Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$6,946	$7,190	$7,442	$7,702	$7,972	$8,252	3.5%	$244	3.5%	$252	3.5%	$260	3.5%	$270	3.5%	$280
Prof. Degr. Suppl. Tuition (Nonresident)	$6,946	$7,190	$7,442	$7,702	$7,972	$8,252	3.5%	$244	3.5%	$252	3.5%	$260	3.5%	$270	3.5%	$280
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,758	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$52	3.0%	$52
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$21,077**	**$21,764**	**$22,466**	**$23,196**	**$23,950**	**$24,732**	3.3%	$687	3.2%	$702	3.2%	$730	3.3%	$754	3.3%	$782
Total Fees (Nonresident)	**$33,322**	**$34,009**	**$34,711**	**$35,441**	**$36,195**	**$36,977**	2.1%	$687	2.1%	$702	2.1%	$730	2.1%	$754	2.2%	$782

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

A PDST of $6,000/year was instituted in 2010-11, for all of the College of Environmental Design's (CED's) graduate professional programs (Master of Architecture, Master of City Planning, Master of Landscape Architecture), and the Master of Urban Design

(technically a Graduate Group but administered by CED). This fee was not increased until 2016-17. Since then, it has been raised 5% per year, and is $6,946 for the 2018-19 academic year. These increases were implemented to help maintain the inflation-adjusted value of the PDST, which had fallen to approximately $5,400 in 2017 dollars. This proposal seeks a 3.5% increase per year.

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

PDST helps to support five graduate professional programs housed in the College of Environmental Design: Master of Architecture (2 year or 3 year tracks with no summer terms), Master of Advanced Architectural Design (1 year with no summer terms), Master of Landscape Architecture (2 year or 3 year tracks with no summer terms), Master of City Planning (2 years with no summer term), and Master of Urban Design (1 year with a terminal summer term). These programs were established to support the design and development of California's cities and regions. Students earn degrees in Master of Architecture, Master of Advanced Architectural Design, Master of Landscape Architecture, Master of City Planning, and Master of Urban Design.

They produce a significant share of California's environmental design professionals, including many of the state's thought leaders. Graduates work in public and nonprofit sectors as well as private sector firms. Public sector professionals hold positions at all levels of government (both national and international). Those working in nonprofit organizations serve groups involved in a wide range of endeavors, including community-based economic development, environmental sustainability, climate adaption, social and environmental justice, food access, urban policy, health cities, transportation, and affordable housing. In the private sector, environmental designers produce urban and regional land use and demographic analysis consulting, and design buildings and public places for a wide range of clients.

PDST fee levels are uniform across these programs, and resources support similar types of program enhancement including technology, the participation of top professionals in teaching programs, and recruitment of diverse student body (as detailed later in the proposal).

Four of the five programs (Architecture, Landscape Architecture, and City Planning) are accredited and all are highly ranked. The exception is the Master of Urban Design, a field that does not currently have an accrediting body.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which spanned from 2016-17 through 2018-19, articulated several goals, and PDST funds were used as follows:

(1) Improvements in computing and fabrication technology.
Computing technology in highly visual fields such as architecture, landscape architecture, city planning, and urban design is advancing rapidly. Computing labs (i.e., desktop computers, monitors, printers, plotters, and scanners) serving the PDST programs were upgraded during the period of the last multi-year plan, to accommodate advanced digital design and visualization programs and high resolution output requirements. In the fabrication area, PDST funds helped support the acquisition of new 3-D printers and a large multi-axial blade cutter.

(2) Increasing the presence of renowned professionals in the curriculum.
As a matter of program quality and relevance, all PDST programs require the participation of distinguished professional practitioners to offer specialized design and planning courses. PDST funds were used to recruit such practitioners to lead courses and studios in each of CED's professional programs.

(3) Improvements in infrastructure.
In order to enhance the learning environments of PDST students, a share of PDST funds were utilized to upgrade classroom lighting and furniture as well as common spaces such as student lounges and study zones.

(4) Targeted fellowship support, in particular to recruit a diverse professional graduate student population.
PDST funds were used to augment regular graduate fellowship resources in order to recruit highly qualified and diverse professional graduate students. For example, some of these funds helped to create First Year Fellowships, supporting first-year, first-semester students with in-state tuition remission and stipends.

(5) Upgrading classroom and instructional technology.
Over the last planning period, PDST funds helped to improve classroom projectors, video display and audio equipment, and in-class computer technology.

(6) Improving student-faculty ratios.
As the programs have grown in the last few years and the number of ladder faculty has not kept up with this growth, student-faculty ratios have been increasing. PDST funds were used to hire more practitioners and adjunct faculty to try to maintain student-faculty ratios within accreditation guidelines.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

This request reflects the continual rise in costs for the types of additional resources that were originally, and continue to be, prioritized by our professional graduate students and faculty. In order to maintain program excellence and top rankings, and to compete effectively with our peers, we have identified the following four goals:

- **Keep pace with State-of-the-Art Design Technology.**
  The rapid rate of technological innovation in the design fields means that there is constant demand for new digital equipment, software, and classroom and instructional technology; in addition, heavy use requires the regular refresh of infrastructure. The consequences of not keeping pace in this arena are a reduction in program quality, lower academic rankings, and challenges in recruiting students. Students benefit by having access to the latest analog and digital design equipment and software in computer and fabrication labs, studios, and classrooms so that they will have the skills to be recruited by top firms.

- **Attract Distinguished Professional Faculty.**
  Attracting the most prominent professional practitioners to be involved in CED's PDST programs is central to the quality of our professional design/planning education, and ability to recruit students. Students need – and expect – that their courses will be taught by a mix of academics as well as professionals, and rely on these professional practitioners to teach them some of the more technical and practical aspects of their fields and help them make career connections with industry, nonprofits, and government.

- **Lower Student-to-Faculty Ratios.**
  As cohorts have grown over time, ladder faculty growth has not kept pace, increasing student-faculty ratios – in some programs jeopardizing accreditation. Lowering these ratios increases program quality, and aides CED in maintaining its rankings and accreditations. It also personalizes learning and allows faculty to adapt to diverse student needs and learning styles. In addition, lower ratios allow more frequent/meaningful faculty-student interactions, helping students identify internships and other opportunities, and develop career options.

- **Recruit a Talented & Diverse Student Population.**
  With extraordinarily high costs-of-living in the Bay Area, we used PDST funds over the past planning period to provide additional student fellowship support and to be able to compete with comparator institutions for the most talented and diverse professional graduate students. With this proposed increase we will continue this support for students impacted by these high costs. In and of itself, a diverse student body increases program quality, injecting a wide range of views and perspectives on design and planning, and preparing PDST students to work in diverse communities. Prospective students value such diversity; lack of diversity makes recruiting more difficult.

CED's professional graduate programs were ranked #1 among all public institutions in 2017. Rankings fell slightly in 2018, as budget resources to support these programs remained tightly constrained and costs continued to rise. The goals above are all essential educational benefits afforded by the proposed PDST increase.

If the PDST increase is not approved, CED risks declining in academic quality and the most respected rankings, while also increasing difficulties in recruiting top students and faculty, as detailed above.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

| | Total 2018-19 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | Total Projected PDST Revenue in Final Year |
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$134,059	$4,022	$4,142	$4,267	$4,395	$4,527	$155,411
Providing Student Services	$636,027	$19,081	$19,653	$20,243	$20,850	$21,476	$737,330
Improving the Student-Faculty Ratio	$327,099	$16,388	$16,405	$16,797	$17,301	$17,820	$411,809
Expanding Instructional Support Staff	$352,262	$17,012	$17,123	$17,592	$18,120	$18,663	$440,772
Instructional Equipment Purchases	$133,500	$4,005	$4,125	$4,249	$4,376	$4,508	$154,763
Providing Student Financial Aid	$864,316	$25,929	$26,707	$27,509	$28,334	$29,184	$1,001,979
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)	$91,500	$2,745	$3,950	$4,374	$5,310	$6,163	$114,042
Total use/projected use of revenue	$2,538,763	$89,182	$92,106	$95,030	$98,685	$102,340	$3,016,106

Additional Comments:
Other = course travel, events, and supplies

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.

To keep our PDST increase as low as possible, CED has instituted a rigorous process to more efficiently and effectively contain and track costs related to our graduate programs, utilized restricted funds wherever possible, and utilized non-PDST reserves. We have also intensified philanthropic fundraising efforts, especially around our annual fund, which generates discretionary revenues. For example, last year's Big Give one-day fundraising effort was specifically targeted to diversity student support, including graduate fellowships. Lastly, we have engaged in a variety of revenue generation efforts, including the expansion of our summer fee-based

programs; introduction of a self-supporting Master of Real Estate Development & Design; new global training programs; and the development of a rent-paying café in Wurster Hall.

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

Our program proposes to increase PDST by 3.5% each year for the next 5 years.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	189	189	189	189	189	189
Domestic Nonresident	49	49	49	49	49	49
International	128	128	128	128	128	128
Total	366	366	366	366	366	366

Additional Comments
CED has grown it's enrollment by 20% in the last four years and we have reached our building capacity. As such, we anticipate flat combined enrollment across our PDST programs over the next 5 years.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

UC Berkeley / College of Environmental Design / Master of Architecture, City Planning, Landscape Architecture, Urban Design
Established program
Established PDST

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Virginia	$19,950	$20,549	$21,165	$21,800	$22,454	$23,128	3%	$599	3%	$616	3%	$635	3%	$654	3%	$674
University of Washington	$17,514	$18,039	$18,581	$19,138	$19,712	$20,304	3%	$525	3%	$541	3%	$557	3%	$574	3%	$591
University of Michigan	$30,468	$31,382	$32,324	$33,293	$34,292	$35,321	3%	$914	3%	$941	3%	$970	3%	$999	3%	$1,029
Harvard	$50,270	$51,778	$53,331	$54,931	$56,579	$58,277	3%	$1,508	3%	$1,553	3%	$1,600	3%	$1,648	3%	$1,697
Massachusetts Institute of Technology	$51,832	$53,387	$54,989	$56,638	$58,337	$60,087	3%	$1,555	3%	$1,602	3%	$1,650	3%	$1,699	3%	$1,750
University of Pennsylvania	$55,206	$56,862	$58,568	$60,325	$62,135	$63,999	3%	$1,656	3%	$1,706	3%	$1,757	3%	$1,810	3%	$1,864
Public Average	$22,644	$23,323	$24,023	$24,744	$25,486	$26,251	3%	$679	3%	$700	3%	$721	3%	$742	3%	$765
Private Average	$52,436	$54,009	$55,629	$57,298	$59,017	$60,788	3%	$1,573	3%	$1,620	3%	$1,669	3%	$1,719	3%	$1,771
Public and Private Average	$37,540	$38,666	$39,826	$41,021	$42,252	$43,519	3%	$1,126	3%	$1,160	3%	$1,195	3%	$1,231	3%	$1,268
UCB CED program	**$21,077**	**$21,764**	**$22,466**	**$23,196**	**$23,950**	**$24,732**	3%	$687	3%	$702	3%	$730	3%	$754	3%	$782
Nonresidents																
University of Virginia	$31,732	$32,684	$33,664	$34,674	$35,715	$36,786	3%	$952	3%	$981	3%	$1,010	3%	$1,040	3%	$1,071
University of Washington	$30,345	$31,255	$32,193	$33,159	$34,154	$35,178	3%	$910	3%	$938	3%	$966	3%	$995	3%	$1,025
University of Michigan	$44,438	$45,771	$47,144	$48,559	$50,015	$51,516	3%	$1,333	3%	$1,373	3%	$1,414	3%	$1,457	3%	$1,500
Harvard	$50,270	$51,778	$53,331	$54,931	$56,579	$58,277	3%	$1,508	3%	$1,553	3%	$1,600	3%	$1,648	3%	$1,697
Massachusetts Institute of Technology	$51,832	$53,387	$54,989	$56,638	$58,337	$60,087	3%	$1,555	3%	$1,602	3%	$1,650	3%	$1,699	3%	$1,750
University of Pennsylvania	$55,206	$56,862	$58,568	$60,325	$62,135	$63,999	3%	$1,656	3%	$1,706	3%	$1,757	3%	$1,810	3%	$1,864
Public Average	$35,505	$36,570	$37,667	$38,797	$39,961	$41,160	3%	$1,065	3%	$1,097	3%	$1,130	3%	$1,164	3%	$1,199
Private Average	$52,436	$54,009	$55,629	$57,298	$59,017	$60,788	3%	$1,573	3%	$1,620	3%	$1,669	3%	$1,719	3%	$1,771
Public and Private Average	$35,679	$36,750	$37,852	$38,988	$40,157	$41,362	3%	$1,070	3%	$1,102	3%	$1,136	3%	$1,170	3%	$1,205
UCB CED program	**$33,322**	**$34,009**	**$34,711**	**$35,441**	**$36,195**	**$36,977**	2%	$687	2%	$702	2%	$730	2%	$754	2%	$782

Source(s):
University of Virginia: http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3391#tuit_fees
University of Washington: https://opb.washington.edu/sites/default/files/opb/2018-19TriCampusAnnualTuitionAndFee.pdf
University of Michigan: https://taubmancollege.umich.edu/urbanplanning/admissions/estimated-cost-attendance

Harvard: https://www.gsd.harvard.edu/wp-content/uploads/2018/05/Master-Degree-Budget-18-19.pdf
MIT: https://registrar.mit.edu/registration-academics/tuition-fees/graduate
University of Pennsylvania: https://www.design.upenn.edu/graduate-admissions/tuition-and-financial-aid

Additional Comments:
Fees include everything except health insurance and living expenses.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

These institutions were selected for several reasons:

- Each school listed shares CED's basic structure (offering architecture, landscape architecture, and urban planning), is roughly comparable in size, and offers high quality programs.
- CED competes with these institutions for high quality students, and especially with the private comparators, for diverse students.
- CED regularly vies with some public comparators for top rankings among publics, especially UCLA (although UCLA has been excluded from the list of comparators).
- Closing the current rankings gap between CED and Harvard, MIT, and the other private comparators listed is an aspiration, which, given resources, can be accomplished within a 5-year time horizon.

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

Our program costs are amongst the lowest for top schools in our field. For residents, in 2018-19 our total tuition is slightly below the average for our comparator public institution programs ($21,077 versus $22,644 or $1,567) and significantly below the average for the private comparator programs ($21,077 versus $52,436 or $31,359). By 2023-24, the gaps are $1,519 and $36,056, respectively.

For nonresidents in 2019, the public and private comparators are, respectively, $2,183 and $19,114 more expensive. By 2023-24, under our increase proposal, these gaps are actually even wider: $4,183 and $23,811.

Given these comparisons, we believe that our proposed program costs are reasonable.

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

The quality of our PDST programs is rooted in CED's history of multidisciplinary training, focus on social and environmental issues linked to the built environment, and the cross-college and cross-campus programs available to professional graduate students. The college faculty spans the sciences, social sciences, engineering, the arts and humanities, policy and design, and works at the intersection of foundational and applied research. For example, CED has one of the most vibrant programs on housing compared to our peers, as well as research efforts around building performance, new materials and technology, urban climate adaptation and design, sustainable transportation and land use, design innovation, and the urban humanities. These strengths allow faculty to offer a wide range of advanced courses, studios and seminars benefitting PDST students and giving them career advantages. Not incidentally, a sizable share of students are able to participate in research led by full-time ladder faculty. In addition, our professional graduate students benefit from access to intellectual resources of the top comprehensive public university in the country.

CED is particularly distinctive in comparison with most of its comparators in that each of its constituent programs is very strong. Private sector peers tend to focus more on formal design and have a narrower professional orientation. Michigan does have a landscape architecture program but it is a different academic unit, and does not enjoy the multidisciplinary dialog that is essential to CED's professional students. Washington is structurally similar to CED, but does not draw the caliber of graduate professional students that CED attracts.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented					n/a	n/a
African American	3.5%	3.8%	3.0%	3.4%	n/a	n/a
Chicanx/Latinx	10.4%	11.3%	9.2%	10.3%	n/a	n/a
American Indian	0.0%	0.3%	0.3%	0.2%	n/a	n/a
Subtotal Underrepresented	*13.9%*	*15.4%*	*12.5%*	*13.9%*	n/a	n/a
Asian/East Indian	8.9%	7.5%	11.5%	9.3%	n/a	n/a
White	33.2%	31.9%	28.5%	31.2%	n/a	n/a
Other/ Unknown	9.5%	9.1%	10.9%	9.8%	n/a	n/a
International	34.5%	36.1%	36.6%	35.7%	n/a	n/a
Total	100.0%	100.0%	100.0%	100.0%	n/a	n/a
Socioeconomic						
% Pell recipients	21.8%	27.3%	31.9%	31.0%	n/a	n/a
Gender						
% Male	44.9%	48.6%	42.8%	44.0%	n/a	n/a
% Female	55.1%	51.4%	57.2%	56.0%	n/a	n/a

Sources:
UC ethnicity, socioeconomic status: UC Corporate 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

In the table above, one can see that the breakdown of underrepresented groups remains fairly constant over the last few years. CED averages 13.9% underrepresented groups, 35.7% international, and 31.2% white over the last 3 years. These numbers represent an already diverse student body, but there is always room for improvement.

There are no consistent comparable time-series data on race/ethnic diversity for these comparator programs in architecture or landscape architecture. Only point in time estimates are available for these programs, and for different years. Thus we are unable to report data for all comparator PDST programs in Table 5. However, we do have access to data from the National Architectural Accreditation Board (NAAB) and the American Society of Landscape Architect (ASLA), both of which include a wide range of schools in the US. According to NAAB, in 2016, 49% of all graduating architecture masters students were white. According to ASLA, 66% of landscape architecture students were white in 2017. Comparator schools are apt to look very different than national numbers indicate. As in the case of the master of planning degree data provided below, private comparators are likely to have far more international students than CED's architecture and landscape architecture programs, and private programs are apt to have larger shares of underrepresented minorities, while public peer programs will share our range depending on their ability to fully fund such students.

The Association of Collegiate Schools of Planning (ACSP) does provide race/ethnicity data on all US professional city planning graduate program students and archives historical data for Masters students by institution. Data relate to domestic diversity and numbers of international students. In 2017, 66% of this total was white; 10% was African American, with all other racial groups being less than 10% of the total student population. Just over of 12% of the total were Hispanic (versus 88% non-Hispanic). Note that these data separate tabulations of race and ethnicity, and thus they are not fully additive (for example, a student can be both African-American and Hispanic). In contrast, CED's professional graduate city planning student population in 2017 was 53% white, and had 16% underrepresented minority students (11% Latino, 5% African American). The ACSP data come from a very broad range of colleges and universities, many of which are not R1 institutions, have lower entrance requirements, and take in significant numbers of international students. Thus it is more meaningful to compare the demographics of Berkeley's MCP program with its comparators.

In 2017, the percent white at CED's comparator institutions ranged from a low of 32% (MIT) to a high of 65% (UCLA), with Harvard, Penn, Michigan, and Washington being 46%, 47%, 47% and 61% respectively. The dramatic differences are in part due to differences in international student concentrations; private peers MIT, Penn and Harvard have far more such students than the publics (60% at MIT versus 25% at Berkeley), driving down their percent white figures, which are calculated as a percent of total students. By comparison (and using the same source), CED's city planning professional student population was 53% white in that year – in between the other public comparators (UCLA, Washington and Michigan). Looking at African American and Latino students, private comparators ranged from 3% (Penn) to 18% (Harvard), where full-package funding for underrepresented minority students is the norm. Public peers fell between 5% (UCLA) and 13% (Michigan). In contrast, CED's comparable city planning student population was 16% African American or Latino – close to Harvard despite lacking that institution's substantial base of fellowship funding for professional graduate students.

Since the implementation of our PDST in 2010-11, we have appointed a Graduate Student Diversity Officer who works with other graduate advisors on recruitment and retention strategies; coordinates a pre-semester 'Start Up' program that includes a workshop on Building Community, as well as an Interactive Theater workshop, both of which focus on diversity; and supports the CED Students of Color organization. In addition, as part of its Strategic Plan, CED has established a "Diversity Platforms Initiative" that has constituted a working group on social difference and the built environment, and funds co-curricular activities focused on these important issues. Indicators of success that we monitor include number of applications and yield (number of those admitted who enroll) for underrepresented minorities.

In addition, CED has created a suite of Diversity Fellowships for professional graduate students that cover in-state tuition remission and a stipend. In addition, diversity student support was the target of our 2017 BIG GIVE campaign, and will be a major priority in the upcoming campus fundraising campaign. To increase the size of our diversity pipeline, we also created a Graduate Recruitment Ambassadors program, which hires current professional degree students to run webinars for prospective as well as admitted students, and to speak with applicants and admitted students about diversity at CED/Berkeley, address their concerns about climate, and other matters.

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 share of students who received Pell Grants as undergraduates is almost a third, and has hovered between 22-32% over the last three years (2015-2017), averaging 27%. Our strategy to promote access for students with modest resources is to provide as many fellowships, graduate student instructorships, and graduate student researcher positions as possible. CED also prioritizes graduate student support in its fundraising activities, and provides support to help students locate internships that can supplement their resources.

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 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?

CED's share of female professional graduate students in 2017 was 57%.

On average, architecture and landscape architecture graduate programs in the US have reached near-parity (with slightly more males in architecture and slightly more females in landscape architecture). In architecture the share of females in 2017 was 54% and 69% in landscape architecture. There are not detailed data on comparator institutions for these two fields.

Again, however, there are comparator data available for city planning. Students in comparator city planning programs ranged from highs of 62% female (Penn) to a low of 45% (Washington), with all other institutions being 50% or more. Berkeley's overall gender mix is 50-50.

Since all CED programs are at least at gender parity, we have no specific gender strategy. That said, should our share of female students drop, we would take active steps to recruit women applicants, using standard approaches (faculty letter writing, for example) as well as a variety of social media strategies.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect that the composition of students in our PDST programs will be relatively stable if not more diverse in terms of underrepresented minority students and students from modest socio-economic backgrounds. Because of CED's revenue generation efforts, we project more revenue available for professional graduate student support beyond the 33% return to aid linked to PDST program requirements. As important, UC Berkeley is a magnet for students from diverse backgrounds who seek to improve their communities, tackle global challenges, and engage in critical or activist practices in addition to conventional professional careers.

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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	5.0%	4.9%	6.0%
	International			
Chicano(a)/Latino(a)	Domestic	7.4%	8.2%	10.5%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	4.1%	4.1%	6.6%
	International			
White	Domestic	71.1%	66.4%	64.8%
	International			
Other/Unknown	Domestic	12.4%	16.4%	12.0%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
Female		42.2%	40.2%	39.1%
Male		57.9%	59.8%	60.9%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	5.8%	5.7%	5.5%
	International			
Chicano(a)/Latino(a)	Domestic	7.6%	9.4%	12.7%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	5.8%	7.5%	7.3%
	International			
White	Domestic	75.0%	71.7%	69.1%
	International			
Other/Unknown	Domestic	5.8%	5.7%	5.5%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
Female		42.2%	43.4%	47.3%
Male		57.8%	56.6%	52.7%

Source: Departmental HR files

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

CED and its departments invest vigorous effort into the recruitment of diverse faculty. Since 2009-10, the college has recruited 20 ladder rank faculty, of which 50% were women, and 25% underrepresented minorities. Overall, in 2017 the CED ladder rank faculty is 47% women and 18% African American or Latino. With each search, which are mostly at the untenured level, we target our networking efforts on the most promising recent graduates as well as students now graduating. Given our increasing diversity, these efforts are clearly paying dividends.

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 college's goal is that **students leave its PDST programs with manageable debt that they are able to repay**.

CED uses two metrics, percent students with debt, and average debt among those that have debt, to gauge and track affordability. We track these metrics carefully; they have been trending in opposite directions, with the share of students with debt declining, while the average debt among those carrying debt has increased. But this is a decidedly incomplete picture, however, since the only data we can access refers to debt associated with public sector loans. Students obtain many other sorts of loans and financial assistance, including foreign government fellowship programs (if they are international students), from family, and from private lenders. Our non-scientific information indicates that the declining share of students with debt reflects (1) growing reliance on non-government sources of loans, (2) growth in our international PDST student populations; (3) the fact that increasingly, students are working for several years following their BA/BS degrees before returning for graduate school. The growth in the average amount of debt among those reporting public sector loans also relate to fast-rising costs of living in the Berkeley area.

To limit debt, we attempt to offer lower cost programs than our key competitors (most of whom are private institutions) and financial support. CED provides many students with some form of fellowship support. We also hire many professional graduate students to serve as instructors in regular courses as well as for our intensive summer programs for high school, undergraduate, and post-baccalaureate students. The college assists students (via our Career Services Office, mentoring and networking events, etc.) in securing paying internships while they are in school, thus limiting their reliance of loans to the extent possible.

The ability of any individual student to readily handle the debt with which they graduate depends on several factors: starting salary and salary progression; loan terms; costs of living in the geographic region in which a student settles/works; and other pressures on disposable income (health challenges, number of dependents, etc.).

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	56%	54%	49%	46%	44%	28%	28%
Cumulative Debt among Students with Debt	$46,324	$46,459	$48,278	$49,942	$51,891	$49,557	$59,386

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 share of students with debt, and the average debt levels of CED's professional graduate students have been changing – in opposite directions, with percent of students with any debt at graduation falling, and the amount of debt among students with debt, rising somewhat.

The PDST was instituted in 2010-11, but students were grandfathered into the program and did not pay the fee. All students were paying the fee by 2013-14. Over this period, debt levels at graduation grew about 12% or $5,432. At the same time, the share of all students with debt at graduation fell, from 56% in 2014 to 44% in 2014. By that time, the average debt was $51,891. The share of students with debt has continued to drop; as of 2016, only 28% held debt at graduation. The average debt is at $59,386, a $7495 or 14% increase from 2014.

As noted above, the reasons for the dramatic drop in the share of students carrying debt are not fully understood. One possible cause is that students are increasingly looking to private sector sources of loan funding, which are not reflected in UCOP data. This would be unfortunate since such sources tends to be more expensive. Another possibility is that more students may work prior to entering our programs, have family assist with their tuition, or are receiving support from their home governments (international students).

The college aims to slow down the rate at which debt levels are increasing. The proposed PDST has been structured to track general inflation and the somewhat higher inflation in operating costs of our highly ranked graduate professional programs. In addition, as noted in Section III.c., we have instituted ambitious revenue generation programs that will increase our ability to provide financial aid to those students in the greatest need.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	28%	$59,386	$60,000	14%
Public comparisons	n/a	n/a	n/a	n/a
Private comparisons	n/a	n/a	n/a	n/a

Sources:
UC: Corporate data

Additional Comments:

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.

Only 28% of graduating professional students in 2016 reported holding US public sector debt, according to UCOP statistics. As noted above, this may be an underestimation, since it does not include any potential private loans secured.

Most graduates with less than three years of experience in environmental design fields can expect to earn about $50,000 to $60,000, depending on their specific field and geographic location. It is important to note, however, that most CED professional graduate students have already gained this level of experience in their fields between the completion of their undergraduate degrees and the start of their graduate professional programs, and thus their starting salaries post-graduation are likely to be at or above the higher end of this range.

Typical salaries across all levels of experience, as reported by the US Bureau of Labor Statistics in the tables below, indicate that in 2017, mean annual salaries for architects were $87,500; for urban and regional planners $74,350; and for landscape architects $70,880 (no data were available for urban designers, but their salaries are typically similar to architects). In California, salaries are considerable higher, with mean salaries of $97,440, $89,350, and $83,630 for architects, urban and regional planners, and landscape architects respectively.

Area: California	Period: May 2017
Occupation (SOC code)	Annual mean wage[2]
Architects, Except Landscape and Naval(171011)	$97,440
Landscape Architects(171012)	$83,630
Urban and Regional Planners(193051)	$89,350

Area: National	Period: May 2017
Occupation (SOC code)	Annual mean wage[2]
Architects, Except Landscape and Naval(171011)	$87,500
Landscape Architects(171012)	$70,880
Urban and Regional Planners(193051)	$74,350

Date extracted on: Jan 07, 2019

Most environmental designers live in metropolitan regions, where wages are generally higher. For example, in 2017 the mean annual salary of urban and regional planners in the San Francisco-San Mateo-Redwood City Metropolitan Division was $104,820; for landscape architects in the same metropolitan division, the mean annual salary was $95,070; and for architects also in this area, the figure was $98,410. Salaries in the Bay Area – where the single largest share of CED graduates settle – were the highest of any metropolitan area in the nation for urban planners and landscape architects, and among the very top for architects.

Assuming a starting salary of $60,000, CED professional graduate students with the average debt indicated in Table 6B would need to pay 14% of their early-career gross annual salary on loan repayment. A more realistic starting salary assumption is in the region of $70,000, in which graduates with the average public sector debt would need to pay 12% of their early-career gross annual salary ($700/month) on loan repayment. This assumes standard repayment plans, but CED graduates may qualify for alternative loan repayment options. Debt manageability, as detailed above, is a function of many factors, including where one lives and works, as well as individual situations and resources. However, on the whole, we feel that this debt is manageable for those pursuing careers in CED-related fields.

CED does not currently have a loan repayment 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.

Many of our students work in the public and nonprofit sectors. Public agencies include local planning, redevelopment, housing, transportation, environment, and public works agencies (city and county), as well as state agencies, national, and international agencies. Nonprofit employers include community and economic development, public health, land trusts, housing, conservation, environmental justice, and similar organizations.

Salaries in the nonprofit sector are, in general, more modest than in either public agencies or corporate firms. But it is important to state that many architects, planners, urban designers, and landscape architects work in small-to-medium private practice office settings, where starting salaries are not radically different from public agencies or nonprofit organizations.

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?

A significant share of graduates pursue public interest careers in either the nonprofit or public sectors. The salary differentials of starting professionals do not vary widely across sectors of employment, however. While salaries at nonprofit organizations may be marginally lower than average, public sector positions often provide better compensation than private design or planning firms. Thus students are not seriously disadvantaged by pursuing careers in either of these two public interest sectors.

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

CED provides a variety of financial aid program data to prospective students. These include information on departmental websites. For example, the Department of City & Regional Planning posts extensive information (see https://ced.berkeley.edu/academics/city-regional-planning/programs/phd-in-city-and-regional-planning/graduate-student-financial-support-dcrp/). This information is also provided via PDF during program/admission webinars (2 during the fall semester) and distributed to all prospective students who contact the department by email. Landscape Architecture also has information on financial aid on its website FAQs for prospective students, as well as the program guide. At Open House events, and through email correspondence, prospective students receive

information about funding their education through loans, Graduate Student Instructor (GSI) appointments, Graduate Student Researcher (GSR) positions, department awards, external fellowships and grants.

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 do not make such information available, for two reasons. First, CED has not had the staff resources needed to track the career trajectories and salaries of program graduates. If graduates contact us with information about new positions we add this to their alumni records, but generally employment/title (much less salary) information is spotty at best. Second, debt information collected is incomplete. Students are only required to report debt from public sector sources. This means that loans from private sector or familial sources are unknown. We hope that the career tracking will improve soon; we have just implemented a new alumni relations platform that imports LinkedIn and Facebook information and also offers alumni an easy way to update their own information. It also allows us to more readily survey them about their employment status.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 feedback was obtained via focus groups. A summary of the feedback is below. Attached are the detailed notes from the focus groups.

Key Areas of Concern

- Understanding the breakdown of how money gets spent each year by the college
- Contextualizing how much debt the current generation vs. previous generations have and how we mitigate this in the future
- Understanding what is not funded by PDST
- Learning more about CED's cost saving strategies and revenue generating initiatives
- Discussing the PDST raise in parallel with the union negotiated GSI raise
- Discussing merit awards given by departments as well as GSI-ships
- The department and college providing more transparency and how this can happen more readily in the future
- Potentially having a workshop to see if part of the PDST can be waived
- Other opportunities for a student to get scholarships and awards
- Understanding the nuances of what the College is responsible vs what the departments are responsible for
- Discussing how aid is distributed by the departments
- Discussion of the College's revenue sources so graduate students are not further burdened
- Comparisons with other schools, especially those on par with similar caliber programs
- Staffing and faculty costs at CED and how these are covered
- Understanding how the program is enhanced through PDST even if DCRP doesn't use facilities in the same way other departments do
- Contextualizing how the 4% increase was calculated
- Understanding the outside funding sources CED is leveraging to cover deficits and meet our targets
- Discussing the cost benefits of accepting more students to increase revenues and the impacts this has on resources and facilities
- Discussing GSI funding in relation to the PDST
- Return to aid and how this differs at competitor schools who use this as a major recruiting tool and have more leverage to work with
- Discussing alumni engagement efforts and fundraising through these channels

Only students from DCRP provided written feedback. This was in the form of (1) a petition asking CED to limit fee increases; (2) a second communication requesting no fee increase (attached). We responded by reducing the requested fee increase from 4% to 3.5%. We will also be sharing this fee proposal with all of the PDST students, so that they may see it in its entirety.

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ___10/31/2018___ .
<small>Campus graduate student organization (i.e., your campus' GSA president)</small>

☒ Comments or feedback was provided.
☐ Comments or feedback was not provided.
<small>Nature of feedback or full comments:</small>

Outreach & Diversity
The proposal demonstrates a department-specific plan for student recruitment and retention that builds off of the campus default with an assessment plan outlined. However, with regard to faculty diversity, it only mentions a few programs that are department specific without a clear outline of how they are improving or quantifying success of these programs.

