access to resources. Please note that all responses will remain anonymous to encourage open and honest feedback.

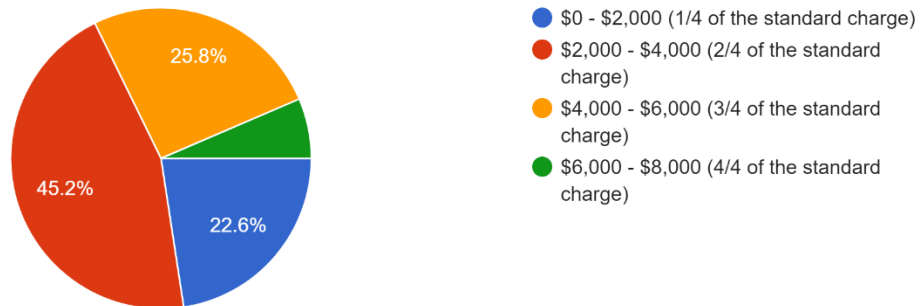
Questions:



How strongly do you agree that the availability of additional equipment, software, learning experiences, and professional development opportunities (e.g., conferences, events) is important for enhancing GIS learning?
62 responses

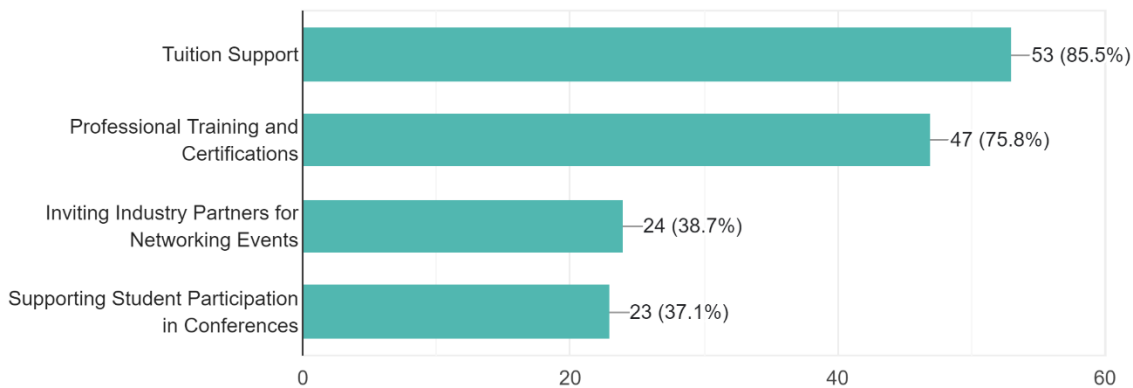


In your opinion, what level of PDST charge would be reasonable for the GISTAR program, considering the benefits and support provided?
62 responses



Part of PDST revenue will go towards student financial aid and program support. What specific aims should these funds be directed towards to enhance the student experience?

62 responses



What are your expectations for the GISTAR program, and what aspects of GIS and its applications are you most interested in learning about? (62 responses)

- environmental applications and jobs
- I'm most interested in the environmental application of GIS- how it can be used for conservation and climate change analysis, and certainly interested in better understanding and master of the program itself.
- I am most interested in the applications of GIS for urban planning and development. If I were to apply for the GISTAR program, I would expect to have a lot of practical training, with hands-on learning experiences working on relevant research projects.
- I'm looking forward to the GISTAR program to dive deeper into GIS and its practical applications. I'm especially interested in spatial analysis, data visualization, and how GIS can tackle real-world challenges, particularly in environmental and social contexts. I'm excited about the opportunity to collaborate with others and work on projects that showcase the real impact of GIS solutions.
- learning about the practical experience with geospatial technologies such as UAS/drone surveys, 3D mapping, and AI-driven spatial modeling.
- Most interested in learning about how GIS can be used to help solve environmental issues.
- Urban design and sustainable development as the human world ever expands, while preventing irreversible harm to natural terrain and processes
- Urban design and sustainable development, making sure the ever expanding human world doesn't cause irreversible damage to the natural world and terrain. GIS can be a tool to helping complete this.
- Most interested in learning about GIS mapping for environmental management, conservation, and sustainability, and climate action