Comparison to Competing Programs
The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale
In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation
The proposal shows engagement with students, with mixed student feedback, and/or reflects attempts to meet student desires, however, there seems to be minimal alignment between stated need for the PDST amount, the amount requested, and/or what students indicated as areas of need. Nevertheless, there is outreach to students and aid offered to defray this added cost.

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

CED's departments were asked for their feedback on a 4% increase per year in PDST over the 5-year time frame of the current proposal. Faculty from the Departments of City & Regional Planning (DCRP) were concerned about access and debt, but most understood that an increase in the PDST was inevitable. Faculty from the Department of Landscape Architecture & Environmental Planning (LAEP) were also concerned about access and debt, and worried that starting salaries in their field were not high enough to cover loan repayment and the cost of living, especially in the Bay Area. Faculty from the Department of Architecture had similar concerns but recognized the centrality of PDST funding to the quality of their program, and unanimously supported the 4% proposal. No individual faculty submitted feedback; rather, chairs provided informal summaries of faculty meeting discussions.

In recognition of the feedback from the LAEP faculty as well as the feedback from students across departments as expressed during focus group sessions, the proposed annual increase was reduced to 3.5%

IX.f. Please confirm that this long form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Fiona Doyle_____ on ____11/15/2018____ .
<div style="margin-left:2em">Graduate Dean</div>

☒ Plan endorsed by _____Chancellor Carol Christ_____ on ____11/15/2018____ .
<div style="margin-left:2em">Chancellor[1]</div>

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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."

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$22,408	$23,080	$23,772	$24,486	$25,220	$25,976	3%	$672	3%	$692	3%	$714	3%	$734	3%	$756
Prof. Degr. Suppl. Tuition (Nonresident)	$22,408	$23,080	$23,772	$24,486	$25,220	$25,976	3%	$672	3%	$692	3%	$714	3%	$734	3%	$756
Mandatory Systemwide Fees (CA resident)*	12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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)***	$61	$63	$65	$67	$69	$71	3.0%	$2	3.0%	$2	3.0%	$2	3.0%	$2	3.0%	$2
Total Fees (CA resident)	**$36,600**	**$37,717**	**$38,861**	**$40,046**	**$41,266**	**$42,526**	3.1%	$1,117	3.0%	$1,144	3.1%	$1,186	3.0%	$1,219	3.1%	$1,261
Total Fees (Nonresident)	**$48,845**	**$49,962**	**$51,106**	**$52,291**	**$53,511**	**$54,771**	2.3%	$1,117	2.3%	$1,144	2.3%	$1,186	2.3%	$1,219	2.4%	$1,261

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
JMP cost increases match UCSF's submission for the MD program.
"Other" fee is mandatory Medical Disability Insurance.

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

The UC Berkeley-UCSF Joint Medical Program (JMP), established in 1971, is a unique 5-year medical education pathway that combines graduate-level original research with instruction in foundational medical sciences and clinical skills during 2.5 years at UC Berkeley in the School of Public Health leading to a MS degree followed by 2.5 years of instruction at UCSF leading to a MD degree. Because of the adoption of the new Bridges Curriculum at UCSF, the JMP curriculum had to be modified to be completed in 2.5 years instead of the former 3 years. The JMP continues to produce excellent physician-scholars who excel during their clinical rotations at UCSF and in their post-graduate professional careers. Upon graduation from the JMP and transition to UCSF, students are required to have demonstrated progress toward developing competence in the following areas: Patient Care, Medical Knowledge, Practice-Based Learning & Improvement, Interpersonal & Communication Skills, Professionalism, Systems-Based Practice, and Interprofessional Collaboration. In addition, JMP students must file a formal committee-approved thesis with the UC Berkeley Graduate Division describing their original research with a relevant literature review. The faculty and staff support necessary for achieving the educational requirements of both the medical education and graduate research components of the JMP necessitate increased PDST. Since graduates of the JMP program also receive a MD from UCSF, all become physicians, of which 70% eventually practice in California (after residency/fellowship), and separately, two-thirds are in primary-care specialties.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

For our last multi-year plan, which spanned from 2016-17 to 2018-19, our goal was to invest $250,000 in financial aid for the JMP. In FY18, our investment in financial aid exceeded this target at $261,350 (funded by gifts and endowments). Since the JMP operates without sufficient resources (despite expense reductions), the program has now depleted its reserves. In FY18, the JPM used the final $52K of its reserves and the Berkeley School of Public Health had to provide $270K to cover its deficit (not including $151K in benefits). As a result, all incremental revenue from PDST was directed towards covering the program's essential expenses - faculty salary and benefits. We also used PDST funds to cover a portion of our student services staff member.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Increases are needed to cover inflationary increases and costs associated with redesigning the JMP curriculum at UC Berkeley to accommodate the new MD Bridges Curriculum at UCSF, including modifying the JMP curriculum to fit into 2.5 years instead of the traditional 3 years: non-ladder (teaching and clinical) faculty and their salary adjustments including merits (captured in the table below as "Improving the Student-Faculty Ratio"), and staff salary merits. Given the severe financial constraints currently on the JMP, PDST increases are essential to maintain the bare minimum of a viable program in terms of staff and faculty ratios, and also allows for modest financial aid growth to try to compete with our peers. The JMP cannot sustain further expenditure cutbacks given the need to comply with medical coursework and the already large cuts to the program staff, so without PDST increases and other revenue growth that the School currently supplements, we would not be able to provide mandated faculty salary increases.

Furthermore, without the PDST increases, we would also not be able to grow scholarships, which we consider to be key to compete with peer institutions for top candidates from all background, particularly given our already comparatively low financial aid.

In this multi-year plan, the 3% increases will be used to support the following goals:

1. **Continue improving student affordability.**
   - We plan to offset increases to student debt by applying 33% of the PDST increases towards financial aid, resulting in $37,322 increase in financial aid by FY24.
   - The JMP will continue to provide grants for summer living expenses to many qualifying students.

2. **Enhance student experiences by covering the costs of the faculty and academic staff who support our programs.**
   - The JMP will continue to provide thesis grants to most students to support the costs of their research projects, including support of research presentation opportunities.
   - The JMP uses Problem-Based Learning (PBL) in small groups to provide instruction in foundational medical sciences. We are in the process of an extensive review and revision of the cases used for PBL.
   - The JMP has moved from a stand-alone anatomy course (which required students to pay additional fees) to an anatomy laboratory experience at UCSF that is integrated with the PBL curriculum in foundational medical sciences, which does not require students to pay additional fees. However, while this is a positive change, it requires additional program expenditures to reimburse UCSF for the use of the anatomy lab and associated instructional staff.
   - Educational technology continues to be a priority in achieving high-quality medical education and accurate reporting. The JMP technology infrastructure needs updating and funds are also needed for program assessments and evaluations tools in order to monitor and measure progress.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$453,467	$13,604	$14,012	$14,432	$14,865	$15,311	$525,693
Benefits/UCRP Cost	$181,387	$5,442	$5,605	$5,773	$5,946	$6,125	$210,277
Providing Student Services	$75,000	($4,778)	($4,921)	($5,047)	($5,198)	($5,397)	$49,658
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	$0	$7,028	$7,238	$7,466	$7,690	$7,900	$37,322
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	$709,854	$21,296	$21,934	$22,625	$23,303	$23,938	$822,950

Additional Comments:

The School of Public Health charges PDST for four of the five semesters of the JMP, so important to note that our gross revenue cannot be calculated on the full five semesters of the program. Although a lower amount of PDST will be directed towards student services salaries (in order to support financial aid), the staff levels will remain the same and will instead be funded by School of Public Health resources.

Also, important to note that our total financial aid well is in excess of one-third of PDST (over $250,000 each year) and is provided primarily through endowments and other restricted gifts.

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.

Expense Reduction: Over the last 4+ years, the JMP has reduced staff from 6.2 to 2.2 FTE to lower the costs of the program. This level of staffing is dangerously close to inadequate to support the educational and administrative needs of the program. The UCSF SOM Office of Medical Education has reviewed the budget and staffing needs of the JMP as part of the ongoing LCME accreditation review and this review supports this statement. From FY15 to FY17, the JMP reduced its overall expenses by 19%. Given these expense cuts, the program's expenditures not related to faculty for FY19 have been reduced to FY15 levels, primarily due to the

need to fund academic salary and benefit growth. While we continue to look for efficiencies, further expense reduction is not sufficient if we want to deliver a strong program - we must focus on revenue growth.

Fundraising: Over the past 4+ years, with support from the UC Berkeley SPH, the JMP has worked diligently to fundraise for the program. Most of the ~$900,000 raised from alumni and other donors has been designated for student financial support and in the form of endowments from which only interest can be used. The donated funds have been primarily allocated to lower-income unrepresented minority (URM) students to increase the diversity of the JMP student body, but they do not address the operational costs of the 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.

N/A, we intend to grow our rate evenly each year.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	41	41	41	41	41	41
Domestic Nonresident	7	7	7	7	7	7
International						
Total	48	48	48	48	48	48

Additional Comments:

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	Actuals	Projections					Increases/Decreases								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
Oregon Health & Science University (Public)	$44,984	$46,334	$47,724	$49,155	$50,630	$52,149	3%	$1,350	3%	$1,390	3%	$1,432	3%	$1,475	3%	$1,519
University of Michigan (Public)	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	3%	$1,136	3%	$1,170	3%	$1,205	3%	$1,241	3%	$1,279
University of Washington (Public)	$36,801	$37,905	$39,042	$40,213	$41,420	$42,662	3%	$1,104	3%	$1,137	3%	$1,171	3%	$1,206	3%	$1,243
Harvard Medical School (Private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
John Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford (Private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania (Private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
Public Average	$39,884	$41,081	$42,313	$43,583	$44,890	$46,237	3%	$1,197	3%	$1,232	3%	$1,269	3%	$1,307	3%	$1,347
Private Average	$58,694	$60,455	$62,268	$64,137	$66,061	$68,042	3%	$1,761	3%	$1,814	3%	$1,868	3%	$1,924	3%	$1,982
Public and Private Average	$51,301	$52,840	$54,425	$56,058	$57,740	$59,472	3%	$1,539	3%	$1,585	3%	$1,633	3%	$1,682	3%	$1,732
UCB-UCSF JMP	$36,600	$37,717	$38,861	$40,046	$41,266	$42,526	3%	$1,117	3%	$1,144	3%	$1,185	3%	$1,220	3%	$1,260
Nonresidents																
Oregon Health & Science University (Public)	$67,244	$69,261	$71,339	$73,479	$75,684	$77,954	3%	$2,017	3%	$2,078	3%	$2,140	3%	$2,204	3%	$2,271
University of Michigan (Public)	$56,968	$58,677	$60,437	$62,250	$64,118	$66,042	3%	$1,709	3%	$1,760	3%	$1,813	3%	$1,868	3%	$1,924
University of Washington (Public)	$66,753	$68,756	$70,818	$72,943	$75,131	$77,385	3%	$2,003	3%	$2,063	3%	$2,125	3%	$2,188	3%	$2,254
Harvard Medical School (Private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
John Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford (Private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania (Private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
Public Average	$63,655	$65,565	$67,532	$69,558	$71,644	$73,794	3%	$1,910	3%	$1,967	3%	$2,026	3%	$2,087	3%	$2,149
Private Average	$58,694	$60,455	$62,268	$64,137	$66,061	$68,042	3%	$1,761	3%	$1,814	3%	$1,868	3%	$1,924	3%	$1,982
Public and Private Average	$61,488	$63,333	$65,233	$67,190	$69,206	$71,282	3%	$1,844.65	3%	$1,899.99	3%	$1,956.99	3%	$2,015.70	3%	$2,076.17
UCB-UCSF JMP	$48,845	$49,962	$51,106	$52,291	$53,511	$54,771	2%	$1,117.00	2%	$1,144.00	2%	$1,185.00	2%	$1,220.00	2%	$1,260.00

Source(s): Data received from UCSF MD program.
OHSU: https://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/upload/Copy-of-2018-19-Tuition-Fees_Final-Amended-8-30-2018.pdf (page 6)
Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=28&full_half_term=35&level_of_study=38
Washington: http://opb.washington.edu/graduate-tuition-dashboard
Harvard: https://meded.hms.harvard.edu/md-cost-attendance

Hopkins: https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html
Stanford: https://registrar.stanford.edu/students/tuition-and-fees
Penn: https://www.med.upenn.edu/admissions/tuition-fees.html

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each of these medical schools is ranked as a top 20 research-oriented medical school and/or is a top 20 primary care-oriented medical school in the US News & World Report national survey. They also reflect top quality educational and research training programs. We compete with many of these schools for the same applicant pool.

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

The UC Berkeley-UCSF Joint Medical Program has the lowest annual fee level compared to all of the comparison institutions.

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

The JMP is unique among the comparison schools in several ways. It is the only medical education program that is housed in a School of Public Health, teaches foundational medical sciences solely using student-centered problem-based learning in small groups, provides graduate-level research training integrated into the medical education curriculum as opposed to sequential, and leads to a MS degree which allows course work in any discipline at the UC Berkeley campus and original research in any health-related field. In other words, there is no direct comparator.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	10%	10%	10%	8%	3%	7%
Chicana(o)/Latina(o)	14%	15%	17%	14%	4%	7%
American Indian	1%	1%	1%	0.3%	0%	0%
Subtotal Underrepresented	*25%*	*27%*	*29%*	*22%*	*7%*	*14%*
Asian/East Indian	28%	29%	27%	21%	17%	30%
White	35%	33%	34%	27%	63%	38%
Other/ Unknown	11%	11%	10%	30%	12%	13%
International	0.2%	0.2%	0%	0.2%	0%	5%
Total	99%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	25%	22%	20%	23%		
Gender						
% Male	48%	48%	47%	48%	48%	
% Female	52%	52%	53%	52%	52%	

Sources:
UC ethnicity, socioeconomic status: This is UCSF MD data. We used UCSF data because they are the primary drivers of admission to the JMP (UC Berkeley provides secondary input).
Comparison institutions: Comparative data from the Association of American Medical Colleges. Gender data found here: https://www.aamc.org/download/492954/data/factstablea7_2.pdf. This data was not available for private vs. public, so data is aggregated. The year shown is 2018-19. Pell data for public and private peers not available. For ethnicity/race, comparative data can be found here: https://www.aamc.org/download/321540/data. Comparative institutions are those shown in the table above, with publics: Oregon Health & Science University, University of Michigan and University of Washington and privates: Harvard, Johns Hopkins, Stanford and University of Pennsylvania. The gender/ethnicity comparison year is 2018-19. Please note that "Other/Unknown" category above includes AAMC categories of "Other", "Multiple Race/Ethnicity" and "Unknown Race/Ethnicity" and "Asian/East Indian" category above includes AAMC categories of "Asian" and "Native Hawaiian or Other Pacific Islander."

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The JMP is committed to increasing the racial and ethnic diversity of both our students and faculty. From 2014-2017, URM students matriculating at the JMP ranged from 20-30%, but we dropped to 12.5% (2 of 16) in 2018. We contacted URM applicants who we accepted but who declined to enroll about the reasons for their decision. It was uniformly due to lack of financial scholarship support. Our competitors for talented URM applicants (e.g., Harvard, Stanford, UCLA, and even UCSF) can offer more scholarship support than we can. Nevertheless, we remain firmly committed to diversifying our program. A more diverse faculty is a key component of our strategy to increase diversity of our student body. For example in the last two years we welcomed three core faculty of color as well as the head of the PRIME-Urban Underserved (US) program at the JMP (a collaboration with the UCSF PRIME-US program). In the past, when we could afford a full-time admissions and outreach staff person (who was a Latina), we had active outreach efforts to potential URM applicants, but due to budget cuts, we no longer have a JMP staff person who can do this. We are working with the SPH Diversity team to include JMP in SPH recruitment efforts, and seeking to raise more funds from alumni and donors to support outreach.

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 admission review JMP is need-blind, however the program is challenged by an inability to provide financial aid equivalent to our competitors. As such, our Pell-eligible enrollment has remained fairly flat over the past few years, but we continue to make fundraising for scholarships a priority. The financial health of the program does not allow us to redirect unrestricted resources to financial aid, which is another reason why we are requesting to increase PDST. We are fortunate to have access to two UCB-based full scholarships for students with demonstrated financial need which cover fees and tuition for the first year, and provide a small stipend. Funds allocated to us through a block grant from UCB allow us to offer some support during subsequent years. We have

raised money from alumni and donors for a JMP Diversity Fund, from which we are also able to provide students some grant aid. The UCB Office of Financial Aid coordinates students' access to loans, which are available to cover the balance of tuition and fees, as well as living expenses. We very much hope to be able to provide more grant aid to students, as many other school do and are fundraising to this end.

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 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 JMP is proud of the fact that we have long had gender parity among our student body, with an increasing number of women (70% this year). We are also proud of the fact that we are also known as a welcoming program for LGBTQ students. Compared to the national average for medical students (according to the Association of American Medical Colleges), we have a greater proportion of women and LGBTQ students. For both of these gender and LGBTQ enrollment, we credit part of our success to student involvement during the recruitment process and our reputation for inclusiveness.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We are hoping that our efforts to raise funds to offer more financial aid will allow us to recruit more URM students and students with financial need. With a program-wide Diversity, Equity and Inclusion initiative, we hope to emphasize that the JMP welcomes and supports students from all backgrounds.

V.f. In the table 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.2%	2.3%	2.5%
	International			
Chicano(a)/Latino(a)	Domestic	4.2%	4.6%	4.8%
	International			
American Indian	Domestic	0.2%	0.2%	0.3%
Asian/Pac Is	Domestic	25.9%	26.9%	27.5%
	International			
White	Domestic	63.6%	62.3%	61.0%
	International			
Other/Unknown	Domestic	3.9%	3.7%	4.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		44.9%	46.5%	48.4%
Male		55.1%	53.5%	51.6%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.4%	2.0%	2.9%
	International			
Chicano(a)/Latino(a)	Domestic	2.4%	2.4%	2.9%
	International			
American Indian	Domestic	0.4%	0.4%	0.0%
Asian/Pac Is	Domestic	15.9%	17.1%	18.1%
	International			
White	Domestic	78.5%	77.7%	75.3%
	International			
Other/Unknown	Domestic	0.4%	0.4%	0.8%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		25.2%	25.2%	24.7%
Male		74.8%	74.8%	75.3%

Note: We used UCSF data because most of the faculty who teach are from UCSF (including those who we hire through MLAs) and we felt that these faculty demographics were more reflective of the MD community.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

A key strategy for the School of Public Health's Diversity, Equity and Inclusion plan is to support diversity among our faculty. The objectives of this plan include:

- Address faculty equity issues related to compensation, promotion, and merit. Particular attention will be paid to URM faculty from a variety of backgrounds (e.g. race/ethnicity, disabilities, sexual orientations, gender, religion, SES).

- Assess the climate for faculty equity and inclusion within UCB-SPH, identify issues that arise and develop an action plan to address priority issues, aligning with Berkeley Campus Equity and Inclusion initiatives.
- Increase recruitment, hiring and retention of qualified URM faculty by strengthening outreach and recruitment efforts for URM candidates. We aim to increase the URM faculty body by ensuring a diverse search process, such as URM representation on interview committees and job talks (at student and faculty levels).
- Create roadmaps to success for all existing and future URM hires. It is not enough to 'hire' diverse faculty. We will promote equity relevant to teaching, service, mentoring and opportunities for leadership for all URM faculty. This will occur by providing 'learning opportunities' for the dean and faculty search members with respect to incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of faculty.
- With respect to gender parity – the faculty listed in the table above are UCSF faculty; for UCB faculty who teach in the JMP there are two ladder rank women, one ladder rank man, one male professor in residence and one female clinical professor.

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 strive to keep student debt as low as possible. We will use 33% of the PDST increase to offset the financial impact of the proposed 3% per year PDST increase on the students with greatest financial need. While the average JMP indebtedness has increased since 2010, we are pleased that a lower percentage of the graduating students has debt. Given our small class size we are able to carefully monitor the number of lower socioeconomic status students and graduate indebtedness.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	89%	100%	93%	100%	64%	94%	73%
Cumulative Debt among Students with Debt	$95,248	$101,153	$112,457	$78,077	$106,695	$128,807	$106,778

Note: Data based on students enrolled at UC Berkeley in the Joint Medical Program (MD/MS).

We strive to be able to offer full scholarships to qualified, disadvantaged URM students and are actively seeking donations to make this possible. Over the last few years, we have raised an incremental ~$800K in scholarship endowments (represents $32K annual payout) and are using these funds to recruit more URM students. We will continue to prioritize fundraising for scholarships for URM students.

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?

Two notable trends in indebtedness warrant comment. As shown in the Table above, there was a substantial jump in mean cumulative indebtedness in 2015-16. This increase was more artificial than real. Until 2015-16, students had access to low-interest government loans, which were attractive even to students from families with considerable financial means. Historically, students without great need took only these loans, thereby lowering the mean debt within the class. When these loan programs were terminated by the federal government, the percent of JMP students seeking loans fell from 94% in 2015-16 to 73% in 2016-17. It is not entirely clear why the cumulative debt of JMP students went down from 2015-16 to 2016-17, but it may be that students with less financial means decided to enroll in other medical schools that offered greater financial support so that average debt of JMP students went down. The JMP does not have sufficient scholarship resources to support all accepted students regardless of means. We intend to offset the impact of PDST and other rising costs by continuing to improve philanthropic revenue.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Average Salary at Graduation	Est. Debt Payment as % of Median Salary
This Program	73%	$106,678	$57,200	27%
Public comparisons	77%	$181,179	$57,200	45%
Private comparisons	72%	$206,204	$57,200	51%

Sources:
UC: Corporate data
Comparison institutions: Association of American Medical Colleges (AAMC) used for public and private comparisons (https://members.aamc.org/iweb/upload/2017%20Debt%20Fact%20Card.pdf); Medscape "2017 Residents Salary and Debt Report" used for Salary figures (https://www.medscape.com/slideshow/residents-salary-and-debt-report-2017-6008931#2).

Additional Comments: Note this is data for UCSF MD program. The median salary of a medical student at graduation is $55,000-70,000. For example, the annual salary of a first-year internal medicine resident at UCSF includes a housing supplement that brings the total income to ~$68,000/year.

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

The manageability of the student loan debt relates directly to the chosen career path. For those who choose more lucrative paths, the debt becomes manageable. For those who might otherwise choose less lucrative career paths such as general internal medicine, general pediatrics and family practice, the debt is a strong disincentive. Loan repayment programs are valuable, but few students feel comfortable counting on them at the time that they are making their career choices. As a result, their potential impact is undermined.

UCSF medical students, including those who start at the JMP, graduate with an average indebtedness that is considerably lower than the national average for public medical schools (as defined by the Association of American Medical Colleges). We have very few students who pursue private loans; and generally only in cases where they qualify for lower interest rates than Federal Direct loans. The default rate on Federal loans for UCSF MD graduates is <0.05% -- a good indication of the ability of our students to manage their debt during the first few years after graduation.

During the students' time at UCSF extensive opportunities to learn about student loan repayment options are provided by a Resource Advisor in the Financial Aid Office whose primary role and responsibility is to help our students understand their debt and the available payment plan options during residency and beyond. This staff member provides numerous group sessions to our students during organized class activities coordinated with the School of Medicine throughout the four years of study, and also meets one on one with any member of the community who needs assistance developing a loan repayment plan tailored to their specialty choice and career goals. A recent analysis of our graduates in repayment reveals that many are in Income-Based or Pay-As-You-Earn repayment plans during their residency as a result of this commitment to meeting with students individually to develop the best loan management plan. Special sessions on loan forgiveness programs also provide our students with the information they need to take advantage of programs designed to help our students pursue primary care and other specialties that are covered by such plans. This support continues after graduation, and any former student may continue to work with our Resource Advisor throughout their Residency for advice and support.

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 25% of JMP students who are part of the UCSF PRIME-Urban Underserved program, students who choose to devote themselves to the care of underserved communities, receive scholarship support from UCSF. In addition, UCSF offers several scholarships to specifically honor students who perform exceptional community service.

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 spite of the rising debt burden, many of our students choose to pursue public interest careers. We encourage such action and offer strong curricular supports.

Medical school graduates all earn about the same low salaries during their internship and residency years. The amount of income outside of residency depends on the specialty they go into. We have Income Based Repayment (IBR) and Public Service Loan Forgiveness for students in the primary care specialties and/or those working in nonprofit, clinical, medically underserved settings.

As described in section VI.c, UCSF provides extensive opportunities to learn about student loan repayment options and to receive individualized counseling from Resource Advisor in the Financial Aid Office. From recruitment to graduation, through counseling and workshops, we teach and stress to our premedical and medical students the importance of budgeting, careful spending, and wise borrowing, and that student loans are an investment in your future and do not have to be a career obstacle.

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

When students visit JMP for their admissions interviews, they are given preliminary general information about financial aid programs. If they wish, they may meet individually or speak on the phone with our Student Services and Admissions specialist to understand financial aid options. Once they are admitted, they are asked to share financial information with the Admissions and Student Services specialist. The grant money that JMP has the ability to distribute is offered to students in a letter prior to the deadline by which they must commit to the JMP. After they matriculate at UCB, they receive a letter from the UCB Office of Financial

aid with loan and additional grant information (it is a current UCB policy that students are not able to receive this information until they have accepted, though we are currently trying to work with UCB Office of Financial Aid to adjust this policy).

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

The average indebtedness at graduation is provided to prospective students on the UCSF School of Medicine Admissions website (https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/tuition-and-costs). Average salary during post-graduate residency training is also available on the UCSF website (https://meded.ucsf.edu/sites/meded.ucsf.edu/files/inline-files/2017HousestaffSalaryScale.pdf)

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.).

Despite its unique character and the demonstrated excellence of its graduates, the JMP is not financially sustainable on the limited state resources that it receives (around $500,000). PDST revenue provides around $700,000 of the JMP's annual budget. Without PDST revenue, the JMP would have to close. We currently have trouble recruiting talented low-income and URM students because of our relative lack of student scholarship support. We lose these students to competitors that can provide substantial scholarship support.

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): The JMP Director described the proposed PDST increase at the most recent (9/26/18) meeting of the JMP Educational Experience Committee that has two representatives of each of our three cohorts of students. They were asked to solicit comments from the members of each cohort. In addition, the JMP Director sent an email to all of the current students in the program via email, solicited their feedback, and reviewed the comments received.

IX.b. Below, please 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.

Overall, the proposed PDST increase is very unpopular among JMP students. One student recalled hearing UCSF folks telling them during their interview that it was guaranteed that tuition would not increase over time. While there is some confusion as to whether PDST would have fallen under that promise, or whether the promise was misunderstood in the first place, the proposal increase feels large and sudden to the JMP students. Another student mentions, "It's difficult to form a response to a small-ish increase in the horrifying and somewhat unfathomable amount of debt I am taking on, and if I had the chance I would just vote against it all." One sentiment noted is a desire for strong leadership in the highest-ranks at UCSF to support the JMP specifically and UCSF MDs more broadly. One student stated "Other top medical schools are making tuition-free programs happen, so why not us? UCSF touts itself as an international leader in public health and public policy, and free, excellent education has proven to be possible elsewhere in the world and now even in the United States. We believe not only is this possible for the JMP and UCSF, but a moral imperative of our administrators, one we wish they would prioritize." A common view of the students was that the process of soliciting student input on the PDST increase seemed problematic. While they appreciated the opportunity to share their thoughts on a future full of free education for all, a few students mentioned that this fee hike feels inevitable, so being solicited for feedback strikes them as odd, almost like "a facade of participatory academic self-governance" (to improve our communication, we have created a new joint faculty-student committee to communicate on these topics).

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ___10/31/2018___ .
 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:

<u>Outreach & Diversity</u>
The proposal demonstrates a department-specific plan for student recruitment and retention that builds off of the campus default with an assessment plan outlined. In addition, the proposal has utilized assessment of a successful, department-specific faculty diversity strategic plan and/or makes proposed changes to improve existing plan with intentional consultation with appropriate campus divisions (e.g. Division of Equity & Inclusion)

Comparison to Competing Programs

The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale

In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation

The proposal demonstrated cursory student feedback or student feedback does not indicate approval of the proposed cost, services, or programmatic elements supported by PDST, without reflecting changes to proposal. There seems to be minimal alignment between stated need for the PDST amount, the amount requested, and/or what students indicated as areas of need. Nevertheless, there is outreach to students and aid offered to defray this added cost.

☒ If applicable, plan shared with _____JMP Educational Experience Committee_____ on ____9/26/18_____ .
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: The JMP Director shared the multi-year plan with the student representatives to the JMP Educational Experience Committee on 9/26/18 and emailed all 48 of the current JMP students on 9/27/18, requesting feedback by 10/1/18. The feedback is summarized in IX.b above.

Consultation with faculty

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

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): The JMP Director presented the multi-year plan to the JMP Educational Experience Committee on 9/26/18. The membership of this committee includes the heads of the curricular components of the JMP as well as the head of assessment. He emailed the entire JMP faculty about the plan on 9/27/18. He also presented the plan at the monthly meeting of the JMP Faculty on 10/3/18.

IX.e. Below, please 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 comments of the faculty included the following:
"Thank you for informing us of this proposed increase in PDST. I believe we should adhere to the recommendations and strategies of all the other UC medical schools, including our sister campus at UCSF.

"I support the increase. The JMP needs that increase for its survival, and I acknowledge that it will negatively impact our students. However, the solution to that problem is through better financial packages."

At the JMP Faculty meeting on 10/3/18, there was strong support for making sure that the proposed PDST increase was covered by increased financial support to students receiving financial aid.

IX.f. Please confirm that this long form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒   Plan shared with _____Dean Fiona Doyle_____ on ____11/15/2018____ .
             Graduate Dean

☒   Plan endorsed by _____Chancellor Carol Christ_____ on ____11/15/2018____ .
             Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$35,164	$37,800	$40,636	$43,684	$46,960	$50,482	7.5%	$2,636	7.5%	$2,836	7.5%	$3,048	7.5%	$3,276	7.5%	$3,522
Prof. Degr. Suppl. Tuition (Nonresident)	$26,870	$28,884	$31,050	$33,380	$35,884	$38,574	7.5%	$2,014	7.5%	$2,166	7.5%	$2,330	7.5%	$2,504	7.5%	$2,690
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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	N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$49,295**	**$52,374**	**$55,660**	**$59,178**	**$62,937**	**$66,962**	6.2%	$3,079	6.3%	$3,286	6.3%	$3,518	6.4%	$3,759	6.4%	$4,025
Total Fees (Nonresident)	**$53,246**	**$55,703**	**$58,319**	**$61,119**	**$64,106**	**$67,299**	4.6%	$2,457	4.7%	$2,616	4.8%	$2,800	4.9%	$2,987	5.0%	$3,193

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

PDST at the University of California law schools has been frozen by the Governor since 2012, which has created budget challenges for all of the schools. This is the first multi-year proposal since implementation of the freeze.

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

The central mission of UC Berkeley School of Law is to provide an outstanding legal education to all of our students; engage in the highest quality legal scholarship that influences policy making, academic thinking, and the practicing Bench and Bar; and serve the public in our programs and activities.

Berkeley Law is the highest ranked law school in the UC system; the only UC school ranked a top-ten law school by US News and World Report. As one of the highest ranked public law schools in the United States, Berkeley Law is committed to its public service role and commitment to diversity. The J.D. program, a three-year program established in 1903, offers rigorous instruction and experiential learning, preparing students for the highest levels of legal practice.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Berkeley Law's distinctive public mission includes a commitment 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.

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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. These include the challenges associated with maintaining our financial viability while facilitating legal education and economic mobility for a student body that includes many students who cannot pay market tuition; supporting alumni pursuing public service careers; and providing legal services to the underrepresented through our clinical programs. We are also grappling with short-term financial challenges resulting from the PDST freeze since 2012, the UC campus budget situation, and debt service on a recent building addition. The ability to remain a top law school devoted to the public interest will depend on ensuring adequate resources to attract and retain top faculty, staff, and students from all backgrounds.

In the past 6 years we have tried to run operations by reducing costs and sacrificing the support we give our faculty and students. Two years ago we laid off staff to meet our budget goals. Prior to that we reduced hiring of staff via attrition in multiple support groups such as IT, Finance and HR.

The Law School devotes substantial revenue to its debt service. The most recent building addition, which was absolutely essential, was paid for almost entirely with borrowed money. The Law School has a mortgage of about $90 million and pays approximately $4.5 million a year in debt service. This is scheduled to increase to about $7 million per year in 2025. Refinancing before then is essential. Unfortunately this likely includes further deferring payment of principal. Also, the older portions of the Law School building complex need substantial work, much of it essential (viz., Americans with Disabilities Act compliance, and building code upgrades). In 2012 the Law school was allowed to use PDST funds to help pay the debt service. At that point we had no knowledge of the PDST freeze.

These financial challenges have taken a serious toll on the Law School. Every administrative team is seriously understaffed. Funding for library services and library staff has been cut by almost a third. The Development staff – crucial to fundraising – is less than half of what it was before the budget cuts.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The proposed PDST increase is essential to maintain and improve UC Berkeley School of Law's excellence as the premier public law school in the country. Our goal for Berkeley Law is to be ranked in the top five Law schools in the country. In order for us to improve our ranking, we must improve in certain critical areas of our operation. Additional PDST funds will be used as follows:

- **Support the Library, student services, legal writing for our classes, and clinical experience for our students.**
  As a premier Law school, we are lacking in many facilities that our peer schools can provide their students and faculty. Our pro bono program also needs additional resources to be able to accommodate the increase interest among students. We also would like to give every student a chance to experience a semester of clinical work. Currently we do not have enough resources to ensure that every student gets this experience during their J.D. program.

- **Focus on retaining faculty.**
  The excellence of the Law School, and our success in retaining tenured faculty is critical to our goal of staying a top 14 (T-14) law school in the country. Additional PDST revenue will help increase the amount of funding our faculty get to promote research and receive payment for summer salary which will help us be competitive with other private law schools that we compete with. We also plan to use the additional revenue to help offset salary expenditure for our clinical faculty which is crucial to our school and student experience. Our clinical faculty are not paid by state funds but funded internally by the Law school funds.

- **Improve our faculty-staff ratio to better support faculty.**
  It is customary for our peer law schools to have one faculty assistant for every five to six faculty members. At Berkeley Law, it is ten to one, the worst of any peer schools. Where once there were 22 faculty support staff, there are now 12. This shortcoming will become more severe as we achieve our faculty hiring goals. Lack of administrative support for faculty has been a factor in at least two recent unsuccessful retention effort. Understaffing across departments affects not only the quality of critical

faculty and student services, but also makes staff recruitment and retention extremely challenging. With the PDST increase we hope to increase the support staff by 2-3 staff or restructure to a different model that brings more efficiency.

- **Improve our cash flow to pay debt service for building**
  The Law School must devote substantial revenue to its debt service. The recent building addition, which was absolutely essential, was paid for almost entirely with borrowed money. The Law School has a mortgage of about $90 million and pays approximately $4.5 million a year in debt service. This is scheduled to increase to about $7 million per year in 2025. Refinancing before then is essential. Unfortunately this likely includes further deferring payment of principal. Also, the Law School building needs substantial work, some of which is essential (such as to ensure compliance with the Americans with Disabilities Act).
  The structural budget deficit of the UC Berkeley campus has caused budget cuts for the Law School. For the 2017-18 fiscal year, there was a campus-mandated approximately $2 million reduction in expenditures for the Law School, $1 million further reduction for the 2018-19 fiscal year, and a projected $500,000 reduction for the 2019-20 fiscal year.

If we do not get the 7.5% increase approved, it will be detrimental to our mission and goal and sustainability of Berkeley Law as a top Law school in the country. Over the past years there has been an increase in staff salaries and student support expenditures that we have been struggling to keep up with while maintaining our T-14 ranking. Without the 7.5% for the next consecutive fiscal years, we will find it extremely difficult to keep up with the needs of maintaining the multiple areas of operation for the Law school. We most probably will have to reduce staff by lay off or planned attrition. We will not be able to hire new faculty as we bear the salary expense of summer salary and faculty administrative support. We will be unable to hire staff or retain them due to competitive salary in the Bay area.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$1,859,493	$74,380	$77,355	$80,449	$83,667	$87,014	$2,262,358
Benefits/UCRP Cost	$3,451,767	$172,588	$181,218	$190,279	$199,793	$209,782	$4,405,427
Providing Student Services	$3,816,192	$381,619	$419,781	$461,759	$507,935	$558,729	$6,146,015
Improving the Student-Faculty Ratio	$1,859,493	$185,949	$204,544	$224,999	$247,498	$272,248	$2,994,731
Expanding Instructional Support Staff	$1,859,493	$92,975	$97,623	$102,505	$107,630	$113,011	$2,373,237
Instructional Equipment Purchases	$296,359	$14,818	$15,559	$16,337	$17,154	$18,011	$378,238
Providing Student Financial Aid	$10,845,514	$759,186	$812,329	$869,192	$930,036	$995,138	$15,211,395
Other Non-salary Cost Increases	$2,424,913	$121,246	$127,308	$133,673	$140,357	$147,375	$3,094,872
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$5,662,458	$601,649	$650,869	$701,401	$754,430	$810,968	$9,181,775
Total use/projected use of revenue	$32,075,682	$2,404,410	$2,586,586	$2,780,594	$2,988,500	$3,212,276	$46,048,048

Additional Comments:

This expense is the 15% AFC that we are charged by campus as a percentage of our tuition revenue.

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

The Law School is creating additional revenue generating programs. In July 2017, Dean Chemerinsky appointed a committee on revenue generation, chaired by former Dean Christopher Edley. The committee has made several recommendations for new programs, some already implemented, including expanding executive education, a Global Access program (enrolling foreign undergraduate students for a semester in the Legal Studies Program), and an additional semester for some LL.M. students to do an externship. Additionally, the committee is now turning its attention to long-term revenue generating opportunities.

Finally, the Law School must significantly increase its fund-raising efforts. Berkeley Law lags significantly behind its peer schools in percentage of annual giving and the amount raised. Expansion of our Development operations presents substantial opportunity for additional revenue. We have a new Assistant Dean for External Affairs and Development, Mary Matheron, who joined us July 1, 2018 from Yale Law School, where she was Associate Dean of Development. Remaining to be filled are two open slots for senior development officers. Additional slots need to be created beyond these. The initial results are very encouraging as end-of-year giving

was up well over 35% (in both number of donors and amount of gifts) compared to recent years. Also, several large gifts are nearing fruition. There is the opportunity for much stronger fund-raising in the years ahead.

Since we have not received any PDST increase since 2012, these additional revenue sources have helped the Law school to support a few expenses that have been critical. Largely we have used it for some expenses associated with faculty retention and staff support for the J.D. program. There is still a wide area of expenses that we have been unable to address in areas of student services, faculty support and faculty retention.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	673	673	673	673	673	673
Domestic Nonresident	285	285	285	285	285	285
International	28	28	28	28	28	28
Total	986	986	986	986	986	986

*Projected based on current financial situation.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
University of Michigan (Ann Arbor)	$59,672	$61,462	$63,306	$65,205	$67,161	$69,176	3%	$1,790	3%	$1,844	3%	$1,899	3%	$1,956	3%	$2,015
University of Virginia	$60,700	$62,521	$64,397	$66,329	$68,318	$70,368	3%	$1,821	3%	$1,876	3%	$1,932	3%	$1,990	3%	$2,050
Stanford University	$60,072	$61,874	$63,730	$65,642	$67,612	$69,640	3%	$1,802	3%	$1,856	3%	$1,912	3%	$1,969	3%	$2,028
Harvard University	$63,800	$65,714	$67,685	$69,716	$71,807	$73,962	3%	$1,914	3%	$1,971	3%	$2,031	3%	$2,091	3%	$2,154
Columbia University	$67,532	$69,558	$71,645	$73,794	$76,008	$78,288	3%	$2,026	3%	$2,087	3%	$2,149	3%	$2,214	3%	$2,280
Duke University	$63,400	$65,302	$67,261	$69,279	$71,357	$73,498	3%	$1,902	3%	$1,959	3%	$2,018	3%	$2,078	3%	$2,141
University of Pennsylvania	$61,608	$63,456	$65,360	$67,321	$69,340	$71,421	3%	$1,848	3%	$1,904	3%	$1,961	3%	$2,020	3%	$2,080
Public Average	$60,186	$61,992	$63,851	$65,767	$67,740	$69,772	3%	$1,806	3%	$1,860	3%	$1,916	3%	$1,973	3%	$2,032
Private Average	$63,282	$65,181	$67,136	$69,150	$71,225	$73,362	3%	$1,898	3%	$1,955	3%	$2,014	3%	$2,075	3%	$2,137
Public and Private Average	$62,398	$64,270	$66,198	$68,184	$70,229	$72,336	3%	$1,872	3%	$1,928	3%	$1,986	3%	$2,046	3%	$2,107
UCB JD Degree	$49,295	$52,374	$55,660	$59,178	$62,937	$66,962	6%	$3,079	6%	$3,286	6%	$3,518	6%	$3,759	6%	$4,025
Nonresidents																
University of Michigan (Ann Arbor)	$62,672	$64,552	$66,489	$68,483	$70,538	$72,654	3%	$1,880	3%	$1,937	3%	$1,995	3%	$2,055	3%	$2,116
University of Virginia	$63,700	$65,611	$67,579	$69,607	$71,695	$73,846	3%	$1,911	3%	$1,968	3%	$2,027	3%	$2,088	3%	$2,151
Stanford University	$60,072	$61,874	$63,730	$65,642	$67,612	$69,640	3%	$1,802	3%	$1,856	3%	$1,912	3%	$1,969	3%	$2,028
Harvard University	$63,800	$65,714	$67,685	$69,716	$71,807	$73,962	3%	$1,914	3%	$1,971	3%	$2,031	3%	$2,091	3%	$2,154
Columbia University	$67,532	$69,558	$71,645	$73,794	$76,008	$78,288	3%	$2,026	3%	$2,087	3%	$2,149	3%	$2,214	3%	$2,280
Duke University	$63,400	$65,302	$67,261	$69,279	$71,357	$73,498	3%	$1,902	3%	$1,959	3%	$2,018	3%	$2,078	3%	$2,141
University of Pennsylvania	$61,608	$63,456	$65,360	$67,321	$69,340	$71,421	3%	$1,848	3%	$1,904	3%	$1,961	3%	$2,020	3%	$2,080
Public Average	$63,186	$65,082	$67,034	$69,045	$71,116	$73,250	3%	$1,896	3%	$1,952	3%	$2,011	3%	$2,071	3%	$2,133
Private Average	$63,282	$65,181	$67,136	$69,150	$71,225	$73,362	3%	$1,898	3%	$1,955	3%	$2,014	3%	$2,075	3%	$2,137
Public and Private Average	$63,255	$65,153	$67,107	$69,120	$71,194	$73,330	3%	$1,898	3%	$1,955	3%	$2,013	3%	$2,074	3%	$2,136
UCB JD Degree	$53,246	$55,703	$58,319	$61,119	$64,106	$67,299	5%	$2,457	5%	$2,616	5%	$2,800	5%	$2,987	5%	$3,193

Source(s):
University of Michigan - https://www.law.umich.edu/financialaid/Pages/tuitionrates.aspx
University of Virginia - https://www.law.virginia.edu/financialaid/annual-cost-attendance-budget
Stanford University - https://law.stanford.edu/apply/tuition-financial-aid/cost-of-attendance/
Harvard University - https://hls.harvard.edu/dept/graduate-program/llm-tuition-and-financial-aid/
Columbia University - https://www.law.columbia.edu/financial-aid/costs-and-billing/costs-budgeting
Duke University - https://law.duke.edu/admis/tuition/
University of Pennsylvania - https://www.law.upenn.edu/admissions/grad/tuition-fees.php

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

In this application we have made comparisons to 2 top-ranked public law schools and 5 top-ranked private law schools. Our direct competitors for both students and faculty are other top-ten law schools. (We could not pose 3 examples of public schools as only 2 other schools besides Berkeley are ranked in the top-ten.)   Of the private law schools, Harvard is ranked #3, Stanford University is ranked #2, Columbia University is ranked #5, University of Pennsylvania is ranked #7, and Duke University is ranked #11 (frequently fluctuating between #9 and #11 in the annual rankings). The only other top-ten public law schools are University of Michigan ranked #8 and University of Virginia ranked #9. Berkeley Law is currently tied for the #9 ranking. These are our peer schools by every measure.

Berkeley Law has an internal initiative to increase our ranking, aspiring to be one of the top five Law schools in the country. We compete particularly closely with Stanford Law School for geographical reasons. The San Francisco Bay Area is a large employment region for young attorneys and attracts top graduates of both schools. As stated, we have lost some of our most talented faculty to Stanford Law School in the past year.

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 total fees and tuition are considerably lower than the other top-ten law schools by approximately 20%. Prior to the 2012 PDST freeze, tuition

amongst the top ten law schools was roughly comparable. The freeze has created a wide gap between Berkeley Law tuition and our competitor schools. University of Virginia has increased its tuition by 31% since 2012. In 2012, Virginia tuition was 4% less than Berkeley Law. The University of Michigan has increased its tuition by 23% since 2012. Amongst the private schools Stanford Law School has increased its tuition by 18% since 2012. Even with the fee increase requested, Berkeley Law would be less expensive than peer schools for years.

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

Berkeley Law is the only public Law school in California ranked in the top ten. It is dedicated to promoting public service and graduating students prepared for practice at the highest levels of the legal professions. Our students are committed to public service in many forms. Most of our first year students perform Pro Bono work. Every Berkeley Law student is guaranteed funding to pursue public interest or public sector summer work. A majority of first year students, and many second year students, work for non-profit or government agencies each summer. Berkeley Law is ranked #1 nationally in Intellectual Property and Patent Law. Being situated near Silicon Valley is an important factor in serving national business and technology development.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	6%	6%	5%	5%	5%	6%
Chicanx/Latinx	12%	12%	13%	13%	5%	8%
American Indian	2%	2%	2%	2%	0%	0%
Subtotal Underrepresented	*20%*	*20%*	*20%*	*20%*	*10%*	*14%*
Asian/East Indian	18%	20%	22%	22%	11%	12%
White	51%	50%	51%	51%	57%	48%
Other/ Unknown	9%	8%	4%	4%	10%	7%
International	2%	2%	3%	3%	12%	19%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	33%	34%	28%	30%	14%	19%
Gender						
% Male	43%	42%	39%	39%	50%	50%
% Female	57%	58%	61%	61%	50%	50%

Sources: US News – Schools of Law Data
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Michigan, Virginia, Stanford, Harvard, Columbia, Duke, Pennsylvania

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Berkeley Law has worked hard to maintain and improve diversity in its student body. While URM enrollment has not been a "straight line" in one direction, we would not expect that trend given that we may not engage in affirmative action/race-based admissions. While there are fluctuations in any given year, the law school has been successful at recruiting and enrolling a diverse class across many measures. There are also indications of greater diversity on the horizon. For example, in the 2018 entering class, Berkeley Law enrolled a record 12 Native American students; these student have re-formed a student organization (NALSA, the Native American Law Student Association) and are actively working with institutional leaders to recruit others. NALSA are also working with faculty and others to design programming such as a speakers and participation in the National NALSA moot court competition, which will enhance the learning opportunities for all students. Berkeley Law is very proud of the fact that this past year we were able to simultaneously improve the LSAT and GPA medians of the entering class, and enroll a class of incredible diversity.

The number of international students enrolling in the J.D. program is negligible. Generally, all or nearly all of the URM students are U.S. domestic students, including DACA recipients.

We believe 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 2018, there are 19 students in the 1L class that are exclusively identified as African-American, however, there are actually 28 students who identify African-American as amongst *one* of their ethnicities. In reality, the racial and ethnic diversity of the Berkeley Law community cannot adequately be represented in only one chart. Additionally, these data do not account for other layers of diversity and intersectional identities, such as the number of URM students who also identify as first-generation college graduates, members of the LGBTQI+ community, low-income students, etc.

Compared to peer programs, Berkeley Law continues to demonstrate robust enrollment of underrepresented minorities. 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 identified feeder schools (e.g., HBCUs, HACUs, CSUs, CUNY, etc.), events (e.g., National Black and Hispanic Pre-Law Conference, CLEO ASAP law fairs), and programs.**
  Berkeley Law has also established specific events at HBCUs such as Morehouse, Spelman, and Howard (beginning in 2018) such as "family dinners" that bring 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.

- **Cultivate strong relationships 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 are ideally positioned to advise and counsel prospective applicants.**
  New in 2018-19, for example, we are co-organizing a conference with PLSI (the Pre-Law Summer Institute for Native Americans) to be held in New Mexico in February, in order for pre-law advisors from Tribal Colleges and Universities (TCUs) to be trained on 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.

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

- **Create and maintain the "Diversity at Berkeley Law" webpage with the J.D. admissions section of the website.**

- **Administer our proprietary fee waiver program.**
  Our fee waivers are typically not automatic and require an application. However, that application is aligned to our interests in recruiting a racially and socioeconomically 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* (Teach for America, Peace Corps, U.S. military service, Americorps, etc.), or *program participation* (PPIA program, CLEO, Graduate Horizons, Upward Bound, Posse, etc.) If someone qualifies under any of these categories, their application fee is automatically waived.

- **Develop our own pre-law pipeline program(s).**
  Berkeley Law already has two pipeline program partnerships: PPIA and Pipeline to Law. 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. Pipeline 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. We run three- and five-day sessions at host institutions such as University of South Dakota, University of Washington, etc., and provide housing, travel assistance, funding for LSAT prep programs, and other resources. This is funded in part by Walmart, the National Native American Bar Association, AccessLex, each partner institution, and tribes. Finally, we are currently in the process of hiring someone within the Admissions and Financial Aid Office charged with designing and launching our own, in-house pipeline program. We expect launch of that program in fall 2019.

- **Partner 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" 2+2+3 program. This program is designed to connect law academies at high schools, community college partners, undergraduate partner institutions, and law schools in order 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 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 also send targeted communications, and hold Diversity Dinners in several cities to help URM students meet alumni in their areas. This is particularly helpful in areas like New York City, where a common concern of admitted students is whether there is a robust alumni network, and whether they will be able to return to their home state for post-grad employment.

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. This is supported by a number of strategic programs and policies.

We expect variation in enrollment of URG each year, based on national applicant data and trends. Our ability to maintain a diverse class in spite of a deeply competitive market, some public relations challenges several years ago, and changes in national rankings is testimony to this. We resist the often unspoken assertion that there are required trade-offs between enrollment of URGs and applicants with higher test scores and undergraduate GPAs, and are pleased that in 2018 we were able to make improvements in <u>all</u> of these areas. We will continue to strive to do better.

- 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've 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 new in-house pipeline program, in development now, will specifically seek 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 fee waiver program also explicitly seeks to decrease the barriers to applying for students from a socioeconomically disadvantaged background.

- Over the course of five days preceding first-year orientation, we offer a small group of J.D. students an introduction to law school teaching methods and skills. Incoming first-year J.D. 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.

This program is for students who self-identify as likely to benefit and who have one of more of the following characteristics: students who are the first in their families to attend college, students who have been out of school for a number of years, students for whom English is not their first language, and students with disabilities. While there is no test for socio-economic need, we've found that most participants are first-generation college attendees and that this is highly correlated with coming from a lower socioeconomic background. More information about the Pre-Orientation Program is available here: https://www.law.berkeley.edu/students/student-services/academic-skills-program/preorientation/

- We created the Berkeley Law Opportunity Scholarship (BLOS). 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. The BLOS provides full tuition scholarships or grants for all three years of law school at Berkeley Law, and has become 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, feel welcome, and understand that Berkeley Law is affordable. BLOS applicants also receive mentors and programmatic support through our First Generation Professionals student organization.

- When admitted students are considered for gift aid, both need and merit are considered. In order 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., homelessness or housing insecurity, receipt of state or federal benefits such as WIC, receipt of a Pell Grant, etc.) Collection of this information allows us to conduct a thorough a holistic review of all of the relevant factors in a particular application. Finally, because we've established a formal "reconsideration process," if an admitted student feels that there is additional information we need in order to understand their financial need, they are told how to share that information.

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 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 the area of gender parity in recent years. In fact, we have been recognized as having the highest female enrollment figures in the Top 20 law schools, and rank in the top 20 of *all* law schools for female enrollment (the only one of the top 14 law schools to make that list). Berkeley Law has maintained approximately 60% female enrollment for several years, and we anticipate that trend will continue.

While we cannot legally take actions to control admission/enrollment based on gender, there are a number of factors that we think support this trend, including the recruitment and retention of female faculty who are also experts in their fields, a robust set of multidisciplinary curricular and extracurricular offerings (e.g., the Berkeley Journal for Gender Law and Justice, the Berkeley Center for Reproductive Rights and Justice, etc.), the ongoing support provided to student organizations (e.g., the Women of Color Collective), and clear identification that the enrollment of female-identified students to the law school is integral to the overall diversity of the law school (for example, our diversity-focused webpage includes "Women in the Law" as a specific category, https://www.law.berkeley.edu/admissions/jd/diversity-at-berkeley-law/) We also take into account the gender parity of schools and programs where travel to recruit each year, and if we detected a downturn in the first few years of the multi-year plan, we would look comprehensively at our entire suite of recruitment programs to respond quickly. We might, by way of example, add more visits to women's colleges, send targeted Candidate Referral Service letters, initiate additional outreach by faculty or alumni, add specific program to our Admitted Students Weekends, etc.

2018 US News Best Law Schools: Female Enrollment

Law School	% Female
1. Yale University	48%
2. Stanford University	48%
3. Harvard University	49%
4. University of Chicago	49%
5. Columbia University	49%
6. New York University	53%
7. University of Pennsylvania	48%
8. University of Michigan, Ann Arbor	47%
9. University of California, Berkeley	*61%*
9. University of Virginia	46%
11. Duke University	41%
12. Northwestern University	51%
13. Cornell University	46%
14. Georgetown University	52%
15. University of Texas, Austin	46%
16. University of California, Los Angeles	51%
17. Vanderbilt University	51%
18. Washington University in St. Louis	49%
19. University of Southern California	48%
20. University of Minnesota	51%

Top 20 law school rankings by female enrollment

Rank	Law School	% Women
1	Howard University	69.40%
2	Atlanta's John Marshall Law School	67.70%
3	Northeastern University	65.00%
4	District of Columbia	63.80%
5	American University	63.30%
6	Golden Gate University	62.20%
7	Florida A&M University	61.90%
8	North Carolina Central University	61.50%
9	New England Law	Boston	60.80%
10	City University of New York	60.80%
11	*California-Berkeley*	*60.09%*
12	Texas Southern University	60.06%
13	Inter American University of Puerto Rico	60.00%
14	California Western School of Law	59.90%
15	Elon University	59.80%
16	Whittier Law School	59.70%
17	Regent University	59.30%
18	New York Law School	58.90%
19	Pontifical Catholic University of P.R.	58.80%
20	Western New England University	58.70%

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 underrepresented minority students, 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 the new endeavors and initiatives (e.g., the in-house pipeline program in development, signing onto the Pathways to Law Program MOU, etc.) we expect to see a sustained percentage of URM and low-SES background enrollment, and also expect to maintain our excellence in the area of gender parity. It is worth noting that for the first year class entering fall 2018 URM enrollment increased, particularly among African-American students.

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

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.)

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.

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18	*Ethnicity*		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	4.2%	6.4%	6.5%	Black/Afr-American	Domestic	10.4%	11.9%	12.1%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	3.3%	2.4%	3.1%	Chicano(a)/Latino(a)	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.8%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	7.9%	10.4%	8.8%	Asian/Pac Is	Domestic	14.9%	14.9%	15.2%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
White	Domestic	78.2%	67.9%	65.3%	White	Domestic	68.7%	67.2%	66.7%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	5.4%	12.9%	16.4%	Other/Unknown	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18	*Percentage by Gender*		2015-16	2016-17	2017-18
Female		36.8%	39.0%	41.6%	Female		31.3%	32.8%	34.8%
Male		63.2%	61.0%	58.4%	Male		68.7%	67.2%	65.2%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

As part of the Berkeley Law Equity and Inclusion Plan, we have undertaken a variety of efforts designed to recruit and retain a more diverse faculty. Recruitment efforts include a focused program to expand the pool of viable candidates. Our faculty in general, and the Faculty Appointments Committee in particular, have expanded our diversity outreach, including at national hiring conferences.

Our retention efforts have focused on fostering a more inclusive educational environment. In particular, we have created regular inclusive teaching workshops for faculty and part-time instructors. Recent faculty workshop topics have included: techniques for creating healthy dynamics in classroom discussion; addressing challenging issues related to race and violence; grappling with implicit bias; and accommodating students with disabilities. The Associate Dean for J.D. Curriculum and Teaching also works with our Equity and Inclusion Committee to incorporate equity and inclusion topics into our programming on pedagogy.

Ultimately, creating a more inclusive environment is beneficial for both faculty retention and increasing our appeal for faculty under recruitment. In 2016-17 these efforts were led by an Associate Dean for Equity and Inclusion. Although that position was eliminated as part of the 2017 mandated administrative consolidation, fostering an equitable and inclusive educational environment remains a top priority.

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?

UC Berkeley School of Law's distinctive public mission includes a commitment to access, affordability and post-graduate career choice for a broad range of students from all communities. We prioritize transparency of process, fairness and reliability of awards, and empowering students with information so that they are able to make fully informed decisions about their law school enrollment. Our policies and processes are designed to align with and support these areas of institutional commitment, and operate with these priorities centered. In general, the law school Financial Aid and Admissions Office helps eligible students to plan for law school expenses, and to obtain grants, fellowships, and scholarships based on merit and/or need, as well as an array of federal and private student loans.

To that end, we are committed to providing a diverse suite of financial aid programs with a focus on attracting and enrolling students: **(a) with financial need, (b) who have overcome significant barriers, (c) with substantial potential for excellence as indicated by quantitative and qualitative review of their overall application, and (d) who pursue public interest work.**

(a) **Students with Financial Need and/or Who have Overcome Significant Barriers**
As mentioned in Section V.c., we created the Berkeley Law Opportunity Scholarship (BLOS), which is awarded to a cohort of students each year who are the first in their family to earn a college degree and have financial need. The BLOS provides full tuition scholarships or grants for all three years of law school at Berkeley Law, and has become a cornerstone of our commitment to making a legal education at Berkeley Law truly accessible.

Admitted students are also encouraged to submit a supplemental gift aid application (SGA) to be considered for need-based gift aid. A link to the SGA is sent to every admitted student within days of their admission offer. The SGA gives students the opportunity to communicate significant barriers induced by socioeconomic background as well as past and

recent financial hardships. Questions on the SGA address housing insecurity, food insecurity, hardship due to caring for another family member, student loan debt burdens, etc. While gift aid offers may be made based on an assessment of merit, need, or a combination of merit and need, approximately 40% of gift aid awarded to entering students in fall 2018 was need-based aid.

We now guarantee institutional gift aid offers for three years. For students from low socio-economic backgrounds, this affords greater reliability and predictability. It addresses the fact that even if they get a high-paying summer position, their earnings do not offset what is potentially a lifetime of disadvantage. There is also some indication that this decreases a particular type of stress that occurs for low-SES students associated with the reminder, each year when they apply for gift aid, that they are low-income.

That our average debt at graduation - amongst borrowers (so excluding those who did not take out student loans at all) - has decreased over the last few years as we've invested more in gift aid offers and have guaranteed these over three years.

(b) Students with Substantial Potential for Excellence

Merit-based awards are intended to support students who demonstrate "outstanding leadership experience, significant potential for success, and innovation in their approach to seeking the nexus between law, policy, and justice." Since everyone eligible for gift aid is already an admitted student, and because we believe all of our admitted students can and will be successful, we seek to identify people who stand out from an already highly selective group. We offer merit-based gift aid to admitted students who have significant indicators of potential, and these often are based on *non-numeric* factors such as:

- A history of **leadership**.
- Clearly demonstrated **engagement** in their communities (*e.g.*, family, campus, professional, etc.). A record that demonstrates significant **impact** in whatever communities the individual was or is a member. Being a difference-maker.
- A clear sense of their own **voice** and a willingness to share their perspective with others. **Passion** – a strong sense of who they are – and **compassion** – an ability to hear and connect with others who might have a perspective different from their own.
- Demonstrated interest in **innovation** and **entrepreneurship.** Individuals who identify problems or needs and then step into those spaces to address them with strong **analytical skills** and **creativity**.

- Substantial **knowledge** about and/or a long-standing **commitment** to a **specific field** (*e.g.*, patent law, banking regulation, etc.), or to a **specific population** (*e.g.*, the LGBTQ community, youth in foster care, etc.).
- A **multi-disciplinary perspective** shaped by a broad range of personal, academic, and/or professional experiences. Someone who is driven to help solve the emerging problems that our society and the world face using a toolkit comprised of a wide range of skills and training.
- Significant **public service** or **policy-related work**. This may include military service.
- A **record of academic success**, including one that would not have been predicted given a personal or family background and/or obstacles encountered and overcome (*e.g.*, first in family to attend college, impoverished background, working while in school, etc.) Other relevant factors might be particularly strong writing, research, and argumentation skills.
- Substantial **advocacy** experience. This is not limited to law-related advocacy and could include examples of an individual advocating for themselves or other members of their family or community, or for broader change.

More specifically, we review each admitted student for institutional, merit-based gift aid. In general, there are three ways files are reviewed:

(1) Application Required Scholarships – an admitted student is a candidate for one of these awards if they indicated that they were applying in the Scholarships section of the application and submitted all of the required materials (supplemental essays, etc.) Candidates for these awards are reviewed administratively and a list of finalists is then generated. The finalists are reviewed by a selection committee to choose the recipient(s). In the case of the BLOS, finalists will be invited for an in-person interview before final decisions are made. These interviews are required and cannot be waived or conducted electronically.

(2) Automatic Review Scholarships – All applicants are initially considered for this type of gift aid at the time they are considered for admission. Admitted students are then reviewed again to determine whether an award is appropriate. Recipients will be notified that they have been selected for an award. Contrary to the popular belief that only LSAT/GPA combinations are used to determine "merit" for scholarship purposes, we use a holistic review process to determine our gift aid awards.

(3) *Reconsideration* - There is a formal process to request reconsideration. An admitted student may request reconsideration under a variety of circumstances. For example:

- They received a gift aid offer from us, but would like us to reevaluate that award in light of an offer from another law school.
- They did not receive a gift aid offer from us (and you were either notified that you were not selected for an award or it is past the end of March so we've likely made the vast majority of our initial offers), but would like us to reevaluate that decision in light of an offer from another law school.
- They received a gift aid offer from us, but believe that there are extenuating or changed circumstances that warrant a re-examination of that initial offer.
- They did not receive a gift aid offer from us (and you were either notified that you were not selected for an award or it is past the end of March so we've likely made the vast majority of our initial offers), but believe that there are extenuating or changed circumstances that warrant a re-examination of that decision.

All of this information is shared with admitted students via the Admitted Student section of the website.

(c) Students who Pursue Public Interest Work
J.D. students who borrow federal student loans and enter into a public interest career are also eligible for post-graduate financial assistance through the Loan Repayment Assistance Program (LRAP). In addition, we work in collaboration with the Career Development Office to provide funding for summer public interest work, and post-graduate support in the form of Public Interest Fellowships (PIF) and Bridge Fellowships.

Nearly all (approximately 99%) of gift aid awards are made as renewable awards. When an admitted student is notified of their award it is presented to them as a three-year award (e.g., $75,000 gift aid award, distributed as $25,000 per year for up to three years) to allow them to roughly anticipate net cost over three years.

Continuing students also have the opportunity to submit applications for a variety of donor-funded scholarships each year. Roughly 30% of rising 2Ls and 3Ls who apply receive a continuing student scholarship in amounts ranging from $500-$15,000. In the 2017-18 academic year, approximately two-thirds of students were recipients of institutional gift aid, averaging $22,548. The resident cost of attendance that year was $81,958.

Success is measured in terms of enrollment outcomes, including ensuring access to low income students (as indicated by students with financial need who enroll), our ability to compete with peer law schools and attract strong candidates, and post-graduate outcomes such as number of students entering public interest careers.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	89%	79%	83%	83%	79%	72%	71%
Cumulative Debt among Students with Debt	$104,387	$115,474	$141,130	$144,705	$144,437	$146,483	$142,346

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

Average debt among graduating Berkeley Law students who borrowed was $142,346 in 2017, but is expected to be lower in 2018 based on current borrowing. We believe this 3-year trend in decreasing student loan debt is a result of moving to a 3-year renewable awarding strategy, implementing holistic packaging strategies, and increasing financial aid counseling.

We do not anticipate the proposed PDST increase to have a significant impact on the population that is most sensitive to loan indebtedness: graduates who are entering lower paying public interest positions and who have financial need. We expect that a portion of the proceeds from the increase in PDST will benefit financial aid programs such as need-based aid and the Loan Repayment Assistance Program (LRAP); programs that directly benefit this population. In fact, we've already approved an increase to the LRAP income threshold (from $65,000 to $70,000 per year) to be rolled out in July 2019.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	71%	$142,346	$180,000	11%
Public comparisons	64%	$134,053	$180,000	11%
Private comparisons	72%	$146,729	$180,000	12%

Sources: US News – Schools of Law Data
UC: Corporate data
Comparison institutions: Michigan, Virginia, Stanford, Harvard, Columbia, Duke, Pennsylvania

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

According to the UC Berkeley Law Employment statistics compiled by the Career Development Office, more than 97% of the 2017 J.D. graduates were employed nine months after graduation. Of these, more than 65% were employed at firms earning a median starting salary of $180,000. The majority of the remaining graduates entered into public interest or government employment.

While the median salary for these typically lower paying public interest positions range from $53K -$65K, these graduates are eligible for assistance on their income-driven monthly loan payments through the LRAP program, with many seeking federal Public Service Loan Forgiveness after ten years.

Berkeley Law maintains a strong commitment to public service-oriented graduates and it is our goal to preserve career choice by removing the student debt barrier. The LRAP is integrated with federal Income Driven Repayment (IDR) and Public Service Loan Forgiveness and will grant up to 10 years of support to graduates for IDR payments for federal student loan debt provided that their annual income is no greater than $100,000. We cover 100% of IDR payments for participants whose incomes are less than or equal to $65,000 (increasing to $70,000 in July 2019). Participants receive partial support if earning more than $65,000. In 2017, the median starting salary for government and public interest positions was $65,000 and $53,750 respectively.

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.