- mapping out where there might be inequalities in food or shade cover from trees, helping people in tangible ways.
- An expectation of the GISTAR program is how well it connects with potential employers and/ or future careers. I'd be interested in learning how the program engages meaningfully in urban planning initiatives and restoration practices it could teach.
- I'm interested in applications of GIS and getting to gain relevant experience that translates to working experience. I also am interested getting certifications associated with GIS. in
- I'd like to see the program focus on the intersection of programming and GIS; I think that in-demand topics such as remote sensing applications and tool development would be great to have.
- Opportunities to work on real-world projects and case studies in areas like urban planning, environmental management.
- Excited to use GIS for urban planning and disaster management
- I am most interested to learn about collaborations with GIS nad restoration.
- I expect it be affordable and provide the skills necessary for a career in GIS.
- -
- I would hope that the GISTAR program assists their students in paying for the program, as this could encourage future prospects to pursue an education in GIS.
- My expectations of the GISTAR program would be that it provides specialized training and professional connections, as well as prepares students for careers in specific fields or for specific projects. I am most excited about the availability of software for students with less access to specialized technology.
- I expect an affordable and reliable program.
- Real life equivalent course work
- I'm expecting greatness and efficiency.
- Provide adequate access to technology needed for GIS software and fund tuition support. Learn substantial skills in ArcGIS products to use in future career endeavors.
- I'm excited about the GISTAR program as I expect it to deepen my understanding of Geographic Information Systems and their real-world applications. I'm particularly interested in learning about spatial analysis techniques and how GIS can be used for environmental management and urban planning . I'm also keen to explore how GIS technologies can enhance decision-making processes and improve data visualization.
- Drone flying and applications of GIS in the career field
- Learning about geospatial technologies including UAS/drone surveys and 3D mapping
- I expect to gain a comprehensive understanding of Geographic Information Systems (GIS) and their practical applications. I'm particularly interested in learning about sing GIS to track and manage environmental changes, such as deforestation, urbanization, and climate change
- I am most interested in geospatial data and differant ways of implementing it. I think the program is a great idea I just think that it should be more accesible to students price wise.
- I expect this program would completely prepare individuals for a career in GIS, in almost any industry. I would be excited to learn how to apply GIS for developing sustainable cities.
- I'm interested in learning about GIS for the use of conservation, restoration, and watershed mapping.

- I'm not a Master's student, but I think that practical experience would be the most learning experience to have in this program.
- I am most interested in GIS's potential for use to conduct surveys that will influence environmental policy decisions.
- I am most interested in the environmental applications and other public interest usages such as city planning, public services, etc.
- I expect people participating will gain skills above what can be gained on your own and I am interested in learning about how the program can set people up for success in a career field.
- providing a good education and professional opportunities to prepare students for the job market
- I am most interested in connecting to local organizers fighting for climate justice, and I would like to learn how I can support that effort.
- My expectations are that it will give its students a leg up on others in the field. I am interested in learning about AI driven spatial modeling.
- Enhancing GIS skills and knowledge
- The biggest thing I would want to come out of it is making the GISTAR program relevant to the ongoing development of AI in the workplace that way when i complete the program the material i learned will not become obsolete or be able to completely be done by AI.
- I want to learn about spatial modeling in GIS regarding vegetation surveys - I think getting students to be outfitted in outdoor jobs is definitely a great reach as we can better understand plant systematics and ecology through the new more advanced tech that has been rolling out.
- Would be most excited about the training opportunities including the courses in GIS, computing in python, and spatial analyses in R.
- Thorough overview of different aspects within GIS, and preparing students for industry. Most interested in data analysis.
- I expect the GISTAR program to supply participants with the knowledge and resources they need to succeed.
- N/A. (My GIS professor offered extra credit to submit feedback here, but I don't currently have any plans to go to grad school for GIS)
- I am most interested in learning how to improve environmental problems through mapping and communicating those issues. The GISTAR program should work to find applications of the material we are learning in real world problems, additionally finding opportunities for students to work within the field would be very beneficial.
- I am interested in the using of drones for surveying! Such an innovative technology that would be beneficial to a future career.
- I hope that the GISTAR program will be a good way for students to learn how to use their skills in the professional world.
- Using GIS in a professional setting
- Networking opporunities
- Bringing new innovations to ucsc !
- To give students the opportunity to use GIS skills in a professional environment
- I'm expecting to feel ready to work jobs in the field with the skills learned in this program.