Our LRAP program plays an important role in supporting graduates pursuing public interest careers. There are over 240 participants in the LRAP program currently receiving a total of more than $1 million annually. As participants can enter and leave the program and receive up to 10 years of cumulative support, up to 350 graduates may be receiving support in a given time. Those earning less than or equal to $65K receive 100% support for their income-driven monthly payments, and those earning more than $65K up to $100K receive partial support.

In addition, the Career Development Office (CDO) awards, and the Financial Aid Office distributes, summer public interest grants, as well as PIF and Bridge Fellowships. First year public interest summer funding is guaranteed provided that a student complete at least 25 hours of pro bono work in their first year. Second summer funding is also available, although application based and more competitive.

The CDO also employs two designated counselors to support students intending to pursue public interest work, and another with a focus on clerkships. They plan and execute a wide range of programming throughout the year to encourage and support students who hope to pursue public service work.

In 2018-19, the law school launched the Henderson Center Scholars Program. This program provides ten students per year with additional scholarship funding and programmatic support through the Judge Thelton Henderson Center for Social Justice.

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 entering public interest positions generally earn less than their peers who enter private sector employment. Regardless of a student's career choice, the Financial Aid Office team offers in-depth counseling to students regarding their loan repayment options prior to enrollment, during their program, upon graduation, and throughout repayment. Students who plan to pursue a public interest career are encouraged to meet with an LRAP advisor before or during their first year, and a one-on-one meeting with an LRAP advisor is required prior to enrolling in the LRAP. Effective repayment (timely, on-time payments while enrolled in a qualifying repayment plan and qualifying employment for those pursuing Public Service Loan Forgiveness) is monitored throughout one's participation in LRAP.

The Financial Aid Office also conducts several presentations each year to 1Ls, 2Ls, and 3Ls on loan repayment strategies, budgeting, and general financial literacy, but has found that students prefer counseling sessions tailored to their individual circumstances.

As a public law school, we are committed to fulfilling our public mission to serve society as broadly as possible. Berkeley Law provides students with deeply meaningful work in many areas of law and public policy. This work experience prepares students for high level public interest careers. In addition, Berkeley Law provide financial incentives for public interest law students and graduates.

Experiential training and financial support are provided by numerous programs:

1. Research Centers, each of which has dedicated staffing, including:
   - Thelton E. Henderson Center for Social Justice

- Center for Consumer Law & Economic Justice
- Civil Justice Research Initiative
- Center for Law. Energy and the Environment
- Human Rights Center
- Center for Law and Business
- Center for Law and Technology
- Burch Center for Tax policy and Public Finance
- Center on Reproductive Rights and Justice
- Center for Study of Law and Society
- Election Administration Research Center
- Kadish Center for Morality, Law and Public Affairs
- Korea Law Center
- Miller Institute for Global Challenges and the Law
- California Statewide Redistricting Database

2. The Field Placement Program, run by a full-time Director, places second and third year law students with supervising attorneys in public interest organizations and government agencies in exchange for academic credit.

3. Clinics and Practicums, including:
- The Death Penalty Clinic
- The East Bay Community Law Center, which provides direct legal services to low-income and underrepresented members of the East Bay community
- The International Human Rights Law Clinic
- The Samuelson Law, Technology & Public Policy Clinic, which provides representation to individuals, nonprofits, and consumer groups that could not otherwise obtain counsel in technology-related matters
- The Environmental Law Clinic
- The Policy Advocacy Clinic, which pursues innovative, multimodal and systemic strategies on behalf of underrepresented individuals and groups to advance social justice, equity, and inclusion
- The Veterans Law Practicum
- The Domestic Violence Practicum

4. Financial support for our public service students and graduates:
- Loan Repayment Assistance Program (LRAP), which seeks to preserve career choice by removing student debt barrier. Currently, our LRAP is integrated with the federal government's loan forgiveness program and offers no out-of-pocket payments for graduates who are working in a public interest law job at a salary of less than $65,000.
- Summer Fellowships, which provide a stipend in the amount of $4,000 to $4,500 to all J.D. students who are employed in approved, unpaid legal internships with a public interest organization or government agency during the summer after their first or second year. Students must complete 25 hours of pro bono work to be eligible to apply. We typically award 200+ summer fellowships each year.
- Post-Graduate Fellowships, including the Bridge fellowship and the year long public interest fellowship (PIF). The bridge fellowship program supports new Berkeley Law graduates committed to pursuing careers in public service.

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 publish detailed information pertaining to the various types of aid available including entering student gift aid, continuing student gift aid, UC scholarships, veteran's benefits, outside agency scholarships, loans, work study and LRAP, as well as how and when to apply for these various aid types.

Each admitted student receives an email from the Financial Aid Office introducing the Law Financial Aid Office resources and the aid offered at Berkeley. The Financial Aid Office makes themselves available year-round via phone, e-mail, and in-person to any prospective student wishing to discuss funding their legal education. We also send regular updates regarding timelines and program changes.

The Admissions Office incorporates information about cost and financial aid programs in the prospective student brochure we distribute at fairs and other events across the country, as well as in the Admitted Students packet, and the post-commitment packet. At Admitted Students Weekend each spring we hold multiple financial aid information sessions as well as sessions focused specifically on the Loan Repayment Assistance Program. Both the general financial aid counselors and the LRAP advisor also hold office hours for admitted students during Admit Weekend to answer more individualized inquiries. Finally, if admitted students make individual visits outside of Admit Weekend, the Financial Aid Office does a presentation for those visitors.

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 that students should be informed consumers when making the decision and investment to attend law school. During the LRAP and financial aid workshops, the Financial Aid Office discusses the average debt of our graduates as well as loan repayment options based on various career and salary prospects.

Average cumulative loan debt for all graduate programs, including Law, is published on the Financial Aid and Scholarships office website: https://financialaid.berkeley.edu/graduate-student-cumulative-loan-debt

Placement and salary rates are published annually online by the Career Development office as well as in the prospective student brochure.

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.).

The University of California, Berkeley School of Law is one of the finest law schools in the country. It has excellent faculty, staff, and students, and outstanding centers and programs. In the *U.S. News & World Report* rankings (an admittedly imperfect measure) Berkeley Law has ranked eighth in the country on average over the last decade (ranging from a best of sixth to a worst of twelfth). Many of our programs are ranked best or near the top of all those in the country. The J.D. program is comprised of approximately 1,000 students. With rare exceptions, students receive their J.D. degree in three years. The program is among the most selective in the nation. There were 6,000 applications for the 300 seats in the 2018 first-year class. Berkeley Law graduates pass the Bar examination at very high rates, and record commensurate job placement statistics. Graduates the last three years have averaged 98% employment in legal jobs. Of this number, 20% are employed in public interest work or by government agencies.

Berkeley Law faces a distinctive challenge among the UC Law schools in directly competing for students and faculty with the nation's top ten schools. As our funding has stagnated during the PDST freeze, we have lost distinguished faculty and stellar students to peer schools. Further, the University of California Berkeley operational budget deficit has further reduced our available funds to compete on salaries and scholarships. The Law School also has a debt service payment for its most recent building project, which was essential

to the school's operations. The Law School is moving as quickly as possible to rebuild and expand its private fundraising capacity, although it will take years to build our endowment funds such that they will provide consistent and meaningful budgetary support.

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 only 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 2018-19 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.

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):   All law students were invited to a town hall meeting dedicated to a thorough presentation of the Law School's PDST proposal. A follow-up informal Coffee With the Dean was also open to all students with follow-up questions.

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe):

IX.b. Below, please 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.

Students were generally supportive of the proposed increase, acknowledging that there had been no increases since 2012. Questions were posed to the Dean regarding scholarship funding and the extent to which PDST revenue was to be used for financial aid. As requested, students were presented with detailed budget expenditures and revenue projections, including:
- Financial aid funding
- Faculty support
- Administrative services support

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

☒ Plan shared with _____Jonathan Morris, GA President_____ on ___10/31/2018___ .
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:

Outreach & Diversity
The proposal demonstrates a department-specific plan for student recruitment and retention that builds off of the campus default with an assessment plan outlined. However, with regard to faculty diversity, it only mentions a few programs that are department specific without a clear outline of how the are improving or quantifying success of these programs

Comparison to Competing Programs
The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale

In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

<u>Student Consultation</u>
The proposal shows strong engagement with students, indicators of student desire for programmatic elements supported by PDST, or incorporation of student feedback into revision of proposals, and student feedback on final proposal general accepted by students as beneficial to their educational outcomes. These funds are helping to transform the program to be more rigorous, competitive, program that students feel is well worth the added cost. In addition, there is outreach to students or aid offered to defray this added cost and there are additional plans to continue to assess and improve offerings

X Plan shared with Current J.D. Student Organization Officers on September 18, 2018.

☐ 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.

X Agenda item at a regularly scheduled faculty meeting
X Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐Convened focus groups of faculty in the 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):

At the August 22, 2018 all faculty-staff town hall, the Dean presented the community with the preliminary plan to request a PDST increase. At the October 17, 2018 faculty meeting, the current proposal was presented in detail to the faculty for review and comment.

IX.e. Below, please 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 broadly supported the proposed PDST increase. Discussion points included:
- an assessment of the benefits to Berkeley Law of having lower tuition than peer schools
- our private sector graduates have significantly higher starting salaries than in 2012
- Concern is with the impact on public interest students and graduates:
    - Berkeley Law must maintain its excellent loan repayment assistance program
    - acceptable as long as ⅓ of increase is returned to financial aid
    - summer grants remain important as they lead to public interest careers

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

X Plan shared with _____Dean Fiona Doyle_____ on ___11/15/2018___ .
                    Graduate Dean

X Plan endorsed by _____Chancellor Carol Christ_____ on ___11/15/2018___ .
                    Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

- **This form should be completed for** (1) programs seeking to charge Professional Degree Supplemental Tuition (PDST) for the first time, (2) continuing PDST-charging programs whose multi-year plan is expiring, and (3) continuing programs with multi-year plans that have not yet expired if the program is proposing an increase in PDST effective summer or fall 2019 that is greater than that indicated in its approved multi-year plan. All PDST-charging programs are expected to submit a new multi-year plan at least every five years.

- **NEW PROGRAMS**: Part A is due **October 26, 2018** and Part B is due **November 16, 2018.**
  EXISTING PROGRAMS: Both parts are due **November 16, 2018**.

- **Before completing this form,** refer to the document titled "Deadlines, Instructions, and Planning Assumptions for Professional Degree Supplemental Tuition Proposals" for important information about the planning assumptions that should be reflected in the proposal.

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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."

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$0	$8,000	$8,240	$8,488	$8,742	$9,004	0%	$8,000	3%	$240	3%	$247	3%	$255	3%	$262
Prof. Degr. Suppl. Tuition (Nonresident)	$0	$8,000	$8,240	$8,488	$8,742	$9,004	0%	$8,000	3%	$240	3%	$247	3%	$255	3%	$262
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	0.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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 (explain below)***	$4,734	$4,707	$4,860	$5,013	$5,166	$5,328	0.0%	($27)	3.3%	$153	3.1%	$153	3.1%	$153	3.1%	$162
Total Fees (CA resident)	**$18,865**	**$27,281**	**$28,124**	**$28,995**	**$29,885**	**$30,812**	44.6%	$8,416	3.1%	$843	3.1%	$871	3.1%	$890	3.1%	$927
Total Fees (Nonresident)	**$33,967**	**$39,526**	**$40,369**	**$41,240**	**$42,130**	**$43,057**	16.4%	$5,559	2.1%	$843	2.2%	$871	2.2%	$890	2.2%	$927

    * Mandatory systemwide charges include Tuition and Student Services Fee.

    **Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

    *** Include Student's Summer Sessions Costs.

Additional comments: The program begins with the Summer Session prior to the Fall semester of the first year; these costs are captured in Other Costs.

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

The program, called the Leadership for Educational Equity Program (LEEP), is a three-year EdD program in the Graduate School of Education for educational leaders aiming to move into executive level positions of decision-making authority at public school districts or similar administrative units in the educational system. Admitted students will be public school principals or lower level district administrators as well as decision makers in charter schools, Catholic schools, or school administrations; community organizations; or other relevant educational organizations. The focus of the program is on educational organizations that serve disadvantaged communities.

Over three academic years, inclusive of summer, students enroll in a course taking sequence of seven "domain knowledge courses" (such as *Equity and Excellence in Educational Systems, Evaluation and Decision Making, Resource Management, Politics and Policies in the Educational System, Educational Organizations, School and District Improvement, Instructional Leadership)*, two methods courses (*Qualitative Methods, Quantitative Methods)*, and eight "milestone courses." In the milestone courses, students integrate the knowledge learned from the domain courses and apply it to practical improvement projects in their own organizations. During this sequence of courses, students are also guided to tackle their milestones (two position papers and an oral proposal hearing/ exam) and to complete their dissertation project in a timely manner. Students are expected to complete the degree in three years.

LEEP is an executive program. As such, its core courses take place on weekends and during the summer when full-time professionals are most available to attend class on campus. However, there is some limited opportunity to take courses outside of this core in other programs or units of the university.

The program has existed in the School of Education for twelve years. The program's last cohort graduated in Spring 2018, with the exception of one student currently enrolled in the previous version of LEEP. No new EdD students have been admitted to the Graduate School of Education since 2014. The program for which we seek PDST is a revised program with a new cohort of students. The program, however, retains major features of the previous version. Admission to the program was put on hold because the Graduate School of Education (GSE) had lost six professors in the areas of 'educational organizations' and 'educational leadership' without replacement between the start of the program and the time admission was put on hold. The GSE has begun to fill faculty ranks again so that advising capacity has been increasing.

II. PROGRAM GOAL EVALUATION*

*If your program is proposing to charge PDST for the first time, please proceed to Section III.

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We have two primary goals in instituting a PDST:

- **To continue enrolling a high proportion of underrepresented students using targeted financial aid packages.** Underrepresented minority individuals 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 field. 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, <u>PDST revenue will be used to fund financial</u>

aid awards where highly qualified applicants could not otherwise join LEEP for lack of funding.

- **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 after completing course work and pay for additional semesters to finish their dissertations. This is a bad bargain for students. PDST revenue will thus be used to fund an FTE for an academic coordinator and a number of writing coaches who will be 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 will play an especially active role in shaping the dissertations that come out of the program, but both the coordinator and the writing coaches will directly contribute to ensuring graduation by the normative time-to-degree. This will 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 and students who rely on student loans.

In the previous version of LEEP, the program graduated about 50 students, the majority of whom continued to serve in high-need educational environments and continued their career trajectory as we expected. About half of the students came from underrepresented minority populations. While 90 percent of the enrolled students graduated, the program had a time-to-degree problem that will be alleviated with the increased resources from the PDST revenue. If PDST is not approved for this program, we expect the time-to-degree problem to persist and it is unlikely that the Graduate School of Education will restart the program.

The program proposes an initial PDST level of $8,000 with 3% increases planned in each of the subsequent years of the five-year plan. 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 Graduate School of Education. In comparison, 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.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Total Projected PDST Revenue in Final Year
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	$0	$53,600	$1,608	$58,531	($55,168)	$62,082	$120,654
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$0	$26,400	$792	$28,829	($27,172)	$30,578	$59,426
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	$0	$80,000	$2,400	$87,360	($82,340)	$92,660	$180,080

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

Additional Comments: Cohorts of 10 are admitted every other year; as a result, the number of students in the program varies between 10 to 20 students year to year. The decline in new PDST revenue in 2022-23 reflects the reduced enrollment from our biennial admission cycle.

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

We have recently intensified fundraising efforts for LEEP, seeking both donor-generated fellowship resources and foundation funding for special initiatives related to the program's signature pedagogy (see **Section IV.d.** below). Currently, a foundation has indicated interest in funding "design circles" that include EdD students, PhD students, and a GSE professor to address urgent problems of practice in a variety of high-need organizational settings. We will pursue further creative ideas.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	1	10	10	20	10	19
Domestic Nonresident						1
International						
Total	1	10	10	20	10	20

Additional Comments:

The program admits biennially, beginning with a cohort of ten students in the first two years. After the first cohort's second year, when they have met all course requirements, a new cohort of ten students will be admitted, leading to twenty students in the third year of the program. The first cohort will graduate after the third year, leaving ten students in the program. In the fifth year, the second cohort will have met all course requirements and enrolled in dissertation work, and the third cohort will begin the program, leading again to twenty students in the program.

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. We indicate this unlikely event with a single expected nonresident student in the table above.

Further, we do not anticipate increasing the cap on enrollment unless and until additional faculty hires are approved to expand teaching and advising capacity in key areas of student interest.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of other programs or only private comparators, please list those.

Please indicate the total first-year student tuition and fee charges of the comparison institutions in the table on the next page. To project your program's total charges after 2019-20, assume annual increases in Tuition, the Student Services Fee, and campus-based fees of 2.5%, 5%, and 3%, respectively. To project your comparators' total charges after 2019-20, assume 3% annual increases, unless your program has compelling justification for using a different figure (if so, contact UCOP).

Note: A comparison of total charges to complete a degree may be more meaningful for programs whose comparator programs vary in length. If this applies to your program, you may provide figures on total charges to complete a degree in addition to annual first-year comparison institutions' amounts shown below. Please check the box below and attach the total charges to complete a degree template provided by Budget Analysis and Planning; if you have any questions about how to calculate the total charges to complete a degree, please contact UCOP.

☐ Program has completed and attached the total charges to complete a degree template.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
Columbia University (Private)	$51,088	$52,621	$54,199	$55,825	$57,500	$59,225	3%	$1,533	3%	$1,579	3%	$1,626	3%	$1,675	3%	$1,725
Univeristy of Washington, Tacoma (Public)	$25,208	$25,964	$26,743	$27,545	$28,372	$29,223	3%	$756	3%	$779	3%	$802	3%	$826	3%	$851
Univeristy of Virginia (Public)	$16,640	$17,139	$17,653	$18,183	$18,728	$19,290	3%	$499	3%	$514	3%	$530	3%	$545	3%	$562
Univeristy of Texas, Austin (Public)	$14,668	$15,108	$15,561	$16,028	$16,509	$17,004	3%	$440	3%	$453	3%	$467	3%	$481	3%	$495
University of Southern California (Private)	$53,037	$54,628	$56,267	$57,955	$59,694	$61,484	3%	$1,591	3%	$1,639	3%	$1,688	3%	$1,739	3%	$1,791
University of Pennsylvania (Private)	$81,168	$83,603	$86,111	$88,694	$91,355	$94,096	3%	$2,435	3%	$2,508	3%	$2,583	3%	$2,661	3%	$2,741
Vanderbilt University (Private)	$59,000	$60,770	$62,593	$64,471	$66,405	$68,397	3%	$1,770	3%	$1,823	3%	$1,878	3%	$1,934	3%	$1,992
Public Average	$18,839	$19,404	$19,986	$20,586	$21,203	$21,839	3%	$565	3%	$582	3%	$600	3%	$618	3%	$636
Private Average	$61,073	$62,905	$64,793	$66,736	$68,738	$70,801	3%	$1,832	3%	$1,887	3%	$1,944	3%	$2,002	3%	$2,062
Public and Private Average	$50,135	$51,639	$53,188	$54,784	$56,427	$58,120	3%	$1,504	3%	$1,549	3%	$1,596	3%	$1,644	3%	$1,693
Your program	$18,865	$27,281	$28,124	$28,995	$29,885	$30,812	45%	$8,416	3%	$843	3%	$871	3%	$890	3%	$927
Nonresidents																
Columbia University (Private)	$51,088	$52,621	$54,199	$55,825	$57,500	$59,225	3%	$1,533	3%	$1,579	3%	$1,626	3%	$1,675	3%	$1,725
Univeristy of Washington, Tacoma (Public)	$49,968	$51,467	$53,011	$54,601	$56,239	$57,927	3%	$1,499	3%	$1,544	3%	$1,590	3%	$1,638	3%	$1,687
Univeristy of Virginia (Public)	$26,440	$27,233	$28,050	$28,892	$29,758	$30,651	3%	$793	3%	$817	3%	$842	3%	$867	3%	$893
Univeristy of Texas, Austin (Public)	$30,258	$31,166	$32,101	$33,064	$34,056	$35,077	3%	$908	3%	$935	3%	$963	3%	$992	3%	$1,022
University of Southern California (Private)	$53,037	$54,628	$56,267	$57,955	$59,694	$61,484	3%	$1,591	3%	$1,639	3%	$1,688	3%	$1,739	3%	$1,791
University of Pennsylvania (Private)	$81,168	$83,603	$86,111	$88,694	$91,355	$94,096	3%	$2,435	3%	$2,508	3%	$2,583	3%	$2,661	3%	$2,741
Vanderbilt University (Private)	$59,000	$60,770	$62,593	$64,471	$66,405	$68,397	3%	$1,770	3%	$1,823	3%	$1,878	3%	$1,934	3%	$1,992
Public Average	$35,555	$36,622	$37,721	$38,852	$40,018	$41,218	3%	$1,067	3%	$1,099	3%	$1,132	3%	$1,166	3%	$1,201
Private Average	$61,073	$62,905	$64,793	$66,736	$68,738	$70,801	3%	$1,832	3%	$1,887	3%	$1,944	3%	$2,002	3%	$2,062
Public and Private Average	$58,493	$60,248	$62,055	$63,917	$65,835	$67,810	3%	$1,755	3%	$1,807	3%	$1,862	3%	$1,918	3%	$1,975
Your Program	$33,967	$39,526	$40,369	$41,240	$42,130	$43,057	0%	$5,559	2%	$843	2%	$871	2%	$890	2%	$927

Source(s):

Columbia University - https://www.tc.columbia.edu/admissions/tuition-and-fees/2018-2019-tuition--fees/
University of Washington - https://www.tacoma.uw.edu/office-registrar/tuition-rates
University of Virginia - https://curry.virginia.edu/admissions/cost
University of Texas, Austin - and https://education.utexas.edu/departments/educational-leadership-policy/graduate-programs/executive-edd-higher-education-leadership
University of Southern California - https://rossier.usc.edu/programs/masters/educational-counseling/tuition/
University of Pennsylvania - https://www.gse.upenn.edu/admissions_financial/tuition#execedd
Vanderbilt University - and https://peabody.vanderbilt.edu/programs/doctor-of-education-edd/index.php

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 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 take into account those institutions with a long-standing reputation for innovation and quality in leadership preparation. Berkeley's GSE is currently ranked #19. We consider our closest public comparators in the area of school leader preparation to be the University of Washington (#6), which offers an EdD program in educational leadership; University of Texas, Austin (#10) (launching an educational leadership EdD program in Summer 2019), and University of Virginia (#22); the closest private competitors are the University of Southern California (#15), University of Pennsylvania (#7), Vanderbilt (#3), and Columbia University, Teachers College (#7), 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 increase, Berkeley's Graduate School of Education offers its leadership program at a favorable cost compared to other institutions. Compared to our private peers, LEEP tuition is incredibly affordable, at less than half the cost of the private average. Compared to our public peers, LEEP is only marginally more expensive than the University of Washington's program, though the increase drives our per-year cost up relative to the University of Virginia and the University of Texas. Two caveats are required however: First, the UVA program's *total cost* is ultimately higher due to the program requiring 4+ years to complete, per their website; and second, the University of Texas Executive EdD program has not yet launched, meaning current information is scarce, and tuition may ultimately be higher than currently listed in the market comp table.

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 LEEP has developed a signature pedagogy for the EdD dissertation that is based on systematic research; design-based problem-solving; case studies of organizational improvement by educational leaders using the LEEP method; and theoretical excursions into existing research and literature. Dissertations in LEEP are written using a specific problem-solving model: First, students come to an understanding of a focal problem (often times through case studies); then students design and implement interventions (often times through design experiments or implementation research); and finally students evaluate interventions (through various forms of evaluation research).

The UC Berkeley approach and the accompanying textbook have found a very favorable reception among a national audience of professors in EdD programs through the Carnegie Project on the Education Doctorate (CPED), which has featured the approach at various national conferences. The book has been adopted by a number of universities, including University of Pittsburgh, Temple University, Duquesne University, University of Denver, and University of Houston.

The LEEP model is also a national trendsetter in the field of educational leadership. The signature pedagogy is accompanied by an ongoing program of research on design-based problem-solving in schools and districts. Because of this, the Carnegie Foundation for the Advancement of Teaching, which promotes science- and design-based approaches to organizational improvement, invited the program to become a member of its pioneering set of leading EdD programs in the nation.

Finally, while the EdD program at UC Berkeley is becoming a model program for a national audience, it should also be mentioned that the idea of design-based school improvement is currently spreading to Europe and Latin America.

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.

Note: UCOP will provide campuses with data from the Corporate Student System that should be used to complete the table below for your program. Please note that, as used here, established programs consist of programs that have enrolled students prior to 2019-20; new programs are those that seek to enroll students for the first time in 2019-20. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018**	Publics	Privates
Ethnicity						
Underrepresented						
African American	18%	17%	29%	0%	N/A	N/A
Chicana(o)/Latina(o)	21%	11%	29%	100%	N/A	N/A
American Indian	0%	0%	0%	0%	N/A	N/A
Subtotal Underrepresented	*38%*	*28%*	*58%*	*100%*	*0%*	*0%*
Asian/East Indian	12%	17%	0%	0%	N/A	N/A
White	35%	44%	14%	0%	N/A	N/A
Other/ Unknown	15%	11%	28%	0%	N/A	N/A
International						
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	* See footnote				N/A	N/A
Gender						
% Male	35%	56%	57%	100%	N/A	N/A
% Female	65%	44%	43%	0%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: Internal Enrollment Tracking

Comparison institutions: Not available

* There were no records of newly enrolled domestic students in academic years 2015-16 to 2017-18 and, therefore, UCOP didn't report % Pell recipients for those years for the program to report in this table

** The one remaining student in LEEP is expected to have graduated by the time PDST would be charged. Should he miss graduation, he will not be affected by the PDST.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The revised LEEP program for which we propose a new PDST starts with a new cohort. The previous program has enrolled students for 12 years (only one student is currently enrolled). During those 12 years, about 50% of the program's total enrollment were U.S. domestic underrepresented minority students. The program will continue to strive for enrollment of 50% URM as it has in the past. It should be noted that the program stopped admitting new cohorts in 2015-16; thus, trend data need to be seen in light of this limitation. The program kept internal data on the self-identified ethnicity of enrolled students that suggest that close to 50% of enrolled students self-identified as white. Due to the varying number of students in the "unknown" or "other" category, official data do not capture this reality with clarity.

We will continue the successful outreach that we conducted during the existence of the previous EdD program. Applicants are actively recruited from Bay Area school districts that serve large proportions of poor and culturally marginalized students of color. Administrators in these districts are often of color, as public school districts themselves strive to diversify. Also, the theme of the program, *Leadership for Equity,* attracts students who have a special commitment to social justice. To date, LEEP has relied heavily on the 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 minorities. The program intends to extend this feature by creating access for potential applicants to alumni through the website. Financial aid available through PDST will enable the program to shore up the number of underrepresented minority students.

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

The LEEP EdD is an *executive education* program. As such, the students qualifying for admission to LEEP are experienced professionals who are compensated accordingly. For example, an assistant principal can expect to make approximately $100,000 in Oakland, CA.[1] Thus, even students who were at one point considered low SES during either their undergraduate or master's education would be considered middle class by standard metrics. However, by attracting a high proportion of underrepresented minority students, we can assume that they may have also come from a lower original income bracket. But this is not always the case. Internal LEEP data indicate that a sizable number of our Latino and African-American students come from middle-class backgrounds. Regardless, when a potential candidate for LEEP may experience financial hardship by enrolling in the program, PDST is specifically being allocated to create financial aid packages to mitigate this hardship.

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 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?

LEEP in the past has had fairly equal gender representation. The primary challenge for the program will be to attract African-American and Hispanic males. To do this, we plan to increase the number of applicants from these populations by reaching out to personal networks of strong educational leaders of color, some of whom passed through Berkeley's Principal Leadership Institute program and the previous versions of Berkeley's EdD program. We will use targeted outreach for these demographic profiles mentioned in **Section V.b.** above.

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[1] https://www1.salary.com/CA/Assistant-School-Principal-salary.html?citykeyword=oakland

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

It is expected that LEEP will continue attracting 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 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 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.

All Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	15.4%	20.3%	19.0%
	International			
Chicano(a)/Latino(a)	Domestic	10.8%	10.9%	10.3%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	4.6%	3.1%	3.4%
	International			
White	Domestic	64.6%	59.4%	60.3%
	International			
Other/Unknown	Domestic	4.6%	6.3%	6.9%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	55.4%	51.6%	55.2%
	Male	44.6%	48.4%	44.8%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	19.4%	22.6%	23.3%
	International			
Chicano(a)/Latino(a)	Domestic	12.9%	12.9%	13.3%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	6.5%	3.2%	3.3%
	International			
White	Domestic	58.1%	58.1%	56.7%
	International			
Other/Unknown	Domestic	3.2%	3.2%	3.3%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	45.2%	45.2%	46.7%
	Male	54.8%	54.8%	53.3%

Source: Cal Answers HR Census data

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Compared to the campus as a whole, the faculty at the GSE is already one of the most diverse on campus. Last year, 36.6% of our ladder rank faculty were from traditionally underrepresented groups, compared to 9% campus-wide, and 46.7% were female, compared to 31% campus-wide.[2] From the ranks of GSE's diverse faculty, LEEP has attracted faculty of color to teach our courses and advise in the program. In order to maintain—and even improve on—this diversity, the GSE directly involves its Dean and her senior leadership team to actively engage in the recruitment and retention process throughout the School. The GSE's continued success will rely on the culture of respect, inclusion, and social justice that begins with Dean Carter and suffuses our students, staff, and faculty.

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[2] https://diversity.berkeley.edu/reports-data/diversity-data-dashboard

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?

<u>Our goal is to configure financial aid packages (including 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</u>. We propose to measure our success primarily by tracking the composition of the applicant pool, student enrollment, and graduating cohorts.

Anecdotal data indicate that students were taking out loans to cover tuition, which is especially concerning given the time-to-degree issues the prior EdD program experienced. The PDST-funded financial aid packages coupled with the new FTE for advising should assist in keeping students on track to graduate in three years with minimal debt at the end of the their time in the program. We are committed to working with the financial aid office and other campus partners to more efficient mechanisms for determining and monitoring the level of indebtedness from students in our program. This will allow us to better target financial aid packages for students most in need, keeping them from incurring additional student loan debt while enrolled in the program.

Note: UCOP will provide you with figures from the Corporate Student System that should be used to complete the table below.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	64%	33%	50%	50%	0%	86%	60%
Cumulative Debt among Students with Debt	$83,692	$18,224	$18,125	$98,169	$0	$92,786	$109,283

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 data in the above table are difficult to interpret as a trend, though it is apparent that debt levels in GSE's graduate programs have fluctuated radically over the course of the past seven years. This may be in part be due to the small number of students in the sample in any given year. One trend we can assume, however, is the likely correlation between the historic problem with students achieving their degree in normative time of three years and increased debt loads. The PDST as proposed should serve to mitigate this concern by employing both direct financial aid packages that dissuade high-need students from taking out additional loans to

complete their degrees; and new hires designed to encourage students to complete their dissertations and achieve their degree within the three-year normative time-to-degree.

Note: UCOP will provide you with figures from the Corporate Student System that should be used to complete a portion of the table below. However, each program is responsible for providing its own estimate of the median starting salary for its graduates. If possible, provide comparable figures for your comparison public and private institutions in the rows shown. UCOP will also provide you with a formula for you to use to calculate the last column. If you describe starting salary using a measurement other than the median, please note that in the table below and explain in the "additional comments" section below.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	60%	$109,283	$117,000	13%
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: No data are available
Additional Comments:

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 GSE 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 LEEP students work full-time, we are not able to provide research assistantships or teaching assistantships that are often available in traditional doctoral programs.

However, upon graduation, students can expect to earn relatively high incomes. California principals typically make over $100,000 per year, while superintendent salaries can reach $200,000+ (see https://www.cde.ca.gov/fg/fr/sa/cefavgsalaries.asp). In light of these salaries, debt repayment seems manageable, and will become even more manageable as the programs cuts down on extended time to degree due to a support structure that will become a possibility with PDST.

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. See http://www.finaid.org/loans/publicservice.phtml.

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 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.

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

We plan to enhance the availability and clarity of information regarding financial aid as an integral part of all our recruitment and outreach efforts. The GSE designates a key staff person in our GSE 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. We are currently redesigning the website to make the nature and availability of financial aid clear to potential applicants.

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 are working with campus financial aid and other stakeholders to improve our data collection process to enable us to better share more accurate debt data in the future. The salaries of public school administrators in school districts or similar administrative units in education-related organizations are publicly posted as is known by all of our students.

VII. OTHER

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

It is important to note, as we have earlier in this proposal, that the affordability of this program is connected to the relatively high salaries that graduates can expect. Most graduates take leadership positions in district offices (many even do this prior to graduation) which pay according to salary ranges indicated in **section VI.c**, but salaries in top positions (for example superintendent of Oakland, Berkeley, Hayward, Los Gatos, to name a few of our graduates) are much higher.

VIII. SUPPLEMENTAL QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN SUMMER OR FALL 2019

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 Graduate School of Education sponsors the Leadership for Educational Equity Program that leads to an EdD. The program has been in existence for 12 years without PDST. There is currently one student still enrolled from this period. The program will restart

anew with PDST, if approved, in the summer of 2019.

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 Leadership for Educational Equity Program (LEEP) prepares experienced educators for executive level leadership roles such as school district superintendence; it offers a professional doctorate (EdD), a degree that is explicitly oriented to the preparation of executive-level education professionals and explicitly differentiated from the PhD. LEEP is cohort-based, with its own curriculum and completion requirements suited to the professional knowledge and skills associated with educational leadership in K-12 settings.

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 only 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 2018-19 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.

☒ (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): Students currently enrolled in the Principal Leadership Institute (PLI) program were surveyed.
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☒ Other (please describe): In 2016, LEEP students were surveyed on establishing PDST to help support the program.

IX.b. Below, please 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.

For student consultation, we recently surveyed students currently enrolled in the Principal Leadership Institute (PLI) program, as well as LEEP students enrolled in the program in 2016. No new EdD students have been admitted to the Graduate School of Education

since 2014. The program's last cohort graduated in Spring 2018, with the exception of one student currently enrolled in LEEP whose graduation is delayed.

In the fall of 2019, we polled students in the PLI program, which confers an MA to teachers who want to become principals. We asked them how they, as prospective students in LEEP many years down the road, would feel about an $8,000 PDST given that they now pay a PDST of $6000 and expect salary increases as district administrators. Twenty-two of 23 students in the current PLI cohort responded in the following way:

Three students indicated they would not enroll under any circumstance with the PDST charge; 12 may enroll if enrolling serves their career goals, even though they wished PDST was not charged; and 6 students may enroll and would rather have the support, paid for with PDST, to graduate in time rather than linger in the program. 8 of the 22 students cannot imagine, at this point in their career, to do doctoral work in the future. The most frequent comment from the students was that they would like more information on how exactly the PDST would be spent and how it would benefit them. One student suggested that he/she might shop for a cheaper option since for him/her academic work is secondary to the practical challenges of the work.

Overall, the MA students do not embrace PDST, but the majority of them would be willing to pay it if it served their career goals and if PDST benefited their success in the program. Since the program plans to use PDST for financial aid as well as dissertation advising and writing support, the concerns of the students are met by program intentions.

In addition to the 2019 survey of students in the PLI program, in 2016 students in LEEP were polled on PDST. Students were polled through a survey that was sent to all LEEP students. After a reminder e-mail, close to one-third responded. Students regretted a necessary increase in tuition and wished that programs in the School of Education would be more generously funded by the State of California. Students expressed that their line of work was public service that by no means was remunerated at the level of the medical or law profession.

A majority of students suggested that the additional money should be spent on support for their learning in the program. Most suggested that merit should be used as the criterion for financial aid, or the financial aid money should be spread evenly among all students.

Most students listed as one of their criteria the reputation of UC Berkeley, the focus of the program on educational equity, and the fact that the program accommodates full-time professional work. Most students support their studies in LEEP through savings and

salaries. Loans do not seem to play a large role. One student requested that LEEP should qualify for the financial support, fellowships, grants, etc. that PhD students qualify for in the GSE.

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 must be provided by the program.

☒ Plan shared with ___Jonathan Morris, President of the Graduate Assembly___ on ___10/18/18___ .
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:

"Our only feedback is that we are concerned with the projected 3% increase in peer institutions - from our students in education, our understanding is that many programs' tuition at peer institutions are likely to increase faster than 3% if historical trends continue, and we are concerned this could result in needing a 'surprise' adjustment at a later date, making the transparency for students considering the program cost from the outset a potential future issue. However, we recognize this is a requirement of the form, and hope that it can stay at 3% or lower."

☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): 6 faculty, who have indicated an interest teaching in LEEP, plus three faculty who had advised LEEP students previously, were contacted via e-mail.

IX.e. Below, please 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.

They all concurred with the necessity of charging PDST as a precondition for the program to be revitalized and to offer more intense student support.

IX.f. Please confirm that this long form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with ___Fiona M. Doyle_____ on ___9/28/18_____ .
                      Graduate Dean

☒ Plan endorsed by ___Carol T. Christ_____ on ___10/26/18_____ .
                      Chancellor[3]

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[3] Per the *Policy on Professional Degree Supplemental Tuition* Section n, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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."

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$28,000	$29,400	$30,870	$32,414	$34,044	$35,746	5%	$1,400	5%	$1,470	5%	$1,544	5%	$1,630	5%	$1,702
Prof. Degr. Suppl. Tuition (Nonresident)	$28,000	$29,400	$30,870	$32,414	$34,044	$35,746	5%	$1,400	5%	$1,470	5%	$1,544	5%	$1,630	5%	$1,702
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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	N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$42,131**	**$43,974**	**$45,894**	**$47,908**	**$50,021**	**$52,226**	4.4%	$1,843	4.4%	$1,920	4.4%	$2,014	4.4%	$2,113	4.4%	$2,205
Total Fees (Nonresident)	**$54,376**	**$56,219**	**$58,139**	**$60,153**	**$62,266**	**$64,471**	3.4%	$1,843	3.4%	$1,920	3.5%	$2,014	3.5%	$2,113	3.5%	$2,205

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

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

In 2006 the Department of Chemical and Biomolecular Engineering (CBE) initiated a bold, new professional master's degree program – the Product Development Program (PDP). The central objective of the PDP is to fulfill the unmet need at the national and international levels for professionals with chemical engineering and related backgrounds who have knowledge and field experience in the complex process of transforming innovations into commercially successful products. With this goal in mind, we launched a new and innovative product development component of our graduate program in chemical engineering. We have the perspective that what we create could be a model that other chemical engineering departments may adopt in the future.

In developing the basic design of the PDP we conducted over 50 interviews in the industrial sector and used this input to detail our approach to a stand-alone, terminal non-thesis Master's Professional Degree Program. In the space of 9 months, PDP graduates will gain exposure to real-world product development practices in a range of chemical process-intensive industries including biotechnology, microelectronics, nanoscience, and consumer products. As a professional degree program aimed at preparing its graduates for their careers, the PDP does not require a research thesis, but students find completing the extensive coursework and team-based field-study assignment with a local company challenging. Students who successfully complete the program's graduation requirements will be awarded a Master of Science degree with a concentration in product development at the end of the nine-month program. Our graduates have gone on to take on a diverse range of professional careers including corporate product development, project management, prescription drug formulation, management and technical consulting, regulatory affairs and start-up ventures. Over the existence of the program, about 5% of PDP graduates have decided to go on to doctoral studies.

The program is composed of three basic elements each of which must be satisfactorily completed before graduation. First, students take a two-semester, four-course sequence of mandatory customized and practically-oriented courses that provide a robust background in the fundamentals of new product development with an emphasis on the perspective of chemical engineering and related disciplines. In addition to traditional teaching method case studies, industry guest lecturers and special mini-projects are used in these core courses.

Second, students must complete an inter-disciplinary set of elective courses focused in an area of industry specialization ("industry tracks") chosen by students before they enter the program. Our 12 years of program experience suggests that six initial industry tracks are particularly attractive to students and industry:

- Alternative Energy
- Biotechnology
- Consumer Products
- Manufactured Products
- Microelectronics/Nanoscience
- New Ventures

Specific elective coursework to pursue an industry track will vary based on the individual student's interests and the availability of course offerings in other departments in a given year. We continue to innovate in this area and will use new funds to create and promote new industry tracks in areas such as chemistry-based medical devices (e.g. glucose meters for diabetics) and artificial intelligence.

Lastly, each student is required to complete a challenging spring semester 15-week field study assignment (i.e. practicum) related to product development practice in an industrial setting. Students are assigned to small teams and conduct a structured diagnostic assessment of some aspects of new product development activity of interest to a participating company. Students will be required to prepare and deliver written and oral final reports to the senior management of participating companies.

To be awarded the PDP Master's degree this program and the graduate division of the university requires that students must complete a minimum of 24 units with at least 18 of those units from letter-graded courses which include a minimum of 12 units in graduate-level (i.e. 200 series) courses. At least 12 units must come from graduate courses from within CBE and can include units from department seminars and field-study projects.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

As a new program charging a PDST for the first time, we set program goals that were achievable with relatively limited resources as provided in our last multi-year plan, which covered the period of AY 2015-2016 to 2017-2018. To date, our modest PDST fees have been used to:

1. **Establish and operate the program using a "low cost" approach to pulling together the essential elements for "threshold" program delivery.**
   The PDP has one full-time faculty member (non-tenure track), a part-time (40%) senior lecturer with a renewable academic year-long appointment and a part-time (50%) administrative assistant. We have limited use of specialized outside contractors to assist the program in certain areas including: career services, graphic arts and communication skills training for our students.

   The program has a disciplined and cost-efficient approach to every step of the PDP business process model: candidate student marketing, applicant processing, student orientation and on-campus support, student field project acquisition and coaching, career services and alumni networking. Our low cost position results from the fact that these important tasks are carried out by all faculty and staff – to date, we have not hired specialists to undertake these necessary tasks. Included in this category are the costs of the extensive renovations required of our current Latimer Hall program location.

   PDST revenue from last 3-years used: $942,480
   Metric(s): PDP annual charges are approximately $9 to $14 thousand lower than costs at comparable Master's degree programs at public and private institutions (see data in Section IV Market Comparisons: Total Charges).

2. **Develop and annually update an effective "map" of the vast array of elective course choices available to our students on the Berkeley campus.**
   Each semester we publish a list of approved courses based on our review of the upper division and graduate level course offerings in key departments for the upcoming semester. For courses on the approved list, we review the online course descriptions and course evaluations by students from previous semesters. When students find courses not on the approved list, we review them and add them to the list as appropriate.

   Given the fast pace of our program, our students rely on having the latest information and advice on the best set of elective courses from multiple colleges and programs across the Berkeley campus. We have developed a continuously-updated list of "approved" elective classes based on 12 years of experience of advising students with a wide variety of career objectives. We also collect and make available the feedback of previous PDP students on the quality and fit of the wide range of elective

course choices.

PDST revenue from last 3-years used: $80,000
Metric(s): 2017 PDP Graduate Survey: 89.6% of graduating students said elective courses in the PDP "exceeded" or "far exceeded" their expectations

3. **Improve program affordability and access by establishing an administratively straightforward approach to meeting the expectations of 33% of PDST fees for financial aid to students.**
The program offers each student the opportunity for a 33% PDST stipend for each successfully completed semester. To date, every student has successfully completed the program; however, were a student not to complete a semester, the return-to-aid would be reallocated to the remaining members of the cohort. While not optimal, our limited staff resources required that we take this approach. We also place a great deal of effort into identifying and making our students aware of Graduate Student Instructor (GSI) and/or Reader on-campus work opportunities that substantially reduce the fees students must pay the university. Each year, 25-30% of our students act as a GSI or Reader for one or more undergraduate classes.

For every year of the program's existence, we have met the mandate from the U.C. Regents to allocate 33% of all PDST fees to student financial aid. We have done this through awarding PDP stipends to 100% of PDP students. We have also facilitated for PDP students to gain access to Graduate Student Instructor (GSI) and Reader positions which offer students a substantial reduction the total fees they must pay at the university.

PDST revenue from last 3-years used: $666,447
Metric(s): Percent PDP students receiving financial aid over past 3-year period: 100%

4. **Develop supplemental tools and approaches to student career development not sufficiently covered by existing campus resources**.
Almost all of our students take advantage of the services offered by the U.C. Berkeley Career Center. However, we have had to supplement the Career Center's services in at least two challenges of job search for our students. First, we help all our students develop their own understanding and articulation to potential employers of the specific value proposition of our unique "hybrid" Master's degree (i.e. filling job roles that require a knowledge of both technology and product and technology commercialization). Secondly, we focus on helping our international students develop effective career search options given that many U.S. companies have a stated policy of not interviewing or sponsoring non-U.S. citizens.

Our students have "special needs" with respect to the help needed in finding a good career opportunity: (1) explaining the value to potential employers our unique "hybrid" engineering-product development degree and (2) mounting the challenge of finding career opportunities in the U.S. as an international student (roughly 60-70% of every PDP class). While we encourage the use of available services in the Campus Career Center, the program used PDST revenue for staff to provide specialized career services, including the creation of a detailed manual for PDP students on how to conduct a professional job search. This manual includes examples of how the degree might be described, the best U.S. employers of non-U.S. citizens, and details about new types of professional positions they might pursue in the wake of getting their Master's degree from Berkeley (e.g. technical or management consulting, or selective corporate rotational programs for high potential candidates who may advance rapidly in their careers).

PDST revenue from last 3-years used: $150,000
Metric(s):
90% of PDP students have accepted a career opportunity within 6 months of graduation
2017 PDP Graduate Survey: 44.8% of PDP students said they had one or more job offers at graduation from the PDP
Number of start-up ventures by PDP graduates: 3

5. **Build market awareness with industry of the value of our degree by delivering presentations about the program at local company sites.**
We actively seek to "get the message out" about the PDP and convince hiring managers that the PDP represents a new high quality pool of talent that they should consider for non-traditional engineering and managerial jobs when recruiting on the Berkeley campus. We also build industry awareness of our program through the PDP field projects we conduct with local industry each year.

As a "hybrid" engineering-product development degree we have found it important to proactively engage industry with the program and our students as a way of increasing hiring manager's awareness of our program and the potential fit our graduates might have with professional positions that require the unique skill-set our graduates offer. We recruit industrial hosts for our student field projects, invite numerous industry speakers for our product development classes, make specific visits to company sites to provide a short presentation about the PDP and serve as judges in campus business plan completions along with industry representatives.

PDST revenue from last 3-years used: $70,000
Metric(s):
Over 25 PDP Field Projects have been completed with industry during the three-year period
Speakers from industry in PDP product development class: 22 during the three-year period
Faculty/student participation in business plan competitions: 5 competitions

All of the goals and initiatives in the previous section are substantially dependent on the actions of PDP faculty, staff and subcontractors. Fully-loaded staff cost (1.19 - 1.46 times raw costs) account for more than 60% of our total budget expenditures under the current model and so most of the expenditure to advance the goals above are captured by salary and benefits costs of faculty and staff.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Now in its 13th year of operation, the time has come for the PDP to step up to the next level and become a true professional degree from the perspective of prospective students and industry. A key element of this evolution is the attraction and enrollment of more students with at least a few years of professional work experience. As such our revised goals for the program become even more demanding and require access to increased resources.

Overall, the program seeks to provide a unique and distinctive educational learning experience that prepares students with backgrounds in the chemical sciences (chemistry, chemical engineering, biochemistry, chemical biology, etc.) for professional careers in product development and technology commercialization. We will accomplish this primarily through creating the basis for excellence in the following areas:

- Expanding the pools of excellent student candidates who will consider the PDP as a premier graduate/professional school choice. Specifically, we will target two groups for increased attention in our student recruiting process: U.S.-based working professionals with 3-6 years of work experience and talented scholars from outside the U.S. who did their undergraduate engineering or science studies in the U.S.

- Increase the efforts of our faculty to develop original curriculum materials (e.g. case studies) that are specific to product development in the chemical sciences (e.g. advanced materials, pharmaceutical drugs, medical devices).

- Increase the exposure of our students to "real world" product development practices through industry speakers brought to campus and capture even more challenging PDP field project assignments.

- Provide students who have entrepreneurial inclinations greater means to explore the possibilities of new venture formation and start-up financing.

- Achieve and maintain PDP faculty student ratios that enable and ensure quality program delivery that is relevant and personalized to the needs and aspirations of every student.

To accomplish the above, we will need to aggressively pursue several key initiatives including:

1. **Recruit and assemble a world-class faculty team from academia and industry to develop teaching and research initiatives that will define this relatively new area product development in the chemical sciences.**

   Allocation of incremental PDST revenue: $27,310

2. **Allocate over $160,000 to financial aid.** Beyond the proposed increase in PDST fees, we expect to develop the financial and other resources needed to ensure student access and affordability for the program. The program will initiate a new PDP Alumni Fund in response to the suggestion by several of the program's more active alumni (see Goal 4); one of the aims of this Fund will be to provide additional financial assistance, particularly to California residents in order to ensure that we do not lose potential students who would like to attend the program but cannot due to cost. We will also seek to leverage our current robust relationship with industry into fellowships for students and sponsorships of several key PDP initiatives.

   Allocation of incremental PDST revenue: $160,817

3. **Provide enhanced career development services for our students and alumni.** This will require that we hire a full-time placement professional who will work with our students from the time they arrive on campus to develop the materials and a plan to conduct a professional career search for each student. In addition to direct marketing of the program with local industry, our career placement lead will work with other academic units to initiate a yearly job fair specifically for Berkeley graduates of professional Master's degree programs like the PDP.

    Allocation of incremental PDST revenue: $103,810

4. **Develop a formal structure to organize and enhance the enthusiasm all 189 of our program's alumni who want to help the program move to the next level in its evolution.** Specifically, PDP alumni have asked to form a PDP Alumni Fund aimed at providing an opportunity for PDP alums to contribute and support various initiatives in support of current students. This Fund will support new initiatives such as a public service incentive program, the aforementioned California resident scholarship, and additional capital improvements (see Goal 6). It is likely we will need at least a part-time PDP alumni relations manager at some point during the plan period.

    Allocation of incremental PDST revenue: $25,000

5. **Create a new initiative to give our students the opportunity to explore the possibility of new venture creation in support of creative business ideas they have developed during the school year.** We have had several of our graduates form companies and achieve success in raising venture capital. We propose to establish a special 10-week period during the summer months when one or more PDP faculty members will act as a coach to venture teams as they prepare to seek venture funding and/or apply for acceptance into a venture incubator or accelerator. We plan to call the summer session the Venture Breakthrough Workshop and may or may not make it a "for credit" course offering to participants.

    Allocation of incremental PDST revenue: $25,000

6. **Expand and enhance program facilities.** Our current program facilities are business office spaces in Latimer Hall in the College of Chemistry. Its size, configuration and style are inconsistent with our expected growth in numbers of students, our strategy of attracting more applicants with work experience and the desire to establish a viable evening/weekend program offering. Within the College of Chemistry complex there are essentially no current available building spaces under the administrative control of the College big enough to accommodate our program's growth objectives. The mezzanine level of

Hildebrand Hall in the Chemistry complex is the Chemistry library which is under the administrative control of the campus. It is the space within the College of Chemistry complex that would be the best location of the PDP for its long-term growth. The College would have to request the use of the Hildebrand space for this purpose and will need an architectural study (estimated cost: up to $250,000) and plans for an extensive renovation of the space (estimated cost: $1.5-2.0 million). It is our proposal to set aside and accrue funds each year to cover as much of these projected expenses as possible. We would to seek to augment these funds with gifts from corporate donors and the PDP Alumni.

An appropriate, permanent location for the PDP will be a cornerstone to recruiting the best faculty and students and achieving program excellence over the long run.

Allocation of incremental PDST revenue: $89,222

If our proposed PDST fee increases are not approved the PDP will stay in its "low cost" mode of operation and will slowly decline in terms of its level of attractiveness to the best faculty and graduate school applicants.

Students graduating from the PDP will leave the program with numerous educational and career-enhancing benefits including world-class innovation leadership skills, real-world industry experience through our advanced and unique field projects, increased career options and higher lifetime earnings.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$15,702	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$239,857	$12,563	$0	$0	$0	$0	$12,563
Providing Student Services	$9,380	$12,540	$6,712	$25,919	$28,613	$30,026	$103,810
Improving the Student-Faculty Ratio	$523,414	$27,310	$0	$0	$0	$0	$27,310
Expanding Instructional Support Staff	$28,139	$0	$8,568	$0	$0	$0	$8,568
Instructional Equipment Purchases	$5,170	$11,448	$8,390	$0	$0	$0	$19,838
Providing Student Financial Aid	$434,280	$52,600	$25,496	$26,281	$27,540	$28,900	$160,817
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$46,900	$27,931	$15,170	$15,200	$14,847	$16,074	$89,222
Other (Please explain in the "Additional Comments" below)	$13,158	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Total use/projected use of revenue	$1,316,000	$154,392	$74,336	$77,400	$81,000	$85,000	$472,128 *

Additional Comments:
 "Other" category includes expenses for (1) development of the formal PDP Alumni organization and fund to provide student services like a California resident scholarship program and public service incentive grants and (2) initial year for the Summer PDP Venture Breakthrough Workshop.

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

We will initiate the PDP Alumni Fund in 2019 which will allow the program's 225 alums to contribute resources to help with access and affordability for our current and future students. Should it come to fruition, our proposed self-supporting evening/weekend program offering of the PDP should also provide resources that help current students and contribute to program excellence.

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

Annual increases will be limited to 5% per year.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	11	12	12	13	13	14
Domestic Nonresident	8	9	9	10	10	11
International	28	29	29	27	27	25
Total	47	50	50	50	50	50

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☒ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
Univ. of Minnesota (public)	$75,600	$77,868	$80,204	$82,610	$85,088	$85,972	3%	$2,268	3%	$2,336	3%	$2,406	3%	$2,478	1%	$884
Univ. of Texas (public)	$54,000	$55,620	$57,289	$59,007	$60,777	$62,601	3%	$1,620	3%	$1,669	3%	$1,719	3%	$1,770	3%	$1,823
Univ. of Delaware (public)	$37,500	$38,625	$39,784	$40,977	$42,207	$43,473	3%	$1,125	3%	$1,159	3%	$1,194	3%	$1,229	3%	$1,266
Northwestern (private)	$63,264	$65,162	$67,117	$69,130	$71,204	$73,340	3%	$1,898	3%	$1,955	3%	$2,014	3%	$2,074	3%	$2,136
USC (private)	$55,790	$57,464	$59,188	$60,963	$62,792	$64,676	3%	$1,674	3%	$1,724	3%	$1,776	3%	$1,829	3%	$1,884
Rochester Inst. Tech. (private)	$56,910	$58,617	$60,376	$62,187	$64,053	$65,974	3%	$1,707	3%	$1,759	3%	$1,811	3%	$1,866	3%	$1,922
Public Average	$55,700	$57,371	$59,092	$60,865	$62,691	$64,015	3%	$1,671	3%	$1,721	3%	$1,773	3%	$1,826	2%	$1,324
Private Average	$58,655	$60,414	$62,227	$64,094	$66,016	$67,997	3%	$1,760	3%	$1,812	3%	$1,867	3%	$1,923	3%	$1,980
Public and Private Average	$57,177	$58,893	$60,659	$62,479	$64,354	$66,006	3%	$1,715	3%	$1,767	3%	$1,820	3%	$1,874	3%	$1,652
PDP program	$42,315	$44,164	$46,090	$48,110	$50,229	$52,440	4%	$1,849	4%	$1,926	4%	$2,020	4%	$2,119	4%	$2,211
Nonresidents																
Univ. of Minnesota (public)	$75,600	$77,868	$80,204	$82,610	$85,088	$85,972	3%	$2,268	3%	$2,336	3%	$2,406	3%	$2,478	1%	$884
Univ. of Texas (public)	$54,000	$55,620	$57,289	$59,007	$60,777	$62,601	3%	$1,620	3%	$1,669	3%	$1,719	3%	$1,770	3%	$1,823
Univ. of Delaware (public)	$37,500	$38,625	$39,784	$40,977	$42,207	$43,473	3%	$1,125	3%	$1,159	3%	$1,194	3%	$1,229	3%	$1,266
Northwestern (private)	$63,264	$65,162	$67,117	$69,130	$71,204	$73,340	3%	$1,898	3%	$1,955	3%	$2,014	3%	$2,074	3%	$2,136
USC (private)	$55,790	$57,464	$59,188	$60,963	$62,792	$64,676	3%	$1,674	3%	$1,724	3%	$1,776	3%	$1,829	3%	$1,884
Rochester Inst. Tech. (private)	$56,910	$58,617	$60,376	$62,187	$64,053	$65,974	3%	$1,707	3%	$1,759	3%	$1,811	3%	$1,866	3%	$1,922
Public Average	$55,700	$57,371	$59,092	$60,865	$62,691	$64,015	3%	$1,671	3%	$1,721	3%	$1,773	3%	$1,826	2%	$1,324
Private Average	$58,655	$60,414	$62,227	$64,094	$66,016	$67,997	3%	$1,760	3%	$1,812	3%	$1,867	3%	$1,923	3%	$1,980
Public and Private Average	$57,177	$58,893	$60,659	$62,479	$64,354	$66,006	3%	$1,715	3%	$1,767	3%	$1,820	3%	$1,874	3%	$1,652
PDP Program	$54,560	$56,409	$58,335	$60,355	$62,474	$64,685	3%	$1,849	3%	$1,926	3%	$2,020	4%	$2,119	4%	$2,211

Source(s):

Institution	Master's Degree Program
Northwestern University (private)	Master of Science – Product Design and Development Management https://design.northwestern.edu/product-design-development-management/masters-degree/faqs.html
University of Southern California (private)	Master of Science in Product Development Engineering https://viterbigradadmission.usc.edu/programs/masters/msprograms aerospace-mechanical-engineering/ms-product-development/ and https://34pd4s1qv42731f3e23impou-wpengine.netdna-ssl.com/wp-content/uploads/2018/03/2018-2019-Tuition-Fees-27.pdf
Rochester Institute of Technology (private)	Master of Science in Product Development https://www.rit.edu/kgcoe/leadership/product-development/admissions and https://www.rit.edu/fa/sfs/billing/tuitionandfees/1819/graduate
University of Minnesota (public)	Master of Science in Management of Technology https://tli.umn.edu/admissions/financial-assistance
University of Texas (public)	Master's Degree in Science and Technology Commercialization https://www.mccombs.utexas.edu/MSTC/FAQ
University of Delaware (public)	Master of Engineering in Particle Technology http://www.che.udel.edu/grad/mept/departmentalfunding.html and http://www.che.udel.edu/grad/mept/programstructure.html

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Both private and public school comparators were chosen because they are Master's Degree programs that focus on product development and/or technology commercialization. These programs are the most direct competitors for student applicants, though many students who do not matriculate to PDP simply stay in industry.

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

For resident students, this program comes at approximately a 20% discount compared to the combined average of public/private comparators in the last year of this five-year plan. For nonresidents, the program is a modest 2% cheaper than the average program at the end of the five-year plan. The higher fees these comparison programs charge enable them to make greater investment in the essential components of the best graduate professional degree programs (e.g. faculty-student ratio, career placement, first-quality facilities, original industry case study writing).

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

The PDP is the only program that focuses on product development in the chemical sciences. Product development at most U.S. institutions is taught in the mechanical engineering department. The focus in these programs is on physical, discrete engineered products (e.g. automobiles, medical devices and instrumentation, consumer products). The PDP focuses it teaching on important and large product categories that depend on an application of knowledge from the chemical sciences (e.g. chemical engineering, chemistry, chemical biology, biochemistry, etc.) Examples of these kind of products include novel prescription and over-the-counter drugs, new battery chemistries, blood substitutes, and advanced materials with unique and commercially-valuable properties (e.g. Teflon).

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	3%	0%	0%		
Chicana(o)/Latina(o)	6%	0%	6%	0%		
American Indian	0%	0%	0%	0%		
Subtotal Underrepresented	*6%*	*3%*	*6%*	*0%*	*0%*	*0%*
Asian/East Indian	22%	18%	8%	20%		
White	17%	15%	14%	20%		
Other/ Unknown	6%	3%	8%	0%		
International	50%	63%	64%	60%		
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	28%	27%	50%	35%		
Gender						
% Male	71%	65%	53%	53%		
% Female	29%	35%	47%	46%		

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: [please indicate]

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Success in attracting and admitting URMs to the PDP has been uneven and far below the ultimate aspirations we have for our professional degree program. As a relatively small program (< 50 students per year) with limited faculty resources (i.e. 1 full-time

faculty/administrator) and minimal program staff (50% time of a department administrative assistant), focus and effort on the important task of recruitment and inclusion of URMs has gone largely unattended. We now have added two part-time lecturers and expect to have a full-time administrative assistant by January 1, 2019 and so we are now positioned to put some concentrated and robust effort in this important area.

The PDP is now at a stage in its growth and evolution where it can focus on new initiatives to achieve substantially better and more consistent outcomes in URM recruitment and inclusion. Our new approach will focus on finding, engaging, and actively recruiting talented African American/Black and Hispanic candidates with backgrounds in the chemical sciences (e.g. chemistry, chemical engineering, biochemistry, etc.) We will bring a sense of urgency to this challenge, as our long-term overall goals are (1) to enroll a student body that is reflective of our country and economic backgrounds and (2) to ensure that URM inclusion results in a more comprehensive learning experience that better prepares all of our students for professional practice. Over the past three years the PDP has averaged 5% URM participation in our student population (about 2.5 URM students per year for a class size of 50 students). **As such, we have adopted a target of achieving a consistent 20% URM participation in the entering classes of the PDP by the end of the plan forecast period (about 10 URM students per year for each class).**

The PDP's "game plan" for better performance in this area is multi-faceted and operates on the presumption that building strong and enduring formal and informal networks with key "gatekeepers" to highly qualified URM candidates is the key to consistent and measurable performance. We seek to become one of the "preferred references" that trusted advisors to these students offer as an attractive graduate school option. This will necessitate an active and targeted approach to raising our program's profile with those people in industry and academia who are positioned to know and advise possible URM candidates for our program. Our new multi-year, multi-faceted approach has the following components:

Targeted direct outreach and partnering with national professional organizations focused on URM advancement. We have identified two professional organizations that will be the focus of our relationship-building efforts: National Organization of Black Chemists and Chemical Engineers (NOBCChE) and the Society of Hispanic Professional Engineers (SHPE):

NOBCChE: We have initiated efforts to build a partnership relationship with this important national organization. In September 2018 we were a corporate sponsor at the 2018 Annual NOBBCChE Conference in Orlando, Florida on September 17-20, 2018. The PDP participated with approximately 60 companies and 20 universities in the 6-hour Career Fair on Tuesday, September 18th with a poster board display. We had the chance to talk with 40-45 African American/Black students—many of whom expressed a strong interest in coming to Berkeley for graduate school and found the PDP to be an attractive alternative they wanted to know more about. We also had the opportunity to engage with the current NOBCChE

President, Dr. Emanuel Waddell, PhD about the prospect of developing a robust and ongoing partnership with NOBCChE leading into next year's Annual Conference. We were invited to join a special reception at the conference of the NOBCChE Executive Leadership to fully explore how we would partner, but travel schedule would not allow us to attend. We are now in the process of contacting selected NOBCChE student chapters at Georgia Tech, John Hopkins University, Michigan State, University of Wisconsin - Madison and several other colleges.

As of November 1, 2018 we will have a banner ad on the NOBCChE website that connects to information about the PDP with a link to the online application. There will also be information about a webcast scheduled for mid-November 2018 where students can ask specific questions about the application process and financial aid process.

SHPE: The National Conference of SHPE will be held in Cleveland, Ohio on November 7-11, 2018. As the organization's signature event, this is the largest technical and career conference for Hispanics in the United States, attracting over 6,000 engineering professionals, students, and corporate representatives. The conference features educational and technical panel discussions and workshops for its professional and student attendees. There are special sessions during the conference for prospective graduate students. We are planning to participate in the two-day career fair and graduate school expo on November 9th and November 10th. Our discussions with SHPE are in an early stage so specific commitments to partner have not yet been discussed, but we expect to be able to find opportunities to form an active partnership that leads up to a more active role in the 2019 Annual Conference. We will also seek to have direct contact with the SHPE student chapters during the year.

Mobilization of URM-focused organizations on the Berkeley campus. We have begun contacting and providing information and/or program marketing materials to several on-campus organizations whose networks may yield URM candidates for the PDP:
- UC Berkeley Graduate Diversity Program
- Black Engineering and Science Students Association (BESSA)
- Black Graduate Engineering and Science Students Association (BGESA)
- Hispanic Engineers and Scientists (HES)
- Latino/a Association for Graduate Students in Engineering and Sciences (LAGSES)
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- Raza Recruitment and Retention Center
- Educational Opportunity Program (EOP) STEM

Initiate and Activate a PDP Alumni Association. Several of our alumni have expressed a strong desire to formally create an organization to help the PDP with its growth objectives. We seek to include during the initial charter of the alumni organization a commitment to diverse pools of candidate applicants to the PDP. We expect that several of our URM PDP alumni will have a strong interest in meeting with potential candidates and admits.

Establish PDP Visit Day with travel financial support for URMs that have been admitted to the program. Visit Day would include discussions with URM and other PDP alumni, discussions of financial aid and financing strategies when it comes to housing and living in the SF Bay Area. Visit Day would be scheduled for April – about 1 month before students must make final decisions about enrollment in a graduate program.

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 three-year average for program participation by Pell recipients (35%) is very much in line with the performance in this area of other science and business-related professional Master's degree programs on the Berkeley campus. Since 60-70% of our enrolled classes are non-U.S. citizens, the current level of performance is encouraging, although there is always room for improvement. Our revised financial aid strategy that includes consideration of applicant/student financial resources in addition to academic merit should help improve our performance on this important dimension.

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 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 are especially proud of the performance of our program in the inclusion of female students in our incoming classes. Our 3-year average of 39.5% female participation in our program is just the beginning of our efforts in this area. In last year's class (students graduated in 2018) fully 47% of the class were women. In our candidate information sessions and in our marketing materials, we will continue to feature the stories of successful female PDP alumni as a way to maintain our robust performance in this area.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Given our new set of robust initiatives to include more URMs in our student body, we would aim to substantially increase current levels of participation to around 20% for African American/Black and Hispanic students combined at the end of the forecast period. Because of the relatively high numbers of applicants who are non-U.S. citizens, Pell recipient participation may be a bit harder to improve from the current 3-year average of 35%, though we think a goal of 40% is a good stretch target. As noted above, with a revised financial aid strategy that includes the consideration of applicant/student financial resources in addition to academic merit, it should help improve our performance in the inclusion of economically disadvantaged students in our program. Our goal with respect to gender is to maintain the nearly 50% level we are now operating at.