- I would expect that GISTAR provided a significant educational benefit to my GIS career that employers would see as a good quality to have during the hiring process.
- I would expect to become an expert in applying GIS to various industries. I would be interested in applying it to environmental applications.
- I expect that it will lead to job and research opportunities after its completion. I would be interested in learning about GIS environmental applications, and its tie with computer science.
- I'm a little confused about where the supplemental tuition comes in. Professional degree supplemental tuition isn't something I've been aware of before.
- N/a
- My expectations would be that the program is relevant and that it provides very real advantages for career entry. I would be most interested in learning about applications in public social programs regarding health, resource quality, and tracking food availability in certain neighborhoods.
- My expectations for the GISTAR program is that it allows with what professionals in the field are about to connect with and have allocated time for students who have questions regarding future careers.
- I would expect the program place or strongly encourage collaboration with affiliated faculty in projects or current research/labwork. I also am curious as to what the elective courses would be. I think for Public Career Interest students, it would be cool for local cities/county departments that use GIS to have networking opportunities.
- I expect for students to come out of the GISTAR program with a comfortability in the program. I am most interested in real world application, like how it would be used in a job setting.

APPENDIX B - PDST Consultations with ENVS Graduate Students

- Format: Open invitation to all graduate students seeking feedback, email comments, follow up focus groups/extended consultation with 4 students on October 25 and October 28 (30 minutes)
- Dates-October 21-28, 2024
- Time-30-40 minutes
- ~50 graduate students invited, comments/inquiries from 15 students, focus group/townhall with 4 students

Focus of PDST/GISTAR Consultation (from the 2025-2026 PDST Multi-Year Plan Forms Section B

- (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).
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Summary of Consultations

Graduate students (PhD) from the Department of Environmental Studies participated in the PDST fees consultation in October, 2024. The overall participation rate of students was ~20% of the entire graduate student population. While the response engagement varied significantly across the participants (ranging from brief emails to extended focus group discussions), the responses were consistent and highly comparable in terms of responses to the consultation topics. Overall, the respondents highlighted the following themes:

- The Assessment of PDST fees was acceptable and that an annual additional PDST fee of \$2,000 was reasonable given the overall plan for utilizing the fees. Respondents supported the goals of the PDST fee proposal focusing on enhancing curriculum and student geospatial resources, providing financial support, strengthening the diversity-related goals of the program, and overall focusing on enhancing recruitment, retention and placement goals.
- Respondents indicated that the most important use of the fees should be to address program affordability by providing tuition reduction and support for students.
- Respondents indicated that tuition reduction support should prioritize program diversity goals by prioritizing, URG and first-generation students and lower the debt burden for students with highest needs.

- Respondents indicated that utilizing PDST fees to enhance student mentoring/professional development should be a high priority. They highlighted that activities should include such things as developing resumes/job applications, networking, organizing skills, etc. “how to get a job”, and the job application process.
- Respondents indicated that in principle PDST fees should support lower-paying public interest careers. However, they indicated that executing such a program could be challenging given that it would require the program to validate student placement and verify the type of work being conducted. Respondents indicated that many financial programs support debt relief in this manner, which is a noble goal and that the program should try to support at least the principles of such a program as well as the overall goal of supporting professional goals and training.
- Finally, respondents indicated that the PDST fees should absolutely support the overall diversity goals of the program related to recruitment, retention, and placement. This includes financial support for lower income, URG, and first-generation students, building community and belonging, providing professional development and mentoring activities, and strengthening networking and job placement activities.