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.)

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.

All Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.2%	1.2%	1.2%
	International			
Chicano(a)/Latino(a)	Domestic	4.5%	6.9%	6.0%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	13.6%	14.9%	16.7%
	International			
White	Domestic	76.1%	73.6%	72.6%
	International			
Other/Unknown	Domestic	4.5%	3.4%	3.6%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.5%	1.5%	1.5%
	International			
Chicano(a)/Latino(a)	Domestic	5.8%	7.1%	7.7%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.9%	17.1%	18.5%
	International			
White	Domestic	75.4%	72.9%	70.8%
	International			
Other/Unknown	Domestic	1.4%	1.4%	1.5%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The Chemical and Biomolecular Department has a continued interest in building a diverse faculty. The department's current representation of Hispanic faculty has held steady over the past three years while no progress has been made in finding and hiring an African American/Black faculty candidate. Current faculty recruitment efforts are for a limited number of positions with specific research interests. The department will continue to post the available faculty positions as widely as possible to attract URM candidates from a broader pool of candidates. The PDP draws support (e.g. as class speakers) from these faculty members, but does not itself make ladder-rank academic hiring decisions.

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 ultimate goal is to make affordability of our program a non-issue for most potential applicants. We are committed to continued compliance with the Regent's policy of insuring that 33% of all PDST revenues are used for student financial aid. We make our students who are U.S. citizens aware of the types of financial support options that are available to finance their participation in the program. We also actively make sure that all of students are aware of the numerous openings for Graduate Student Instructors each semester. Finally, we intend to begin collecting data on why applicants to the program choose not to attend. We intend to measure the success of our affordability goals by tracking the number of students who decline our offer of admission to the program due to financial limitations. This will be especially important given the targeted outreach programs to underrepresented minority students and students from low socioeconomic backgrounds.

As stated earlier, we will use resources from the proposed increased PDST to establish a more traditional financial aid strategy that more specifically includes a consideration of a student's financial resources and existing obligations (i.e. loans).

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	10%	29%	44%	17%	13%	22%	18%
Cumulative Debt among Students with Debt	$20,500	$26,884	$39,476	$34,848	$38,285	$43,954	$49,645

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?

With respect to levels of student indebtedness, the PDP has performed as well as other selected professional Master's degree programs at Berkeley. On average over the past three years (2015-2017) only 17% of PDP graduates have reported cumulative debt with an average level of $43,961.

In most cases our students take a very "return-on-investment" (ROI) perspective when making the decision to "invest" and enroll in our program. They (usually) come to the conclusion that the increased range of higher paying career opportunities for graduates of the program will enable them to service the expense to complete the program. We have had very little concern expressed from our PDP alumni that any debt they must pay down while working has been an especially serious issue. While our new financial aid plan

will have a positive impact on overall student debt, it has been our experience that most students will take a positive ROI perspective in evaluating the value of the degree. Even so, as we add human resources for substantially increased student services capacity, we will be able to establish and maintain a robust need-based financial aid system so that low-income students are not overwhelmed with accumulated debt.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	18%	$49,645	$75,000	9%
Public comparisons	%	$	$	n/a
Private comparisons	%	$	$	n/a

Sources:
UC: Corporate data
Comparison institutions: **DATA NOT AVAILABLE**
Additional Comments:

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

As stated above, most of our graduates take on professional roles that position them well to meets the demands of student loan repayment. The estimated debt payment of 9% of median salary is quite manageable given the relatively high salaries our graduates command. Given these circumstances, the program does not offer a loan repayment assistance 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.

We actively encourage our students to consider a range of professional alternatives including those jobs that do not offer the highest salaries. With increased funds we can specifically create public service incentives (e.g. loan repayment assistance plans, funded internships, etc.) that especially benefit students who choose these paths. Specifically, we would imagine that as the proposed PDP Alumni Fund grows and matures we could offer short-term (e.g. 1 year) "income subsidies" for a limited number of graduating PDP students who have a high interest in public service, but find the relatively modest salaries a barrier.

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?

We have not had many students pursue public interest careers after graduation. Most of those who have chosen this path are working for government agencies in countries outside the U.S. As such, salary data for these students is not available. Through class speakers from the non-profit sector and public and government service job postings on our electronic job bulletin board, we are making students aware of career choices that are alternatives to the private sector.

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

We include discussions of the financial requirements and options in our marketing material and on our website. We invite candidates to call and have a discussion with staff and/or faculty about any aspect that would make the program a more likely choice for their graduate school experience. We make students aware of potential graduate student instructor and reader positions that can significantly reduce the cost of degree completion.

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 have rarely been asked by candidates for this type of data, but now that we know it exists we will make the appropriate data available on our program application 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.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please 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.

See appendix for text of email sent to students and faculty requesting feedback on the proposed fee increase five-year plan.

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ____10/31/2018____ .
　　　　　　　　　　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:

Outreach & Diversity

For both student and faculty diversity, the proposal mentions a few programs that are department specific without a clear outline of how they are improving/quantifying success of these programs.

Comparison to Competing Programs

The proposal compares the program to similar programs.

PDST History & Budget Rationale

In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation

The proposal shows engagement with students, with mixed student feedback or lack of evidence of support, and/or reflects attempts to meet student desires, however, it seems PDST funds are providing evident value added opportunities, students indicate that they do see value in paying these funds as well   Nevertheless, there is outreach to students and aid offered to defray this added cost.

☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting

☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the 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 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.

See appendix for text of email sent to students and faculty requesting feedback on the proposed fee increase five-year plan.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Fiona Doyle_____ on ___11/15/2018___ .
Graduate Dean

☒ Plan endorsed by _____Chancellor Carol Christ_____ on ___11/15/2018___ .
Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels			Increases/Decreases					
	2018-19	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$8,790	$9,230	$9,692	$10,176	5%	$440	5%	$462	5%	$484
Prof. Degr. Suppl. Tuition (Nonresident)	$8,790	$9,230	$9,692	$10,176	5%	$440	5%	$462	5%	$484
Mandatory Systemwide Fees (CA resident)*	12,570	$12,966	$13,368	$13,788	3.2%	$396	3.1%	$402	3.1%	$420
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	3.0%	$47	3.0%	$48	3.0%	$50
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0	0.0%	$0
Other (explain below)***	$0	$0	$0	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$22,921**	**$23,804**	**$24,716**	**$25,670**	3.9%	$883	3.8%	$912	3.9%	$954
Total Fees (Nonresident)	**$35,166**	**$36,049**	**$36,961**	**$37,915**	2.5%	$883	2.5%	$912	2.6%	$954

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

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

The Berkeley School of Public Health is fueled by a deep commitment to social and environmental justice, scientific inquiry and discovery, and community-engaged public health action. A world-renowned institution that is widely regarded as the birthplace of social epidemiology, our research focuses on the interaction of biological, behavioral, and environmental determinants of human health.

The two graduate programs affected by this proposed Professional Degree Supplemental Tuition (PDST) increase are the Masters in Public Health, a program that can be completed in either one or two years and was established in 1944, and the Doctorate in Public Health, a three-to-five year program established in 1944. These two programs enrolled 382 students as of fall 2018. Through our MPH and DrPH programs, we educate students from California and the world on multiple areas of public health (Biostatistics, Epidemiology, Environmental Health Sciences, Global Health & Environment, Health Policy & Management, Health & Social Behavior, Infectious Diseases & Vaccinology, Maternal & Child Health and Public Health Nutrition, and in interdisciplinary areas such as Aging, Global Health and Multicultural Health) so that they can contribute to the shortage of public health professionals and conduct important research in the field.

Each year more than 1,100 diverse undergraduate, masters, and doctoral students are trained to develop transdisciplinary solutions to improve population health, especially for the most vulnerable. In 2015 when our Office of Career Services conducted an employment survey of all graduating master's and doctoral students (94% response rate) found that the top employment areas were: 34% of graduates worked in a health care system, 21% in research, 13% at a non-profit, 9% at a consulting firm, 6% at a state health agency and 6% at a non-health related corporation. The School is the top-ranked undergraduate program and ninth-ranked graduate public health program, and in the most recent National Research Council report, it ranked first in Epidemiology, second in Health Services and Policy Analysis, fourth in Environmental Health Sciences, and ninth in Biostatistics.

We also offer options for completing our Masters in Public Health program concurrently with five other Berkeley schools including the Haas School of Business, Goldman School of Public Policy, School of Social Welfare, School of Journalism and College of Environmental Design and Department of City and Regional Planning.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our last multi-year plan, which spanned from 2016-17 through 2018-19, we proposed increasing PDST by 5% in order to **maintain the School's level of financial aid support for fellowships and graduate student instructors**. It was outlined that the cost to maintain current financial aid would be up to $335,762 by FY19, incorporating increased rates of fee remission, GSI salaries and scholarships and fellowships.

Since our last submission, SPH and Berkeley have experienced budget reductions. We relied on incremental funding sources - gifts, enrollment growth and PDST increases to meet these goals and cover our expenses. During this time, we maintained the level of unrestricted funding support for financial aid. We also maintained PDST support for student services, including program managers and our Center for Public Health Leadership and Practice (which offers career services, advising, internship placement and leadership development services to our graduate students) and the D.R.E.A.M. (Diversity Respect Equity Action Multiculturalism) Office. These student services are critical to achieving our goals of preparing the next generation of public health leaders and to supporting a diverse, equitable and inclusive climate at the School. At the School, we are committed not only to *admitting* diverse students but also to supporting these students once they are on campus and through graduation.

The main variability in our financial aid budget since FY16 has been available endowments and gifts as well as research funding (C&G, gifts, unrestricted). In FY17 we used our available gift and endowment payout balances for financial aid. Our faculty have also increasingly prioritized student aid over the past two years, with $2.6 million of financial aid on research funds in FY18 compared to $2.0 million in FY16.

Overall, despite these budget pressures, our investment in financial aid remains very high - in FY18 financial aid represented 170% of PDST (well above the required 33% investment); our PDST revenue for MPH/DrPH students was $2.76 million and we invested $4.7 million in fee remission and student awards (plus an additional $2.5 million in GSI/GSR salaries).

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We propose a 5% increase for each of the next three years (FY20, FY21 and FY22). We will direct 40% of incremental PDST revenues generated by any increase towards funding cost increases at the School (in particular for student support services), and 60% of incremental PDST revenues from an increase will be directed towards incremental graduate student financial aid. At this time we project that the MPH/DrPH enrollment will be flat over the next five years and have therefore assumed fall 2018 enrollment levels (at 382 students) for the near-term future.

We aim to achieve two goals through this proposed PDST increase:

- **Ensure a balanced budget, which includes meeting campus-wide budget targets and covering salary increases for the student services staff and salary and fee remission increases for the instructors and GSI/GSRs who are charged to PDST**.
  Under section IIIb. we have included a 3% cost rise under student services to incorporate salary increases and some non-compensation increases, as well as 3% annual increases for "expanding instructional student support" to cover the growth in GSI/GSR salaries and fee remission costs. If SPH were not able to implement this PDST cost increase, then we would look towards ways to cut our administrative costs, which (given that salaries are our largest expense) would likely require a reduction in staff or a reduction in programming/events we are able to provide to students.

- **Increase financial aid, in the form of both graduate student awards and fee remission**.
  It is important to note that the vast majority of our investment in financial aid (fee remission and student awards) comes from endowments and restricted gifts. In FY18, the School invested $2.15M from unrestricted and restricted sources towards fee remission and student awards. In addition, $2.57M was provided in fee remission and student awards from our research funds.

While fundraising for student aid is a priority for our development campaign, there are several reasons why it is essential to use all available levers to grow financial aid at this time. First, our current graduate fellowship funding relies heavily on the philanthropically funded Kaiser Permanente Scholars program, which will provide $600,000 in funding in FY19 and FY20. We are already in conversations with Kaiser about continuing this program beyond FY20 (and we are optimistic), but if it is discontinued it will significantly reduce our available scholarship funding. Secondly, we are increasingly losing in the competition to recruit the state's and nation's leading student applicants – particularly students of color – because our main competitors (Johns Hopkins, Columbia, UNC, Harvard) are able to offer more robust financial aid packages. While we recognize that increasing PDST will raise the cost for full-pay students, we believe that the benefit of offering more need-based aid will yield a net-positive result in terms of increasing access and recruiting the best talent. Since we expect flat enrollment in the near term and we do not have unused restricted balances to direct towards financial aid, we are actively fundraising for financial aid and seek to direct 60% of incremental revenues generated by the PDST increases towards financial aid going forward (regardless of the success of our fundraising efforts).

It is important to note that because of our numerous concurrent degree programs (for fall 2018 we have 55 students in the joint MBA/MPH program and a combined 26 students in joint degrees with MCP, MPP, MSW and MJ) not all of our students currently pay the full PDST and so the prorated enrollment is 360 students. However, a UC Berkeley working group on concurrent professional degree enrollments is preparing to issue a report with proposed solutions to this problem in the near future.

In total, the 5% increase will generate $500,000 of additional revenue over the next three years, at an average of $166,000 per fiscal year.

Over the next three years, this PDST increase is projected to yield $300,000 in incremental new aid, which represents full PDST scholarships for over 30 students. We hope that we can do even more if we are able to maintain the Kaiser funding and achieve our philanthropic goals as we close our 75th Anniversary campaign and launch the new public Campaign for Berkeley in 2019. However, without the assurance of growing PDST revenue, especially if we lose the Kaiser funding, the School would be challenged to redirect operating dollars towards filling the gap left by the lack of these restricted sources and it would result in – at best – flat financial aid. In light of the increasingly competitive financial aid packages offered by our wealthier peer institutions, the inability to invest in financial aid could erode the high quality and diversity of SPH's student body.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue			Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$500,000	$15,000	$15,450	$15,914	$546,364
Providing Student Services	$1,500,000	$37,688	$35,697	$37,811	$1,611,196
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$500,000	$15,000	$15,450	$15,914	$546,364
Instructional Equipment Purchases	$0	$0	$0	$0	$0
Providing Student Financial Aid	$160,000	$95,112	$99,723	$104,602	$459,437
Other Non-salary Cost Increases	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$504,400	($4,400)	$0	$0	$500,000
Total use/projected use of revenue	$3,164,400	$158,400	$166,320	$174,240	$3,663,360

Additional Comments:
"Other" captures expenditures within our Divisions, which directly support students and the smooth running of our academic units. Generally these expenditures are non-compensation or student workers. Also, "Benefits/UCRP Costs" reflect GSI/GSR fee remission. Additionally, salary spending for GSI and GSRs in FY18 totaled $2.5M from all School sources ($1.79M of which was through our research funds). Finally, we comfortably comply with the requirement to return 33% of PDST revenue to financial aid by supplementing with a variety of outside funding sources, including restricted and unrestricted gifts such as $600,000 in fellowships from the Kaiser Permanente Scholars program, as well as many other endowments and research funding. In FY2018, our total student awards and fee remission for the School totaled nearly $5M. There was an additional $2.6M spent in FY2018 towards GSI/GSR salaries.

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.

Similar to other schools on campus, SPH has absorbed multi-year budget target reductions and unfunded salary increases. In FY 2018 we were able to cover our deficits by exceeding fundraising targets, largely due to a very successful (ongoing) 75th anniversary campaign. In particular, the School received a $500,000 unrestricted gift during FY18. Though we have not yet identified a specific use for this entire gift, most of our unrestricted gifts help ensure that we can balance our budget, avoid cutting programs and make strategic investments (e.g. in FY19 redesign of our website); since a third of our students are MPH and DrPH, they are direct beneficiaries of any investments. Going forward we are exploring all options – both expense reduction and new revenues – to balance our budget and to generate funds to fund our strategic priorities (one of which is expanded financial aid).

Expense Reductions:

1. The School continues to look for cost savings, particularly related to our highest cost: compensation. We are currently holding off filling two positions, one in Finance and one in Educational Operations; we chose not to backfill for an Operations manager who left the School and we also restructured the MPH program to eliminate a level of management. Any new position is vetted by the CFO, CAO and Dean, and where possible we are looking to replace positions at a more junior level or shift responsibilities to achieve salary savings. We also continue to look for opportunities to condense roles and bring greater efficiencies to the School. Since the School and University had budget targets, and will again for FY20, holding off on making these expenditures directly affects MPH students because it means other discretionary dollars can go towards financial aid and other student support.

2. In terms of non-compensation expenses, the School entered into a new contract with Ricoh that will save $286,000 over five years in printing costs. These savings will allow us to direct discretionary dollars towards program, new faculty startups and other student services that will support the MPH and DrPH students.

3. In an effort to incentivize Divisions to increase student credit hours and enrollment, SPH implemented a new divisional budget model this year that assigns a discretionary budget to Divisions (for everything besides ladder rank faculty and regular staff) that can be used to fund teaching. This has been a transitional year as Divisions must align their budgets to the new funding structure. While there is no explicit budget savings, this model will ensure that Divisions use their discretionary budgets efficiently and show accountability for their spending and hiring.

4. As we hire new faculty – particularly adjuncts and Professors in Residence – to fill our teaching needs, we are hiring faculty who have the ability to cover part of their salary on research. In this way, we are able to fill our teaching needs and also replenish our faculty body in order to mentor more students as part of extramurally-funded projects.

New Revenues:

1. Our Development team is currently focused on successfully closing the year-long 75th anniversary campaign, which has the goal of raising $7.5M in new philanthropic funds dedicated to core support, which we have defined as unrestricted support, student support, faculty support, and support for our core student services, in the form of the Center for Public Health Practice and Leadership (CPHPL) and our DREAM office. Fifteen percent of the $7.5M is restricted for doctoral fellowship, but the remaining core support ($6.5M) is planned for investments that directly support the teaching and services provided to our student body - MPH and DrPH students represent a third of all students (other students include PhD, online MPH and undergraduate students). However CHPHL specifically supports MPH and DrPH career placements. As of October 2018 the School has raised approximately $6M of the goal. We expect to successfully close this campaign by December 2018.

2. The School has submitted a campaign plan through 2024 which outlines its fundraising goals for the 6-year public campaign that will launch in 2019. In it, we note that graduate student support is of crucial importance during this campaign to maintain the excellence of both our masters and doctoral programs, to enhance our ability to deliver on our strategic research initiatives, and to successfully enroll more diverse students. As noted, we currently receive $600,000 annually in scholarship funds from Kaiser Permanente (through FY20), which is used entirely for MPH and DrPH students, and it will be essential for us to maintain this funding or find a replacement source. A crucial campaign goal will be to get this program refunded for at least $5-10M, and ideally expanded and endowed. We also look to secure an additional $3M in philanthropic funding for doctoral student support in areas that support our strategic research initiatives, both endowed and current-use.

3. Also relevant to this program, another key campaign goal is to maintain and expand our Center for Public Health Practice and Leadership, which has been held up as a national model of excellence for offering career services, internship placement and advising, and leadership development to our graduate students. We hope to secure a gift of $10-15M to endow and expand the CPHPL. Finally, we seek to continue to build a robust infrastructure to recruit and support the success of diverse students and to promote an inclusive and welcoming climate. This represents a campaign goal of $2M in current-use 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.

We are requesting equal increases each year.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	286	286	286	286	286	286
Domestic Nonresident	65	65	65	65	65	65
International	31	31	31	31	31	31
Total	382	382	382	382	382	382

Additional Comments

Totals include concurrent enrollment in joint professional degree programs. Total FTE enrollment for purposes of calculating PDST revenue is approximately 360.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐   If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections			Increases/Decreases					
	2018-19	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
Residents					%	$	%	$	%	$
University of Minnesota	$23,002	$23,692	$24,403	$25,135	3%	$690	3%	$711	3%	$732
University of Michigan	$29,106	$29,980	$30,879	$31,805	3%	$873	3%	$899	3%	$926
University of Washington	$21,831	$22,486	$23,161	$23,855	3%	$655	3%	$675	3%	$695
University of Noth Carolina - Chapel Hill	$18,573	$19,130	$19,704	$20,295	3%	$557	3%	$574	3%	$591
Johns Hopkins University	$67,680	$69,710	$71,802	$73,956	3%	$2,030	3%	$2,091	3%	$2,154
Harvard University	$60,400	$62,212	$64,078	$66,001	3%	$1,812	3%	$1,866	3%	$1,922
Columbia University	$38,628	$39,787	$40,980	$42,210	3%	$1,159	3%	$1,194	3%	$1,229
Emory University	$33,800	$34,814	$35,858	$36,934	3%	$1,014	3%	$1,044	3%	$1,076
Public Average	$23,128	$23,822	$24,537	$25,273	3%	$694	3%	$715	3%	$736
Private Average	$50,127	$51,631	$53,180	$54,775	3%	$1,504	3%	$1,549	3%	$1,595
Public and Private Average	$36,628	$37,726	$38,858	$40,024	3%	$1,099	3%	$1,132	3%	$1,166
UC Berkeley MPH	$22,921	$23,804	$24,716	$25,670	4%	$883	4%	$912	4%	$954
Nonresidents										
University of Minnesota	$29,756	$30,648	$31,568	$32,515	3%	$893	3%	$919	3%	$947
University of Michigan	$47,870	$49,306	$50,786	$52,309	3%	$1,436	3%	$1,479	3%	$1,524
University of Washington	$37,218	$38,335	$39,485	$40,669	3%	$1,117	3%	$1,150	3%	$1,185
University of North Carolina - Chapel Hill	$35,026	$36,077	$37,159	$38,274	3%	$1,051	3%	$1,082	3%	$1,115
Johns Hopkins University	$67,680	$69,710	$71,802	$73,956	3%	$2,030	3%	$2,091	3%	$2,154
Harvard University	$60,400	$62,212	$64,078	$66,001	3%	$1,812	3%	$1,866	3%	$1,922
Columbia University	$38,628	$39,787	$40,980	$42,210	3%	$1,159	3%	$1,194	3%	$1,229
Emory University	$33,800	$34,814	$35,858	$36,934	3%	$1,014	3%	$1,044	3%	$1,076
Public Average	$37,468	$38,592	$39,749	$40,942	3%	$1,124	3%	$1,158	3%	$1,192
Private Average	$50,127	$51,631	$53,180	$54,775	3%	$1,504	3%	$1,549	3%	$1,595
Public and Private Average	$43,797	$45,111	$46,465	$47,858	3%	$1,314	3%	$1,353	3%	$1,394
UC Berkeley MPH	$35,166	$36,049	$36,961	$37,915	3%	$883	3%	$912	3%	$954

Note: Most of the comparator institutions listed above charge about the same amounts for MPH programs as they do the DrPH programs.

Source(s): Institutions' websites

Johns Hopkins University (https://www.jhsph.edu/admissions/tuition-and-fees/)
Harvard University (http://www.hsph.harvard.edu/student-billing/2018-2019-tuition-and-fees/)
Emory University (http://www.sph.emory.edu/admissions/tuition/index.html)
University of Michigan - Ann Arbor (https://www.sph.umich.edu/admissions-aid/tuition-aid.html)
University of Minnesota - Twin Cities (http://www.sph.umn.edu/admissions/cost/tuition/)
University of Washington (http://sph.washington.edu/prospective/tuition.asp)
University of North Carolina - Chapel Hill (https://cashier.unc.edu/files/2018/07/18_19YR.pdf)
Columbia University https://www.mailman.columbia.edu/become-student/how-apply/tuition-and-fees

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each of these institutions was chosen as a comparator because we consider them peers and we consistently compete for the same students and faculty. Also, all of these institutions (like us) are ranked among the top 10 Schools of Public Health, according to the U.S. News & World Report national rankings and offer comparable programs and degrees with similar program quality.

Based on Schools of Public Health Application Service (SOPHAS) data, we've learned that many of the students we admit are often also admitted to these peer institutions. Also, students who we admit that subsequently decline our admission offer typically choose to attend Harvard, Johns Hopkins, Columbia or one of the other institutions.

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

Berkeley charges less than the public and private average for residential and non-residential tuition; however, Berkeley is projected to charge slightly more than the public average for residential but less than non-residential tuition in the coming years. Our current residential tuition is significantly lower than most of our peers, except for UNC-Chapel Hill and the University of Washington.

Berkeley offers a similar educational experience with one key difference: the other comparable schools are co-located on medical campuses, while Berkeley is located on a letters and science campus. That means our environment offers students multiple opportunities to expand public health theories and concepts by integrating other disciplines such as anthropology, sociology, political science, public policy, law, journalism or engineering. Schools of Public Health on medical campuses tend to focus more on public health issues from a clinical perspective.

This difference in campus context may result in widely different cost structures, given that medical schools typically are much more self-funded while letters and science campuses tend to require more outside support. This could lead to public programs on medical campuses being priced artificially low because they receive direct and indirect benefits from the medical school. Also, the difference in tuition costs may reflect a pricing strategy to keep costs artificially low for residential students at public programs to meet public and legislative objectives and also due to the difference in the cost of living. Although our program charges significantly less than the public and private average for residential and non-residential tuition, the cost of living in the Bay Area is approximately 21% higher than the average cost of living in Washington, Michigan, Minnesota and North Carolina.

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

The Berkeley School of Public Health's impact and promise are built upon a tradition of excellence championed by renowned faculty and alumni who are trailblazers not only in research and scholarship but in transforming how we think about public health itself. The faculty comprise over 200 investigators (including 45 ladder-rank faculty and 20 additional full-time faculty) and includes 6 National Academy of Medicine Members, 8 American Association for the Advancement of Science Fellows, 3 Fulbright Fellows, 2 National Academy of Sciences Members and 1 MacArthur Fellow.

According to Association of Schools and Programs of Public Health (ASPPH) data, our program offers smaller masters and doctoral cohorts, smaller classes, and lower advisor-student ratios in comparison to our peer institutions. We believe all of these institutional attributes lead to more high-touch advising, mentoring and coaching and a much richer academic experience.

Our academic programs are highly flexible and customizable with many options for electives inside and outside of the School of Public Health. We also offer five specialty certificates (Global Health, Public Health Nutrition, Maternal Child and Adolescent Health, Aging and Multicultural Health) and we offer our Masters in Public Health program concurrently with five other Berkeley schools

including the Haas School of Business, Goldman School of Public Policy, School of Social Welfare, School of Journalism and College of Environmental Design and Department of City and Regional Planning.

As a world-renowned institution that is widely regarded as the birthplace of social epidemiology, our research focuses on the interaction of biological, behavioral, and environmental determinants of human health.

We are the only institution among the top 10 schools of public health that is not housed in a medical school or large health science center. Being located on a letters and science campus affords us the opportunity to offer students multiple opportunities to expand public health theories and concepts by integrating other disciplines such as anthropology, sociology, political science, public policy, law, journalism or engineering. We believe our location on the Berkeley campus is one of our biggest strengths and differentiators.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	7.2%	7.5%	7.0%	7.0%	7.0%	9.0%
Chicana(o)/Latina(o)	8.3%	14.4%	14.7%	10.0%	5.0%	6.0%
American Indian	1.7%	1.1%	0.3%	1.0%	1.0%	0.0%
Subtotal Underrepresented	*17.2%*	*23.0%*	*22.0%*	*18.0%*	*13.0%*	*15.0%*
Asian/East Indian	24.9%	22.9%	22.5%	28.0%	12.0%	13.0%
White	40.7%	34.6%	34.9%	42.0%	60.0%	38.0%
Other/ Unknown	12.9%	13.3%	12.1%	9.0%	11.0%	28.0%
International	4.3%	6.1%	8.5%	3.0%	4.0%	6.0%
Total	100.0%	99.9%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	28.4%	33.1%	28.8%	30.0%	18.0%	14.0%
Gender						
% Male	26.1%	27.2%	24.8%	25.0%	29.0%	30.0%
% Female	73.9%	72.8%	74.9%	75.0%	71.0%	70.0%

Sources: UC Berkeley data in CalAnswers
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Association of Schools and Programs of Public Health (ASPPH)

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Over the past three years, Berkeley SPH has increased enrollment among our underrepresented (URM) students from 24% to 31% (numbers that include the subset of Asian students who are URMs – Vietnamese, Filipino, Thai, Hmong, Laotian, lu-Mein & Tibetan). Given that our underrepresented minority students represent a large share of our total enrollment, we are proactively engaged in enhancing our infrastructure to be more responsive to any and all climate and retention issues that may emerge throughout the academic year.

Despite this progress, the School and the University are less diverse than the state and much less diverse than California's public high schools. Berkeley is relatively overrepresented relative to the population in the state with regard to Asian (and even URM Asian) students. The School enrolls fewer Hispanic and Latino students, more Asians and White students, and the same relative number of African American students compared to the population of California.

The School seeks to increase the racial and ethnic diversity of our graduate students to more closely reflect population diversity within the state of California, particularly with respect to Hispanic and Latinx students. The DREAM Office (in collaboration with the Office of Student Services & Admissions) is leading efforts to strengthen the pipeline and increase the pool of qualified applicants from underrepresented and disadvantaged backgrounds by: **(1) strengthening outreach to and linkages with external programs and potential partners** (i.e., Gates Millennium Scholars Program, McNair Scholars Program, Project IMHOTEP) with high numbers of qualified, prospective students; **(2) expanding relationships with community colleges, CSU campuses, historically black colleges and universities (HBCUs) and Hispanic serving institutions (HSIs)**; and **(3) developing relationships with Bay Area high schools with pre-health or STEM programs**. Further, we plan to conduct a holistic review of admissions criteria and processes to ensure that they support a comprehensive and equitable evaluation of all applicants. Finally, the School will strengthen outreach and mentorship to admitted students, enhance funding packages (including scholarships, fellowships, GSI/GSRs, etc.) and increase multicultural health curricular, co-curricular, and research opportunities in order to increase the matriculation rate of successful URM applicants. We are actively fundraising to support these efforts.

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 for students from low socioeconomic backgrounds follows the same trend as URM students and we plan to use the same strategies for promoting access for these students.

We will also assess and enhance our approach to marketing to students from low socioeconomic backgrounds and increase their awareness of application fee waivers for applicants who are Gates Scholars, McNair Scholars, Peace Corps volunteers and members of other affiliate groups. Some specific examples include sending targeted email messages to and creating/disseminating social media campaigns for students participating in the Gates Millenniums Scholars Program, McNair Scholars Program, Upward Bound, Project IMHOTEP, MESA program and those enrolled in community colleges, CSU campuses, HBCUs and HSIs since many of them have historically been eligible for Pell grants and from low socioeconomic backgrounds. Our admissions and recruitment team will also endeavor to engage as many of these students as possible in person at graduate recruitment fairs, pre-health and STEM conferences and during campus visits.

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 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?

Our program is very similar to our peer institutions as it relates to gender parity. We have all noticed historical trends of more female applicants than male applicants, which typically lead to the percentage of female admitted students and matriculants being higher than male admitted students and matriculants across the various concentrations in our programs. National data also show that males are typically more highly represented in other STEM fields like molecular and cellular biology, neuroscience, chemistry, physics, engineering, computer science and math rather than in applied disciplines like public health and occupational health.

We plan to implement more targeted outreach in future admission cycles and we will use many of the same strategies we outlined for creating a more robust level of racial and ethnic and socioeconomic diversity for promoting gender parity among our applicants, admitted students and matriculants. Some examples include strengthening the linkages and pipeline to all-male institutions like

Morehouse College, which is nationally recognized as a top feeder HBCU for top medical and dental schools and schools of public health, and to pre-college and pre-health initiatives designed for boys and young men like the African American Male Pipeline Project (AAMPP) at UCB, 100 Black Men Collegiate Collective at UCB and the Striving Black Brothers Coalition (SBBC) at Chabot College.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In the final year of the multi-year plan (2021-2022), we expect to see significant increases in underrepresented minority students (i.e., Hispanic students), students from low socioeconomic backgrounds (i.e., students who received Pell Grants as undergraduates) and gender diversity due to targeted outreach to and linkages with external programs and potential partners with high numbers of qualified, prospective students and increased financial aid packages. We know from research found in the higher education literature and our own data analyses that implementing these strategies has positive recruitment and diversity outcomes.

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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	4.7%	6.2%	7.4%
	International	0.7%	0.7%	0.0%
Chicano(a)/Latino(a)	Domestic	6.0%	6.2%	4.7%
	International			
American Indian	Domestic			
Asian/Pac Is	Domestic	11.4%	9.6%	12.8%
	International	0.0%	0.0%	0.7%
White	Domestic	71.1%	71.2%	65.5%
	International			
Other/Unknown	Domestic	6.0%	6.2%	8.8%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		55.7%	53.4%	53.4%
Male		44.3%	46.6%	46.6%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	7.3%	9.4%	10.9%
	International	1.8%	1.9%	0.0%
Chicano(a)/Latino(a)	Domestic	7.3%	7.5%	6.5%
	International			
American Indian	Domestic			
Asian/Pac Is	Domestic	5.5%	5.7%	6.5%
	International	0.0%	0.0%	2.2%
White	Domestic	76.4%	73.6%	71.7%
	International			
Other/Unknown	Domestic	1.8%	1.9%	2.2%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		46.3%	46.2%	45.7%
Male		53.7%	53.8%	54.3%

Source: CalAnswers HR Census data

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

A key strategy for the School of Public Health's Diversity, Equity, and Inclusion plan is to support diversity among our faculty. The objectives of this plan include:

- Address faculty equity issues related to compensation, promotion, and merit. Particular attention will be paid to URM faculty from a variety of backgrounds (e.g. race/ethnicity, disabilities, sexual orientations, gender, religion, SES).
- Assess the climate for faculty equity and inclusion within UCB-SPH, identify issues that arise and develop an action plan to address priority issues, aligning with Berkeley Campus Equity and Inclusion initiatives.

- Increase recruitment, hiring and retention of qualified URM faculty by strengthening outreach and recruitment efforts for URM candidates. Augment hiring practices to enhance URM representation on interview committee and during job talks (at student and faculty levels).
- Create roadmaps to success for all existing and future URM hires. It is not enough to 'hire' diverse faculty. We will promote equity relevant to teaching, service, mentoring and opportunities for leadership for all URM faculty. This will occur by providing 'learning opportunities' for the dean and faculty search members with respect to incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of faculty.

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 align very closely with our goals for diversity. Key to reducing barriers and promoting access is **making financial aid available to those who are unable to cover the high cost on their own**. A secondary goal is to **reduce debt, so that one's career choice within public health is not dictated by the level of indebtedness**. We also aim to be an affordable option among our peers as prospective students explore our various programs.

Increased applications from and enrollment of top quality and diverse students are indicators of success in this area. We have had a consistently strong track record with matriculation rates of accepted students for several years and we continue to track the racial/ethnic and socioeconomic demographics of our students. The data show that we have been able to make our program accessible to applicants from low-income backgrounds and there has been no significant change in the socioeconomic distribution in past years. We also measure our success for the secondary goal by tracking the total indebtedness and career choices of our graduates.

We will continue to enhance our financial aid strategy and implement best practices. Some examples include recent increases in the level of our awards (e.g. $5k/year to $15k/year for two years), number of multi-year fellowships (for master's and doctoral students) and exploration of the feasibility of over-awarding (to offer scholarships to more admitted students). Based on our preliminary analyses, we feel confident that these strategies will assist us with achieving our above-mentioned goals.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	68%	60%	53%	39%	37%	46%	40%
Cumulative Debt among Students with Debt	$35,521	$36,872	$32,149	$42,311	$41,156	$36,854	$39,510

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 cumulative debt load has slightly increased from 2010 to 2016 while the total percent of student graduating with debt ranged from a high of 68% in 2010-11 to a low of 40% in 2016-7. We expect the total percent of students graduating with debt to continue to decrease over time, as PDST helps in providing increased aid to financially needy students.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	40%	$39,510	$65,000	9%
Public comparisons	%	$	$	N/A
Private comparisons	%	$	$	N/A

Sources:
UC: Corporate data
Comparison institutions: not provided
Additional Comments:

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 estimated average debt is less than the average median salary at graduation and estimated debt payments represent 9% of median salary. Our program believes that this is a manageable level of student debt.

Without increases in PDST to match mandatory cost increases, the level of debt will rise given that the School will be forced to reduce relative levels of financial aid for students.

Our coordinator of financial aid & admissions and our director of career services make sure that graduates are aware of Loan Repayment Assistance Programs as well as income-driven repayment plans for federal loans (e.g. the Income-Based Repayment Plan, the Revised Pay as You Earn Plan, etc.) and the Public Service Loan Forgiveness Program as they enter their graduate program and again as they prepare to leave and pursue job opportunities. However, the School of Public Health does not operate its own LRAP 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.

In addition to the activities offered by the DREAM Office, the Center for Public Health Practice and Leadership (CPHPL) organizes various programs for students to participate in career and leadership development with the goal of developing leaders for our various communities, including the most vulnerable populations.

CPHPL's mission is to support students, faculty, alumni and practitioners to achieve excellence in practice as they promote individual and community health. CPHPL collaborates with academic, practice and community partners to make the connection between teaching, research and the practice of public health and provides services appropriate to meet the needs of its key constituents. CPHPL promotes a commitment to diversity, human rights and social justice.

In addition to summer internships, career services, leadership development, and professional development, CPHPL makes an impact through the Advocacy Initiative. Students engaged with the Advocacy Initiative understand that the ability to bring about evidence-based systemic policy change is a core skill of successful leaders. Policy change is accomplished by advocating for health policies that result in better community health. High-impact organizations realize that they cannot achieve large-scale social change through service delivery alone. Through policy advocacy they acquire government resources; change practices, regulations, and legislation; and enforce laws intended to protect public health. Successful health policy advocates lead through personal and professional integrity, creativity, risk taking, teamwork, and partnerships. The Advocacy Initiative offers students the opportunity to practice and become proficient in these skills in the classroom and through working within communities advocating for better health.

With generous support from a donor, we recently were able to create the Health Policy Advocacy Fellowship and offer it annually to our students. This philanthropic gift will allow the School to expand our health policy advocacy training activities to produce a new generation of diverse leaders equipped with the skills they need to make systemic improvements in public health outcomes for society's most vulnerable populations.

Under the direction of SPH faculty member Harry Snyder and the CPHPL, the Advocacy Initiative connects graduate students, recent alumni and public health organizations with policy campaigns aimed at improving lives, from housing the homeless to ensuring that low-income people have access to affordable, quality healthcare. Moreover, the Initiative will provide practical, hands-on skills training for students. The overarching goal is to produce a cadre of health professionals who have the knowledge, experience and relationships to serve as effective agents of change in improving the health of California and the Nation. This award provides a $15,000 ($7,500/semester) fellowships towards Fall and Spring tuition and fees, and a paid internship with a health advocacy organization.

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 spite of the rising debt burden that persists, many of our students choose to pursue public interest careers upon graduation and they often do earn substantially less than students who enter the private sector. We encourage such action and offer strong curricular and co-curricular supports such as the Advocacy Initiative and the Health Policy Advocacy Fellowship described about in VI.d. Also, our coordinator of financial aid & admissions and our director of career services make sure that graduates are aware of income-driven repayment plans for federal loans (e.g. the Income-Based Repayment Plan, the Revised Pay as You Earn Plan, etc.) and the Public Service Loan Forgiveness Program as they enter their graduate program and again as they prepare to leave and pursue job opportunities.

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

When students come to campus for Spring Visit Day or at other times throughout the year, they are given preliminary general information about financial aid opportunities. If they wish, they can meet individually or speak on the phone with our Coordinator of

Financial Aid & Admissions to understand financial aid options. During the admissions process, they are asked to share financial information to assess their level of need. The scholarships/fellowships the School has the ability to distribute are offered to students in a letter prior to the SIR deadline. After they commit to Berkeley via the SIR, they receive a letter from the Berkeley Financial Aid and Scholarships Office with loan and additional grant information.

Information about financial aid options is also on the School's website and in our brochures. We also share preliminary general information about financial aid opportunities at the virtual fairs and in-person graduate school recruitment fairs and events that we participate in throughout the year.

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, during panel discussions and in the brochures that we distribute at graduate recruitment fairs and events. As we make updates and improvements to our website, we plan to include a section that describes this for prospective students.

VII. OTHER

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

A crucially important SPH strategic priority, which is also a goal of our 75th Anniversary fundraising campaign, is to ensure that our student body and our faculty reflects the diversity of the State and the communities we serve. This priority and our robust Diversity, Equity and Inclusion plan align directly with the campus-wide strategy, Berkeley embodies the California spirit: diverse, inclusive, entrepreneurial and with the signature initiative Lighting the Way to the Public Research University of the Future, which emphasize that UC Berkeley should become a Hispanic Serving Institution within 10 years and that we should eliminate inequities in access and success in STEM fields for students and faculty. As a School, we have been a leader in this area, growing the proportion of underrepresented students from 5% to 35% over the past decade. We are the most diverse undergraduate STEM major and a pipeline for underrepresented students into health professions. We seek to continue to build a robust infrastructure to recruit and support the success of diverse students and to promote an inclusive and welcoming climate. Key steps include (a) expanded

scholarship support for students from underrepresented groups, (b) support for our DREAM office that supports diversity, equity, and academic success, and (c) resources to enhance recruiting additional URM faculty, for example through expanded support of our Inequality and Health strategy. These three areas represent campaign goals of $2M in current-use or $10M in endowment.

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please 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.

In summary, students understand that fees will go up with time but expressed a strong desire for transparency for what these fees are doing and to make it clear during the admissions process that these fees are scheduled to go up every year by 5% and are not covered by GSR/GSI fee remission. From the feedback we've gotten it seems like the increase in fees, which has been poorly communicated to incoming students, comes as a unpleasant surprise and that most of the negative feelings can be alleviated with an increase in communication and setting expectations from admissions that this fee will go up by a predictable amount each year so that students can prepare appropriately, and let that information factor into their decision to come to UC Berkeley. Students also expressed a concern regarding where these fees go- perhaps one way to assist with this is to post information on the SPH website or include it in the State of the School. One final point that was brought up was the <u>need</u> to have information regarding financial aid before deadlines to commit to enrollment. While this does not directly relate to the PDST increase, the aid packages are composed of PDST funds and will ineffective at recruiting diversity candidates if they are not offered in time for admission.

Below is the feedback summarized by the SPH Student Government and submitted to the Assistant Dean of Students.

Fireside Chat with Interim Dean Dow
9.27.2018

Programs represented
- DrPH, Masters, PhD

Student-led Discussion:
- DrPH Cost of attendance
  - DrPH seems more expensive than PhD programs
  - Desire transparency on where fees go
  - **Dean**: there's funding from campus for PhD programs but none for DrPH; we subsidize the program, but that also creates risk when budgets decrease; DrPH benefits from school-wide financial aid as well
  - It feels like PDST creates a second tier of doctoral students because DrPH and PhD are funded differently

- **Dean**: DrPH is considered a professional instead of academic degree
  - Other schools treat DrPH students differently than Berkeley does
    - **Dean**: that's how Berkeley sees it and funds it; we need to monitor whether DrPH gets so costly that quality students do not enroll and so far that doesn't seem to have happened
- PDST
  - **Dean:** we spend most on financial aid
  - Concern about prices rising and changing cost for enrolled students
    - "not what we originally signed up for"
  - **Slides**: costs of similar programs
    - Private schools like Hopkins have substantially higher tuition
    - We're comparable to other public universities, especially for in-state tuition
    - Only other UC's have PDST system
    - 2017-2018 $2.76 million in PDST revenue
    - Required to spend ⅓ of PSDT on financial aid (which combined with sources below to offer $7.2 million in aid)
    - 2017-2018 SPH aid: $7.2 million
      - 1.17 million from restricted gifts (Kaiser, etc.)
      - 1.68 million from unrestricted (PDST)
      - 4.36 million from research funds (tied to working in research)
    - $1.8 million in unrestricted aid went to
      - 34% need-based aid, 31% merit-based, 35% community-based stipulation
      - 54% to students from underrepresented minority groups
  - **Dean:** We're nowhere near enrolling students from minority backgrounds in proportions that match California
    - Latinx make up about half of graduating seniors in CA but only 12% of SPH students
    - Aid is the only way to increase enrollment
  - **Dean:** after 2008, state support for UC system declined substantially, and PDST is one way to make up the difference
  - Can we source more funds from research or restricted gifts instead of PDST?
    - **Dean:** I'd love to, but we're not there right now; we're in the quiet phase of a 5 year multi-billion dollar Berkeley-wide fundraising campaign (goal: $150 million and Berkeley says it's reasonable)
  - **Dean:** If we don't increase PDST at least 3%, we will have to make cuts
    - Student employees just negotiated 3% raise, but those funds come from same pool that PSDT feeds

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- He proposes a 5% increase instead
  - 5%: raise PDST from $8,790 now to $10,176 2021-22
  - 3%: raise PDST from $8,790 now to $9,605 2021-22
    - Difference: $570
    - Financial aid funds available: $217,000
  - If 5% is approved, he will ask UCOP to earmark the additional 2% to be restricted to financial aid only
  - He understands that Public Health is often an underpaid field
  - This policy is redistributive: yes, all students will be charged more so more funds are available to those least able to pay for increase
  - Admissions prioritize students with higher need indirectly because the goal is to represent California demographics including low-income
  - Yes our tuition seems lower than other schools, but how much to students at other schools actually pay after aid, etc.?
    - Unknown
  - Lack of transparency that fee remittance often does not cover PDST
    - Issue when students commit to GSI/GSRship and assume it will cover all tuition/fees then find that it doesn't (and PDST is similar to all earnings for a semester!)
    - **Dean**: that's concerning and should be addressed
  - How does cost-sharing work with joint programs? How can our partners help us cover budget deficits?
    - **Dean:** The best potential is in joint fundraising efforts, which is conversation with UCSF right now
  - How do we address the disproportionate cost of higher education nationwide?
    - **Dean**: higher education competes with K-12 education and growing healthcare costs in state budgets; how to we justify the impact of one more dollar to higher Ed instead of cash-strapped schools? Students were effective when lobbying in Sacramento
    - Can we set aside PDST funds for lobbying as a way to generate future non-student revenue?
      - **Dean:** Send me a proposal and we'll talk about it.
- Value of our feedback
  - **Dean**: He makes final decision but is required to submit all comments made by students in this meeting and on an upcoming online survey. Berkeley/UCOP will review his proposal and can overturn if his proposal overlooks concerns brought by students or faculty

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ____10/31/2018_____ .

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:

Outreach & Diversity

The proposal has utilized assessment of a successful, department-specific student outreach, recruitment, and faculty diversity strategic plans and/or makes proposed changes to improve existing plan with intentional consultation with appropriate campus divisions (e.g. Division of Equity & Inclusion).

Comparison to Competing Programs

The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale

In the previous cycle, all or almost all goals were achieved. In doing so, the academic unit has been strengthened and student experience improved. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation

The proposal shows engagement with students, with mixed student feedback or lack of evidence of support, and/or reflects attempts to meet student desires, however, it seems PDST funds are providing evident value added opportunities, students indicate that they do see value in paying these funds as well   In addition, there is outreach to students or aid offered to defray this added cost and there are additional plans to continue to assess and improve offerings

☒ If applicable, plan shared with _____SPH Graduate Student Council_____ on ____9/27/18____ .

<div align="center">Program graduate student organization (i.e., your program council or department GSA)</div>

       ☒ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 FAC (Faculty Administrative Committee) is the body of faculty who discuss policy and administrative decisions for the School. This committee is comprised of 11 members including faculty and students as well as 7 administrative and faculty ex-officio members. The PDST increase was one of the Agenda items on the September 13th FAC agenda (15 members were in attendance at that meeting). Below are the meeting notes from FAC:

Will noted that SPH has to submit to campus next month our proposal for the next 3 years' PDST level/increase. He acknowledged that some are concerned about access if we raise tuition. He asked if the topic should go to all of faculty for discussion. He noted some of the constraints that the school operates under such as state reduced funding and the obligatory 3% increase in salary for the next 3 to 5 years. Darlene Francis noted that the PDST is the only lever at the disposal of the school. More discussions will be conducted with the students.

The proposal is to increase the PDST by 5%. The decision sits with the Dean. FAC makes a recommendation and so will the students. Will noted that the school is losing students in underrepresented population and that the solution is to increase the financial aid. Total student financial support at this time is around $7 million. The aid comes from different sources and Mahasin Mujahid warned that some of the funding sources might not be renewed.

Will asked if this should go to the full faculty for discussion. Alan Hubbard and Mahasin Mujahid indicated that they were supportive of FAC serving as the faculty's representatives on this, as was done 3 years ago, rather than bringing to the full faculty meeting. Student representative Jackie Ferguson said that she would want more time for a presentation to student government before the decision is made. Will confirmed that he will wait to hear from the students before he makes the final decision. FAC voted unanimously in support of a 5% increase of the PDST.

IX.f. Please confirm that this long form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Fiona Doyle_____ on ___11/15/2018___ .
Graduate Dean

☒ Plan endorsed by _____Chancellor Carol Christ_____ on ___11/15/2018___ .
Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$9,750	$10,236	$10,748	$11,286	$11,850	$12,442	5%	$486	5%	$512	5%	$538	5%	$564	5%	$592
Prof. Degr. Suppl. Tuition (Nonresident)	$10,538	$11,062	$11,616	$12,194	$12,804	$13,444	5%	$524	5%	$554	5%	$578	5%	$610	5%	$640
Mandatory Systemwide Fees (CA resident)*	$12,630	$12,966	$13,368	$13,788	$14,220	$14,670	2.7%	$336	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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	N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	$23,941	$24,810	$25,772	$26,780	$27,827	$28,922	3.6%	$869	3.9%	$962	3.9%	$1,008	3.9%	$1,047	3.9%	$1,095
Total Fees (Nonresident)	$36,974	$37,881	$38,885	$39,933	$41,026	$42,169	2.5%	$907	2.7%	$1,004	2.7%	$1,048	2.7%	$1,093	2.8%	$1,143

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
We have always had a PDST assessment for non-residents that is slightly higher than that assessed California residents. As a result, we apply increases to both as a fixed percentage, and the NR PDST continues to be more expensive than that billed to residents.

We are limiting the requested increase in our PDST to 5% per year for the next five fiscal years. The PDST is a significant source of our allocated financial aid – which allows us to recruit the best and brightest applicants. We plan to allocate 35% of net PDST revenue towards student aid for the 2018-19 academic year; in total, PDST return-to-aid typically makes up more than 60% of our overall awarded aid.

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

Established in 1969, the Master of Public Policy (MPP) degree is earned in a two-year, full-time program consisting of a core curriculum, a policy internship in the summer after completion of the first year, a second-year policy analysis project, and elective courses chosen from those available on the campus (including but not limited to those offered by the School).

The program emphasizes practical and applied dimensions of policy-making and implementation, encouraging students to develop skills in:

- Defining policy issues to make them more intelligible to officials in the public or private sector
- Providing a broader perspective for assessing policy alternatives
- Examining techniques for developing policy options and evaluating their social consequences
- Developing strategies for the successful implementation of public policies once they have been adopted

Given the relatively small class size, the School's approach to teaching emphasizes teamwork, cooperation, and interaction among students and with the faculty. Students work, either as individuals or in small groups, on real policy problems for real "clients" under close faculty supervision. As a result, our students go on to jobs in the non-profit sector, into government service, into higher education or continuing education themselves (via PhD programs), and into the private sector as policy analysts, professional staff for political leaders, as program staff, and as researchers and consultants.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our goal has been – and continues to be - the **provision of a high quality analytical education for Public Policy practitioners who will go on to have a substantial impact on society**. In order to affect the policy arena in a substantive way and transform implementation analysis, practice, and leadership, we feel that it is imperative to attract the very best students that we can. We typically attract the top-tier candidates with attractive financial aid packages -- including stipends and fee remissions for both the first and second year of our MPP program.

Without the PDST revenue pool, our effective pool of funds for financial aid and fee offsets becomes proportionally smaller, and that makes our targeted recruitment narrower and less successful. We continue to struggle in this area, as many of our private competitors – such as Princeton – give full rides to all graduate students who are accepted. We leverage the diversity of our student body, the practitioner expertise of our faculty and adjuncts, and the location in an environmentally-influential policy state to woo students. As a result, in recent years, instead of getting only 1-2 of our "Top 20" admit choices, we are matriculating 40% or more of our Top 20 students.

We used the PDST funds to offer more "up front" financial aid, and to give larger stipends than we have typically awarded. We find our admitted students value some predictability in their financial aid, so having a 2-year package (instead of a commitment to Year One only) has also been critical for these awardees.

It's hard to say that PDST, per se, was used to make the program "more affordable." It is made "more affordable" to those that receive financial aid. And our comparators show that we're still a very competitive option for an MPP degree, whether you look at public or private institutions.

We used the PDST to make the program more diverse. We are not allowed to award financial aid based on race, but we do award based on challenging backgrounds, demonstrated need and merit, based on international or non-Californian backgrounds. All of these dimensions added to the diversity of our student body.

In terms of quality, it's clear that our PDST funds assisted in observable and objective ways. We hired first-rate practitioners. We have increasingly made adjunct appointments for public figures who can combine inspirational life experiences and policy perspectives for people of color, women in government, and policy-making at a state and local level. We have added additional networking events for job placement. We have hired additional career coaches and hired exciting new lecturers on emerging topics of interest to our students, such as climate science, public health, social media and activism, negotiations, program evaluation and design, and many other courses. The PDST funding has been critical for these additions to the student life experience.

By increasing our PDST in a moderate and consistent way, we assure ongoing student financial support; predictable and professional staffing levels; we provide sophisticated and effective internship and career placement services; we can support adequate Graduate Student Instructor hiring for our core courses; and we maintain an equity and inclusion program that is consistent with Chancellor Christ's vision of increased diversity. The PDST increases further go to support our summer internship program (a required part of our professional degree), which are increasingly offered to our students in the international or non-profit sector.

We are very prudent and frugal about how we use the PDST income, and all of it goes to directly benefit the GSPP student experience.

In past submissions, we have noted an emphasis on increasing URM representation in our program. The data show that we have had limited success in that area, but it seems to have come at a reduced number of international students – who add their own diversity. It is clear that our financial aid – even using 35% of our PDST revenue – continues to be an issue in successful competition with our comparator private schools of Public Policy.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Goals: We have identified the following goals for the period covered by this multi-year plan:

1) **Significant financial aid for our master's students.**
   This will allow us to allocate more financial aid for our students. Specific action: larger awards in Year One for students; increases in absolute dollars for both Year One and Year Two student beneficiaries.

2) **Predictable staffing levels for student services – both in the classroom and out.**
   This will allow us to keep ratios of Student Services staff congruent with student numbers; it allows us to continue funding career coaching, student tutors, and additional Lecturers for emerging areas of interest not covered by our core faculty.

3) **Ability to offer courses that include a discussion section – for which we hire Graduate Student Instructors, and pay them significant salary and fee remissions.**
   We see the GSI and Tutor jobs as financial aid for our MPP students, and the ability to change a course description to include discussion sections led by GSIs instead of Ladder Rank faculty is an effective use of both faculty and student time.

4) **Student experiences, such as internship placements with non-profit and governmental organizations.**
   The PDST allows us to support students' desire to take unpaid summer internships with non-profit groups. As our MPP degree requires an internship, using the PDST funds for "internship financial aid awards" is a huge help in launching our students into the non-profit world, where many would like to work – but cannot afford to without financial aid. We also provide fellowships or stipends to some second-year students who are serving in a non-profit agency while writing their masters' thesis. The PDST is a valuable form of aid for those serving the under-served communities, and it is a major benefit for the community that we are able to do so.

The PDST funds are also used for other student experiences that will enhance their career options, such as Networking DC, Network SF, and GSPP in DC. These excursions frequently open the students' eyes towards a career in public service and government.

5) **Increasing URM representation in any way that is not only based on race.**
   We look at the student admission essay to distinguish students who have faced adversity and obstacles in their educational paths, and look to have some of that diversity included in the matriculating class.

Consequences if additional PDST is not approved: Fewer classes and larger class size; less financial aid for both incoming and continuing students; less financial support for internships (required by our program) in non-profit or international agencies.

Benefits for students: An increase in our PDST supports:

1) Grant-based financial aid. In this way, we are not trapping our students in deeper debt – financial aid is actually aid, not a commitment to pay it back via a loan at some future date. Furthermore, the financial aid grants are used quite directly to encourage and enable students with a more diverse background to afford attendance at our School. (Ties to Goals #1 and #5).

2) Employment-based financial aid. Much of our PDST is spent on fee remissions for student who are hired as Graduate Student Instructors, Tutors, and Readers. The remissions mean that the fees typically paid by the student as part of their student experience are "waived" and paid by the fund source. This is another form of a grant-based aid award. Each semester, the fee remission totals more than $9k per student who is employed at least 10 hours per week in one of these titles. The fee remissions are therefore a huge boon to those who are hired, in terms of reducing their costs. (Ties to Goals #1 and #3)

3) On-site career fairs. Our career coaches run career fairs each year, inviting recruiting firms to GSPP and organizing outreach and information systems as appropriate. The costs of these fairs are part of what the PDST supports – space rental, mock interviews for the students, and increased venues through which the students can find jobs and internships. These costs are always increasing modestly, so a modest increase in the PDST revenue continues to make these "high touch" experiences possible for our students. (Ties to Goals #2 and #4)

4) Networking conferences in San Francisco, Sacramento and Washington, DC; real-world practitioners to teach them; substantially-staffed student services, for advising, enrollment, career advising, and communication of research and internship opportunities. (Ties to Goals #2 and #4)

5) GSPP currently has 30 staff members. Of those 30, nine are located in Student and Career Service jobs. We are able to support these offerings because of the PDST. In short, the PDST supports a large proportion of our infrastructure needs for the student services we provide, and thus directly benefits every student in the School.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$59,115	$2,956	$3,104	$3,259	$3,422	$3,593	$75,448
Benefits/UCRP Cost	$239,735	$11,987	$12,586	$13,215	$13,876	$14,570	$305,969
Providing Student Services	$414,369	$12,431	$12,804	$13,188	$13,584	$13,991	$480,367
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$369,231	$18,462	$19,385	$20,354	$21,372	$22,440	$471,242
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$709,995	$35,500	$37,275	$39,138	$41,095	$43,150	$906,154
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)	$213,210	$29,928	$20,609	$21,896	$23,338	$24,776	$333,757
Total use/projected use of revenue	$2,005,654	$111,263	$105,762	$111,051	$116,687	$122,520	$2,572,937

Additional Comments:
Other = Upgrades to the GSPP computer lab and classroom A/V equipment; purchase of specialized software suites recommended by faculty; website upgrades to make it mobile-friendly and ADA-compliant.

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

GSPP (and UC Berkeley as a whole) aggressively works towards ongoing economies of scale and promotes budget savings and extramural fundraising to preserve and, indeed, invest in critical academic and student service areas.

GSPP has already generated significant savings from restructuring staff positions and classifications, and has dramatically limited discretionary expenses in recent years. In many areas, including admissions and teleconferencing, we are adopting new technologies to enhance and streamline operations, with resulting budget savings. We have also reduced our operating expenses by limiting supply purchases, requiring additional approvals for spending above $100, and by re-structuring our student outreach activities to be less expensive. Our Admissions team is now doing Webinars instead of traveling to Admission Fairs, and we look for creative ways to leverage technology to reduce our costs.

Our fundraising efforts now provide 24% of our general operating budget for the School, and we now have a growing amount of donors who have focused on fellowships. As a result, 37% of our financial aid for students comes from fundraising efforts, and 49% or more (in our most recent year) comes from the PDST. We have a robust fundraising team, and student aid and fellowship support is a primary goal for their donor outreach. Fund sources other than PDST are used to support our PhD program – we award PDST-derived financial aid only to MPP students.

We have launched increasingly profitable efforts at providing Executive Education for certificate programs, which added another 14% to our revenue for the 2017-18 fiscal year.

In short, we have trimmed expenses dramatically, and we have boosted fundraising and discretionary income substantially in recent years. This is why we are able to still provide experienced staff and fantastic Lecturers to our program without steep cuts or depending on the PDST for even more of our 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.

We are proposing 5% year-over-year for the Five Year Plan.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Table 3: Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	116	116	116	116	116	116
Domestic Nonresident	56	56	56	56	56	56
International	27	28	28	28	28	28
Total	199	200	200	200	200	200

Additional Comments

Unlike many of our collegiate competitors, UC students who are not international students can establish residency in Year 2 of our program, which reduces their expenses significantly. This is a huge help to our recruitment efforts when we cannot compete with the financial aid packages offered by our private comparators.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
Table 4 - First Year Annual Charges/Comps	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents							%	$	%	$	%	$	%	$	%	$
Evans School, Univ. of Washington	$24,696	$25,437	$26,200	$26,986	$27,796	$28,629	3.0%	$741	3.0%	$763	3.0%	$786	3.0%	$810	3.0%	$834
Ford School, Univ. of Michigan	$26,808	$27,613	$28,441	$29,294	$30,173	$31,078	3.0%	$804	3.0%	$828	3.0%	$853	3.0%	$879	3.0%	$905
Batten School of Public Policy, Univ of VA	$26,594	$27,392	$28,214	$29,060	$29,932	$30,830	3.0%	$798	3.0%	$822	3.0%	$846	3.0%	$872	3.0%	$898
Woodrow Wilson School, Princeton	$51,250	$52,788	$54,371	$56,002	$57,682	$59,413	3.0%	$1,538	3.0%	$1,584	3.0%	$1,631	3.0%	$1,680	3.0%	$1,730
Harris School, Univ. of Chicago	$64,926	$66,874	$68,880	$70,946	$73,075	$75,267	3.0%	$1,948	3.0%	$2,006	3.0%	$2,066	3.0%	$2,128	3.0%	$2,192
John F. Kennedy School, Harvard	$51,429	$52,972	$54,561	$56,198	$57,884	$59,620	3.0%	$1,543	3.0%	$1,589	3.0%	$1,637	3.0%	$1,686	3.0%	$1,737
Public Average	$26,033	$26,814	$27,618	$28,447	$29,300	$30,179	3.0%	$781	3.0%	$804	3.0%	$829	3.0%	$853	3.0%	$879
Private Average	$55,868	$57,544	$59,271	$61,049	$62,880	$64,767	3.0%	$1,676	3.0%	$1,726	3.0%	$1,778	3.0%	$1,831	3.0%	$1,886
Public and Private Average	$40,951	$42,179	$43,444	$44,748	$46,090	$47,473	3.0%	$1,229	3.0%	$1,265	3.0%	$1,303	3.0%	$1,342	3.0%	$1,383
Goldman School of Public Policy, UC Berkeley	$24,065	$24,954	$25,874	$26,837	$27,839	$28,888	3.7%	$889	3.7%	$920	3.7%	$963	3.7%	$1,002	3.8%	$1,049
Nonresidents																
Evans School, Univ. of Washington	$41,514	$42,759	$44,042	$45,363	$46,724	$48,126	3.0%	$1,245	3.0%	$1,283	3.0%	$1,321	3.0%	$1,361	3.0%	$1,402
Ford School, Univ. of Michigan	$47,952	$49,391	$50,873	$52,399	$53,971	$55,590	3.0%	$1,439	3.0%	$1,482	3.0%	$1,526	3.0%	$1,572	3.0%	$1,619
Batten School of Public Policy, Univ of VA	$48,164	$49,609	$51,097	$52,630	$54,209	$55,835	3.0%	$1,445	3.0%	$1,488	3.0%	$1,533	3.0%	$1,579	3.0%	$1,626
Woodrow Wilson School, Princeton	$51,250	$52,788	$54,371	$56,002	$57,682	$59,413	3.0%	$1,538	3.0%	$1,584	3.0%	$1,631	3.0%	$1,680	3.0%	$1,730
Harris School, Univ. of Chicago	$64,926	$66,874	$68,880	$70,946	$73,075	$75,267	3.0%	$1,948	3.0%	$2,006	3.0%	$2,066	3.0%	$2,128	3.0%	$2,192
John F. Kennedy School, Harvard	$51,429	$52,972	$54,561	$56,198	$57,884	$59,620	3.0%	$1,543	3.0%	$1,589	3.0%	$1,637	3.0%	$1,686	3.0%	$1,737
Public Average	$45,877	$47,253	$48,671	$50,131	$51,635	$53,184	3.0%	$1,376	3.0%	$1,418	3.0%	$1,460	3.0%	$1,504	3.0%	$1,549
Private Average	$55,868	$57,544	$59,271	$61,049	$62,880	$64,767	3.0%	$1,676	3.0%	$1,726	3.0%	$1,778	3.0%	$1,831	3.0%	$1,886
Public and Private Average	$50,873	$52,399	$53,971	$55,590	$57,258	$58,975	3.0%	$1,526	3.0%	$1,572	3.0%	$1,619	3.0%	$1,668	3.0%	$1,718
Goldman School of Public Policy, UC Berkeley	$37,098	$38,025	$38,985	$39,991	$41,039	$42,135	2.5%	$927	2.5%	$960	2.6%	$1,006	2.6%	$1,048	2.7%	$1,096

Note:

Our private competitors have historically increased their tuition and fees 5% year-over-year. We use 3% here as instructed, but experience tells us that they are likely to increase costs faster than that percentage.

Source(s):
https://evans.uw.edu/academic-programs/tuition-expenses-financial-assistance
https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=33&full_half_term=35&level_of_study=38
https://utexas.app.box.com/v/grad-18-19-long
https://sfs.virginia.edu/grad/cost/16-17
https://gradschool.princeton.edu/costs-funding/tuition-and-costs https://bursar.uchicago.edu/page/tuition-and-fees-2018-2019
https://www.hks.harvard.edu/admissions-aid/funding-your-education/funding-your-masters-education/tuition-fees

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

- Our primary competitors are the JFK School of Government at Harvard, and the Woodrow Wilson School at Princeton (both private). These are the institutions to which we lose applicants, and they are the most direct and frequent competitors for our top admit picks. These are also the policy schools which are most often our competitors in faculty hiring. They are also our contender institutions in the US News & World Report rankings. As might be imagined, Princeton and Harvard have significantly higher tuitions, more than double than ours.

- In recent years, we have been engaged in retention cases for both faculty and students with the University of Chicago's Harris School of Public Policy, so we have kept them on our list.

- In recent years, we have seen some increased competition from the University of Michigan's Ford School in terms of admissions, and they have become steadily aggressive about attempting to lure our faculty away, as well.

- Finally, we have included the Evans School at the University of Washington and the Batten School at the University of Virginia as common comparisons, since we are beginning to see real competition from them for our students (although not yet faculty).

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

There has been movement – in recent years, GSPP was among the higher fees for the public comparisons, and very much below the tuition and fees assessed by our private comparison institutions. With this year's analysis, it is clear that the Goldman School is now falling even lower in the cost comparisons with both public and private competitors. Further, as noted above, our private competitors have historically increased their tuition and fees 5% year-over-year so we expect the gap to widen even further than demonstrated in the table.

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

Our program is unique in several ways. Pedagogically, our focus on the intersection of Law & Public Policy is unusual. We feel that it speaks directly to effectiveness of implementation, and to pragmatic aspects of policy success. We focus on real-world impacts. And finally, in terms of experiential requirements, we do require an internship in the summer between Year 1 and Year 2 of the program. We find that many of these internships frequently lead to employment for the student, once their classroom work is complete.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	4.80%	5.91%	5.26%	5.05%		
Chicanx/Latinx	8.27%	7.79%	7.89%	8.98%		
American Indian	1.07%	1.61%	0.52%	1.10%		
Subtotal Underrepresented	*14.14%*	*15.31%*	*13.67%*	*15.13%*	*0.00%*	*0.00%*
Asian/East Indian	13.33%	16.13%	14.21%	20.28%		
White	44.27%	47.04%	46.31%	45.30%		
Other/ Unknown	11.73%	8.60%	10.53%	4.00%		
International	16.53%	12.90%	15.26%	15.73%		
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	30.10%	29.70%	23.40%	25%		
Gender						
% Male	37.87%	37.10%	39.47%	43.25%		
% Female	62.13%	62.90%	60.53%	55.75%		

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Though quantitative comparator data are not publicly available, we have accumulated years of anecdotal data from our students and faculty who insist that we have one of the most racially diverse student bodies among the Public Policy/Public Affairs schools in the country. Our students graduate from undergraduate policy programs at those schools, and our faculty have lectured at them, so we trust these observations. Further, when our student affairs staff attend professional conferences, they are told that our MPP is much more successful in this area—particularly when compared to the private schools on our list. Some of this is due to the diverse nature of the Bay Area and California in general, but we are told repeatedly by students who matriculate that Berkeley's national reputation for equity and inclusion is a big draw for them. Our summer Public Policy and International Affairs (PPIA) program, which gives summer program access to ethnically and SES-diverse college juniors, has also been a visible program that we can use in our admission discussions.

The enrollment proportions we see for our URM students has held fairly steady in recent years. We have ranged from a low of 10% (in 2011-12) to a high of 19% in 2012-13. In the most recent years, we've seen that the lowest "floor" increased from 10% to 13%. Also, that percentage is calculated on the increased numbers of our combined student headcount – so we're seeing more numbers of URMs in absolute terms. We are currently right in the middle, at nearly 16% of our masters' students identifying as URMs. We have seen a slightly lower proportion of international students, in comparison.

Our strategy has involved working on outreach and hiring of ethnically diverse staff members who present our public face to the students; we have also worked to improve the number of women in the classroom.

GSPP has also identified strategic partnerships with key universities/colleges to reach out to underrepresented organizations on student campuses that promote diversity (i.e., special interest groups, advisors, key senior personnel and administrators, etc.). These universities and colleges include Historically Black College and Universities (HBCUs) as well as Hispanic Serving Institutions (HSIs): Howard University (Washington, DC); Clark Atlanta University (Atlanta, GA); Morehouse College (Atlanta, GA); Emory University (Atlanta, GA); University of Texas at El Paso (El Paso, Texas), to name a few.

We also continue to offer the UC-PPIA program for outstanding college juniors who are interested in pursuing graduate studies in public policy. Not only do these students possess a commitment to public service, but they must be committed to addressing policy issues most affecting historically under-served communities and people of color.

Our indicators of success are clear. Our statistics show that more students of color and other under-represented groups have been admitted in recent years as competitive applicants (although they do not matriculate in the percentages that we would like to see, primarily due to the financial aid packages offered by our competitors). We have begun changing how we award financial aid for some of our applicants, giving them some assurance of fee offsets or employment in Year 2 of the program – and our yield percentages have been climbing as a result, especially among the Top 25 applicants (by Admission Committee ranking) – where we've gone from -0- acceptances to 15 acceptances in our most recent recruitment season.

We are also told that our ability to recruit several female faculty and faculty of color over the past five years has had a positive impact on our student recruitment diversity efforts.

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?

Historically, about 20% of our students have been Pell Grant recipients. We have had a slight uptick in this area for the most recent years for which data is available, to a range of 23-30%, which we find encouraging – as this implies that we have not priced out the masters' student who comes to UC Berkeley from a disadvantaged socio-economic background.

We think it's a reasonable percentage – similar to that of Public Health, and higher than Business (where Pell recipients might be expected to flock for graduate education, in search of higher income and increased economic mobility). We do ask what other graduate programs applicants applied or intend to apply to on our MPP application, as it allows us to identify Pell applicants before financial aid awards are fully assigned. With this additional information available to us in advance, it allows us to more aggressively target this pool, and to more effectively identify to whom we should offer grant-in-aid as an inducement to accept our offers.

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 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 have historically had a 70% women/30% men as our gender statistics. In recent years, we're finding more men are enrolling in our School, and we've gone from 65%/35%, and now close to a 57%/43% split. We have not particularly focused on this issue, preferring to spend our efforts on racial and financial disparities.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect the composition to be similar to current statistics.

We see historically that education is a lever used by lower SES students, by women students, and by URM students. That said, many of those students are aggressively pursued by other graduate schools and disciplines. For example, Princeton University's endowment is so substantial that they now offer a "full ride" to all graduate students in its MPP program. Law and Business Schools aggressively direct financial aid from their higher tuition programs towards URM, low-income and first-generation college students – and we cannot compete on that playing field.

Our School provides a path for students who have an interest in the public sector, and the "common good" – and we think it unlikely that percentages of the eligible applications will change much from what we've seen over the past 40 years in the field.

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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	7.7%	4.9%	4.8%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.7%	4.9%	4.8%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	2.6%	4.9%	4.8%
	International	0.0%	0.0%	0.0%
White	Domestic	72.4%	78.4%	76.5%
	International	4.5%	4.5%	4.5%
Other/Unknown	Domestic	5.1%	2.4%	4.8%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	33.3%	34.1%	35.7%
	Male	66.7%	65.9%	64.3%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	4.5%	4.8%	4.5%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	4.5%	4.8%	4.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
White	Domestic	82.0%	82.0%	82.0%
	International	4.4%	3.7%	4.4%
Other/Unknown	Domestic	4.5%	4.8%	4.5%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	27.3%	28.6%	31.8%
	Male	72.7%	71.4%	68.2%

Source: Cal Answers HR Census

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The Goldman School works to broadly advertise and recruit for its faculty ranks – with an intent of hiring the best-qualified candidates based on research, teaching, and their commitment to diversity. We now require a Statement of Diversity in our faculty recruitments, and we place advertisements for our Ladder-Rank positions in a wide variety of specialty publications (e.g., Black Economists, Hispanic Outlook, Latin American and Caribbean Economics Association, Black Issues in Higher Education, Hispanics in Higher Education, Minority Post Docs, Committee on Women in Statistics, and American Society of Hispanic Economists).

Since 2009, we have hired ten women into faculty or adjunct roles, as well as several ethnically diverse faculty. You'll note that our ethnic diversity among LR faculty is stable – with minute variations based on the departure and retirement of two male white faculty. The ethnic diversity of NON Ladder Rank faculty is a bit more subtle. In the years where you see a percentage decline, it is the year in which we began our non-state-supported degree program, the Masters in Public Affairs. In the 2.5 years since its launch (May 2016) we have added a substantial number of teaching faculty to our roster. Most of them are public policy practitioners, with career experience, legislative experience, and specialized business and project management backgrounds. Some of them are Latinx, some of them are Asian, one of them is a black woman, but the majority of them are white. We are focusing on the expansion of our hiring pool, via a Lecturer pool approach that has been approved and shepherded by the campus Office of Faculty Equity and Welfare. We also are asking our students and other community members to encourage diversity candidates to apply. Finally, we have reconsidered some of our past degree "requirements", and reduced them in recent Lecturer ad listings. As a result, we hope that our non LR Lecturers' diversity statistics will improve in future years.

We have also mounted aggressive retention cases in every instance where a faculty member is being courted by another institution. In recent years, we've been successful with a female Political Scientist; an African-American economist; a Latino economist; and an Asian who specializes in Environmental Policy (his PhD is awarded in the field of "Sustainable Development."

For our current Ladder Rank search, we assigned a staff member the task of visiting our competitor AAU departmental websites, and identifying promising underrepresented junior candidates, and personally invited them to 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?

We are currently budgeting approximately 35% of the PDST revenues related to the program to be put into financial aid each Spring for the entering class and continuing students in the Fall semester. This enables us to make the program more accessible to talented students with economic need, and makes us more competitive in recruiting the top-tier students that our faculty demand. **Our goals are to recruit highly-qualified, academically-talented students to the program; help them matriculate in a timely fashion by ensuring continuing assistance; and, assure that financial need will not constitute a barrier to economically-disadvantaged, but talented and promising students.** A further goal is to provide financial aid packages that will make our program financially competitive with those at peer institutions. We have begun changing how we award financial aid for some of our applicants, giving

them some assurance of fee offsets or employment in Year 2 of the program – and our yield percentages have been climbing as a result.

We measure success almost entirely by matriculation (or "yield") numbers. Historically, GSPP has had a yield of approximately 43-47% (N=85) of our overall admitted student cohort (N=180), which is typically less than 35% of all applicants (N~=600). We had noted, circa 2014, that our Top 20-ranked student acceptances were declining alarmingly. When we asked our student services team to do more research as to reasons for this sudden decline, we discovered that all of our private competitors, most notably Princeton (which has a huge endowment, and the stock market surge of the past decade has only made it even more enormous) was now offering every single admitted graduate student a "free ride" in terms of tuition, and they were offering a stipend of more than $20k annually, on top of the tuition award. As a result, we revamped our offerings. We now offer multi-year awards (to reduce uncertainty, as noted previously in this report), larger awards to the Top 20 admits, and we've doubled our stipend for these top students – from $10k annually, to $20k annually. As a result, this past cycle we got acceptances from 9 of the Top 20 – a yield of 45%. It is our position – impossible to quantify, since we do not have an admission pool without financial aid – that going from 0 to 45% yield, in the space of 5 years – is entirely due to increasingly generous financial aid awards, made possible by the growth in the PDST.

Our financial aid strategies help achieve our goals as follows:

1. We traditionally offer full scholarships and stipends (for Year 1) to our Top 25 admission picks.
2. We have begun offering second year packages to those applicants, and limited second year packages to other diversity candidates, which has increased our yield among these populations.
   a. The difficulty with this strategy is that it depletes the funds available for new admits (since a steady pool has already been contractually committed). We believe that for diversity candidates, this strategy helps us in our competition with the private schools especially.
3. We traditionally offer more generous grant aid to first-year students.
4. We offset our fellowship payments in the second and third years in several ways:
   a. We expect those who are eligible to establish California residency.
   b. We return to aid any offsets for students who are hired as GSIs, GSRs and Readers and Tutors with fee remissions.
5. We provide a minimum of $5,000 scholarships (and typically more generous financial aid packages) to all PPIA Fellows that are admitted to GSPP.

6. We also guarantee a minimum of $5,000 scholarship to any Congressional Black Caucus Foundation Fellow that is admitted to GSPP.
7. We provide Diversity Scholarships to students via funding from the Graduate Division (e.g., GOP Fellowships).

All of these packaging strategies allow us to make the most efficient use of the PDST funds, and to reallocate unused or returned funds to move further down the line of deserving and eligible recipients (while maintaining fairness and consistency in the process).

We believe that more up-front financial aid and financial aid commitments in Year 2 will continue to be a big factor as we go forward. The increase in yield reinforces our thinking that we need to continue to aggressively package financial aid in a two year bundle.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	67%	76%	62%	52%	48%	35%	45%
Cumulative Debt among Students with Debt	$37,325	$37,848	$34,752	$44,154	$40,423	$46,413	$51,439

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?

As the impact of the increased PDST is under $1000 per student for a two year degree, we expect very little actual impact on our student indebtedness, especially given the increasing salaries we are seeing among our graduates. We believe that these debt figures remain manageable, given the typical earnings of our program's graduates.

We note that the number of students who graduate with debt is now lower than it was five years ago, but the cumulative debt of those who do, is increasing. Our faculty, when discussing this trend, noted that perhaps more of our students are enrolling with some form of employer-assisted tuition, or perhaps they have spouses who can assist with living costs, and thus the student can work as a GSI or GSR to pay the tuition. Other explanations may be that we have a demographically diverse student body – some from lower income strata, and some from more well-to-do families, and thus there are those who can afford to get a master's degree, and there are others who must borrow to do so. And as all aspects of Cost of Attendance have risen over the past 10 years, it makes sense that that the cumulative debt figure has risen as well. Students don't just borrow to pay fees and tuition; they borrow so that they can pay their living expenses, and don't have to work – especially for the first year of the program. Ultimately, we don't know what to say, in terms of the effect of gently increasing PDST levels and financial aid. Our PDST is proposed to increase by 5%

per year for the next 5 years. If you look at actual dollar amounts, we're proposing an increase of less than $3,000 over 6 years – or an average of $500 per year. Yet the debt increases the data shows, especially from 2012-13 to 2012-14 and then at a lower rate for each successive year, we see that it is rising substantially faster than any PDST increase that we've ever proposed. We don't like to speculate as to "why" without qualitative data. One might find it plausible to say that they're borrowing more for housing costs – since we've seen those rates increase substantially in recent years. Or one might suppose that they're borrowing the maximum possible to allow for a little less employment while in graduate school. Anecdotally, we've heard both of these reasons.

What we can say is that our application numbers continue to grow. The quality of our admitted students continues to be truly astonishing. And ultimately, we are good stewards of the funds that they commit to the institution through their tuition and PDST.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	45%	$51,439	$80,000	9%
Public comparisons	%	$	$	N/A
Private comparisons	%	$	$	N/A

Sources:
UC: Corporate data
Comparison institutions: N/A
Additional Comments: We have no publicly available data on these questions.

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

As the most recent statistics available show, 55% of our masters' students graduate with no debt at all – and as recently as 2011-12, more than 75% of our graduates had debt at graduation. Clearly, our efforts at financial aid and employment strategies are allowing a large proportion of our students to graduate with no debt at all. For the remaining students, the average debt is currently estimated at just a bit more than $51,000.

Debt payments have risen to a newly-calculated ~ 9% of salary overall (which is an increase from historical percentages of 6%); we feel that we are still a reasonable educational choice for those in search of a two year professional degree. In the end, we have seen no decrease in absolute numbers of applicants; we continue to see a surge in the quality and life experience of our applicants; the

diversity statistics continue to be solid; our acceptance rates continue to be near all-time high yield percentages; and our percentage of students who were Pell Grant recipients at the Undergraduate level are increasing over our historical floor. Overall, these are encouraging and reasonable indicators that we are still a value for our prospective applicants, and that we continue to manage the pricing well.

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

We provide substantial student aid to the students during the summer between their first and second year (nearly 8% of our PDST funds allocated to Financial Aid are spent on Internship support for those serving at a non-profit agency). During that summer, our program requires an internship be completed, and many of our students engage to work for a non-profit, local or state government office, or international agency that has limited funds. We hope that this internship placement will encourage future employment in the same sorts of sites, and this is a common outcome. To that end, we provide subsidies for those students who are offered internships in either non-profit or international fields. The PDST helps pay those internship fellowships.

We facilitate rental sublets between (absent) incoming second years, and entering first year students, and promote other strategies that minimize the financial challenges faced by our mid-program students.

We also provide fellowships or stipends to some second-year students who are serving in a non-profit agency while writing their masters' thesis. The PDST is a valuable form of aid for those serving the under-served communities, and it is a major benefit for the community that we are able to do so.

We have explored the idea of a Loan Repayment Assistance Program (LRAP), and find that the costs and staffing required to administer such a program are untenable with our current staffing levels – it is much easier (and more attractive to our admitted students) to structure a financial aid package that includes grants and employment over a two year period, rather than mounting and maintaining an LRAP.

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?

We continue to see that between two-thirds and three-quarters of our graduates take jobs in the public sector. While it's true that they make substantially less than graduates of other Professional Schools (such as Law, Business, or Optometry) the average income continues to rise. Above all, we trust our students to make rational decisions about their enrollment in the program, the job they choose to apply for, and the fields they choose to work in after graduation. Given all the evidence, the public interest careers continue to be viable for our graduates.

Our alumni surveys show us that many graduates take a job that they know will give them real-world experience, and will add to their skill set, immediately after they receive their degree. About 12-15 years post-graduation, they drift in larger percentages to the private sector, and their incomes take a leap. Intuitively, this makes sense – once they have a family and a mortgage, it's more appealing to go after higher paychecks than to toil at jobs for significantly less pay. Nevertheless, we still have a dedicated cohort who stays with the non-profit, educational and government sector jobs.

Students interested in practicing in public service positions may participate in the Public Service Loan Forgiveness Program which is designed to forgive or cancel (100%) of the remaining federal Direct Loan balance of a student who has made 120 monthly payments on his/her Direct Loan while employed in a public service job, defined as 501(C)(3) non-profit organizations. Graduates entering lower paid positions in the public sector are also eligible to participate in the new federal Income Based Repayment Plan which reduces the monthly debt repayment to 15% of the graduate's income that exceeds 150% of the federal poverty guideline for the graduate's family size.

We make sure that our students know of these programs in a variety of ways – we include this information in our Financial Aid seminars for newly-admitted students, we include it in their "New Student Packet" once they're enrolled, we send the students and alumni email reminders of them, and we further discuss it in our one-on-one career advising sessions, and in counseling appointments once job offers are extended to our graduates.

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

Currently we do marketing and outreach through many avenues – both electronically and face-to-face. For example, we maintain e-mail listservs as well as direct mailing lists for financial aid and application information.

We also have regular "information Sessions for Applicants" at the School in the Fall, in preparation for the December applications. We update our material annually (or more often) in our website and publications. We have current students, alumni, faculty and staff all serve on phone banks in the early Spring, once the acceptance letters go out to applicants; those calls cover a wide variety of topics, including financial aid and internships.

We also attend national graduate recruitment fairs across the country, to do outreach to students interested in careers in the public sector, and education in public policy programs.

GSPP has identified and established strategic partnerships with key universities and colleges to reach out to underrepresented organizations on student campuses that promote diversity (i.e., special interest groups, advisors, key senior personnel and administrators, etc.). These universities and colleges include historically Black colleges and universities, such as Howard University (Washington, DC); Clark Atlanta University (Atlanta, GA); Morehouse College (Atlanta, GA); Emory University (Atlanta, GA); as well as acknowledged "Hispanic Serving Institutions," such as the University of Texas at El Paso (El Paso, Texas). GSPP is also trying to find ways to draw students with all kinds of political perspectives (conservative and liberal) so that students can hear a range of views in the classroom. At these recruitment fairs, we have brochures and bulletins that we provide to interested students; by having staff attend these recruitment events, they can have real-world conversations about the typical mix of financial aid instruments we have at our disposal. We educate them on requirements, thresholds, and job opportunities.

We also rely on our alumni (including PPIA alumni as prospective applicants), friends and professional networks. We develop contact lists that we target every year, and update them based on responsiveness and additional recommendations.

We re-work our Graduate Bulletin every year to reflect more depth and detail the financial aid packages, fellowships and employment opportunities available to students in our program.

Finally, we have a multitude of recruitment events in which we explain our financial aid programs, and we work closely with Graduate Division in outreach activities such as Diversity Day and New Student Open House 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?

We do, as part of our recruitment efforts. We also discuss it as part of our annual "town halls" with the School leadership, and in one-on-one student meetings wherein our staff assist with employment during the students' enrollment at GSPP. We discuss financial aid options, average debt loads upon graduation, mechanisms to lower borrowing, options for employment, Work Study, fee remissions, and possible restricted fellowships for which they might qualify.

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.).

We have been the #1 ranked School of Public Policy according to U.S. News, and, World Report for 17 years straight, behind the JFK School of Government at Harvard. Every year, we hold our breath in fear that we'll be dethroned, given our constrained resources and limited staffing. Our Program Review, conducted in 2010-11, clearly stated that we needed to raise our PDST much more aggressively, and to use those funds for staff and faculty hiring.

We have declined to do so, because affordability is a primary value of the dean, the faculty, and the leadership of the School. We are committed to access and excellence, and we do not want to price out diverse or under-served applicants.

We continue to attract record numbers of applicants. Last year, we admitted approximately 23% of those who applied. These trends suggest that we remain an attractive option for students and are highly competitive with our competitor institutions. That said, we know from conversations with those students who do turn us down that pricing and financial aid packages were at the forefront of their minds.

As a result, GSPP will continue to offer 2-Year "guaranteed" packages in the future, as it's clear that predictability of funding matters quite a lot to our applicants. A steady increase in PDST revenue will allow these packages to be more competitive than we currently are, most especially in competition for the "Top 25" admits and for URM students who get increasingly large financial aid awards from our competitor institutions.

However, it is clear that we are near a tipping point; even though our external program reviews have advocated a larger increase in fees and PDST to reflect a cost closer to that of our private competitors, we are unwilling to embrace such high tuition levels. The dean and the faculty of the School are deeply invested in affordability metrics for our students, and so we assess this each year, depending on Admissions, Yield, Matriculation and Financial Aid statistics. Unfortunately, the operational reality for GSPP is that the current climate of eroding state support requires us to use the PDST revenue as an essential supplement to maintaining the educational experience and advising quality for our students. We believe that the accompanying debt load is still within a manageable range for our graduates.

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 only 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 2018-19 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.

☐ (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 – we're an established program.

☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
The plan was shared at GSPP via town hall meetings with the dean on Sept. 6th, 2018.

☒ Convened focus groups of students in the program to discuss the plan and solicited feedback – (Student Representatives)

☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
The plan was shared at GSPP via email to all enrolled students on Weds., Aug 29th and Weds. Sept. 5th, 2018.

☒ Other (please describe):

For the past three admission cycles, we have included information in our admission letters, describing the anticipated increases in PDST and campus fees. As a result, when they accept our offer of admission, they know what is planned in terms of fee proposals for the next two years (most are here only 2 years, in our Master's of Public Policy program).

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The students have actually not indicated much interest in discussing the PDST levels in recent Town Halls and conversations with the dean. Their focus instead has been on increasing the diversity of the faculty, increasing diversity of the student body, and a need for housing assistance, given the rise of rents in the Bay Area.

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ___10/31/2018_____ .
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:

<u>Outreach & Diversity</u>
The proposal demonstrates a department-specific plan that builds off of the campus default with an assessment plan outlined for both student outreach and recruitment, and faculty diversity.

Comparison to Competing Programs

The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale

In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget is not disclosed in detail, only generally in text.

Student Consultation

The proposal shows strong engagement with students, indicators of student desire for programmatic elements supported by PDST, or incorporation of student feedback into revision of proposals, and student feedback on final proposal general accepted by students as beneficial to their educational outcomes. However, there seems to be minimal alignment between stated need for the PDST amount, the amount requested, and/or what students indicated as areas of need - issues such as housing costs are identified by students as more significant than the PDST rates. There is outreach to students or aid offered to defray this added cost and there are additional plans to continue to assess and improve offerings.

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting – on Monday, Sept. 17th
☒ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback – the same town-hall as students
☐ Convened focus groups of faculty in the 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 – the same email sent to students was sent to the entire GSPP community, including faculty.
☐ Other (please describe): Text

IX.e. Below, please 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 conversation focused on the use of the PDST, the importance of financial aid, and the need for Lecturers and visiting teaching faculty. The summary of faculty feedback is what has been reflected consistently since we began the PDST – the faculty are uncomfortable with excessive increases, and have no interest in charging our incoming students a PDST similar to Law or Business. That said, as most of them have served on our Admissions Committee, they are well aware that 60% of our Financial Aid comes from our PDST funds. Without that Financial Aid, we would not be able to recruit the top-notch applicants that they want in our program. The feedback, specifically, was to throttle any increases to no more than 5%, and consider a reduction to 3% increases, year-over-year, if financially feasible. They leave that decision to the dean and his financial analysis staff.

IX.f. Please confirm that this long form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   ___Dean Fiona Doyle_____ on ___11/15/2018_____ .
   Graduate Dean

☒ Plan endorsed by   ___Chancellor Carol Christ_____ on ___11/15/2018_____ .
   Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$4,848	$5,090	$5,344	$5,612	$5,892	$6,186	5%	$242	5%	$254	5%	$268	5%	$280	5%	$294
Prof. Degr. Suppl. Tuition (Nonresident)	$4,848	$5,090	$5,344	$5,612	$5,892	$6,186	5%	$242	5%	$254	5%	$268	5%	$280	5%	$294
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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
Total Fees (CA resident)	**$18,979**	**$19,664**	**$20,368**	**$21,106**	**$21,869**	**$22,666**	3.6%	$685	3.6%	$704	3.6%	$738	3.6%	$763	3.6%	$797
Total Fees (Nonresident)	**$31,224**	**$31,909**	**$32,613**	**$33,351**	**$34,114**	**$34,911**	2.2%	$685	2.2%	$704	2.3%	$738	2.3%	$763	2.3%	$797

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

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

Established in 1944, the Berkeley Master of Social Welfare (MSW) 2-year program educates students for a range of social work leadership and practice roles. Students are prepared to practice with specialized skills at specific intervention levels, and are thoroughly grounded in social science knowledge, social welfare policies, and social service organizations. It is one of two MSW programs in the UC system, the other being at UCLA.

Berkeley Social Welfare's MSW Program develops future leaders of the profession who are deeply prepared for multi-level social work in specific areas of practice. We provide an education built on the strongest available evidence, oriented to advancing social justice, and responsive to the changing needs of local and global communities. With a prestigious faculty and excellent students committed to public service, Berkeley Social Welfare is currently ranked number 3 and consistently ranks among the top 10 schools of social work and social welfare in the country.

- We train social workers for a range of leadership and advanced practice roles in the profession.
- We create a spirit of critical inquiry and emphasize the use of tested knowledge and theory in developing and applying intervention methods.
- We prepare students for professional responsibility in the field of social welfare and the institutional systems that comprise it.
- We educate students to advance social justice.

Our MSW program goals are focused on three central themes of leadership development:

Leadership for Service
- Develop visionary thought and practice leaders who are responsive to communities and individuals, draw upon the best available evidence to continuously improve social work practice and policies, and who are able to change with shifting contexts of social work.
- Develop leaders who can flexibly and competently practice social work across multiple ecological levels.
- Develop leaders who can engage effectively in collaboration with diverse communities; articulate social problems; and promote innovation in social welfare practices, programs and policies.

Leadership for Social Justice and Social Change
- Develop leaders with an understanding of concepts of equality and social justice.
- Develop leaders with the skills to promote meaningful and productive change with and in underserved communities and vulnerable populations.

Leadership for Evidenced-informed and Competency-based Practice
- Develop leaders with the capacity to utilize research to support practice, and practice to support research, and translate the best available evidence into practice principles.
- Develop leaders with skills to work collaboratively with numerous community partners to gather and analyze evidence that reflects the changing needs of our communities.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which spanned from 2016-17 through 2018-19, included the following goals:

Field Experience
We funded services that are related to the field program required exclusively for MSW students. Berkeley's MSW Field Education Program is the strongest in the Bay Area and beyond. PDST revenue helps us maintain the high quality and service of our distinctive, cohort-based field education model, with a small number of students (usually 15-20) assigned to the same member of our full-time Field Faculty throughout their graduate education. We utilized PDST revenue to support the following:
- Salaries of the instruction and support of the field program.
- Related expenses, including professional liability insurance for the students (which is something our peer institutions do not cover).
- Training for over 200 field instructors annually who provide supervision for our students in their placement.

Providing Student Services

The PDST revenue allowed us to weather the ongoing decline of state funding and maintain student services support. The School has a commitment to diversity. We achieved this goal through the following expenditures.

- Through student services, we funded the recruitment and admissions to the MSW. Our multi-pronged strategy (discussed below) was funded with PDST through the funding of staff salaries and benefits.
- The past three years we funded a common orientation experience regarding conversations on racism and systemic oppression for the incoming MSW students. This action was prompted from conversations and action in cooperation with students and has become a solid part of the first year experience.

Return to Aid

- We provided academic year aid, travel stipends, and summer aid to MSW Students with PDST funding.
- As we grew fundraising efforts, we ensured that we met the 33% return-to-aid policy guidelines and provided the required student funding from alternate sources. In 2017-18, we disbursed approximately $1.9 Million in non-loan student aid (double the amount of PDST revenue) – through fellowships, stipends, and tuition remission.

Creating/maintaining flexible programming options

- PDST supported a portion of an instructional technologist to work in the form of salaries and benefits. This assistance aided in more flexible class options and alternate formats of course content.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The School is diligent at ensuring that all expenses charged to PDST revenue are for the benefit of the MSW students who pay the fee. We regularly receive feedback from students to guide the areas of need/improvement for either access or experience in the

MSW program. The expenses fall into five goals; maintain high quality field experience; support enhanced learning opportunities; enhance return to aid; dedicated recruitment effort; and instructional technology support for curriculum. All of these expenses enhance the experience of the students in the MSW program.

1. ***Maintain a High-Quality Field Education Program***
   Berkeley's MSW Field Education Program is the strongest in the Bay Area and beyond with a high-quality and distinctive cohort-based field education model, with a small number of students (usually 15-20) assigned to the same member of our full-time Field Faculty throughout their graduate education.

   Strategies:
   - Funding field consultant salary and benefits
   - Paying for training and programmatic expenses related to the development of more quality field placements
   - Funding the professional liability and general liability insurance policies for the students.

2. ***Support Enhanced Learning Opportunities***
   Students often request enhanced learning opportunities such as additional sections of core and elective courses we would not otherwise have the resources to offer, including special-topic group study courses; co-curricular events such as the annual *At the Intersection* anti-oppression training; and academic success workshops offered each fall for new, first-year students.

   Strategies:
   - Pay for instructors to offer additional sections of core elective courses.
   - Pay for instructors of special topic courses.
   - Pay for the annual fall diversity and inclusion events that target anti-oppression training and academic success workshops.

3. ***Enhance Financial Aid***
   In recognition of rising tuition costs and limited access to affordable housing, our goal is that Berkeley Social Welfare students graduate with less debt than their expected first-year salary (2018 median annual wage for a California-employed MSW degree holder = $64,100[1]).

   Strategies:

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[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, on the Internet at
https://www.bls.gov/ooh/community-and-social-service/social-workers.htm (visited September 30, 2018).

- Procure more external funds to enhance financial aid. In 2017-18 we awarded approximately $1.9 million in financial aid to MSW students through PDST return-to-aid, extramurally-funded stipend programs, and our growing endowments. MSW students received an additional $270,000 in stipends directly from agencies. We will continue to support travel stipends and limited summer awards. This strategy will utilize non PDST funds.
- Expend summer and travel stipends to MSW students.

4. ***Dedicated Recruitment Effort***
   The School will significantly expand recruitment efforts specifically aimed at increasing access to our MSW program among nontraditional, under-represented, and working professional students.
   Strategies:
   - This expenditure is in salaries of student services employees to spend dedicated time related to recruitment.
   - PDST will also be expended on FTE of student services to maintain a 13.7 students to 1 ratio or lower.

5. ***Enhance Instructional Technology support for curriculum***
   Strategy:
   - We have a part time instructional technologist to assist in developing flexible program options in the future as well as assisting faculty with enhancing and streamlining digital access of course content. This expenditure will be in the form of salaries and benefits for the support of the faculty streamlining and enhancing their courses.

Enormous financial challenges have directly impacted the quality of our MSW program. The School may be unable to maintain its highly-ranked reputation, and could see a dramatic drop in its reputation nationwide unless program revenue can continue to keep pace with expenses. Although the School has been successful in 1) increasing revenue for student aid through fundraising efforts, 2) reducing non-essential costs, and 3) subsidizing elements of its educational program through outside contracts and grants, it is unable to sustain permanent cuts of the magnitude it has experienced over the past twelve years and continue to maintain high program quality and the high caliber of professional students admitted.

Without this funding the School would give less in student aid, start restricting the level of service in the field program and student services, and likely not pursue the flexible program options, expanded, targeted recruiting; addressing of climate issues, or enhancements to the physical space that the students desire. Additionally, we would have dramatically fewer resources and staff related to student services and recruitment without continued funding resulting from the PDST. Without PDST support we would not be able to provide or expand graduate fellowships specifically for MSW students, such as MSW Professional Development Awards;

Summer Fellowships; Annual Achievement Awards such as the Dean's Award for Social Justice; and multi-year fellowships offered to new, incoming students at the time of admission.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$202,979	$10,149	$10,656	$11,189	$11,749	$12,336	$259,058
Providing Student Services	$332,294	$16,615	$17,445	$18,318	$19,234	$20,195	$424,101
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	$33,936	$1,697	$1,782	$1,871	$1,964	$2,062	$43,312
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)	$327,671	$41,837	$18,300	$19,542	$20,253	$21,266	$448,869
Total use/projected use of revenue	$896,880	$70,297	$48,184	$50,920	$53,200	$55,860	$1,175,340

Additional Comments:

We comply with RTA policy by supplementing with non-PDST funds. The amount equivalent to at least 33% all Professional Degree Supplemental Tuition revenue would be approximately $299K. We have exceeded that amount. In 2017-18 we disbursed approximately $1.9 Million in non-loan student aid (double the amount of the total PDST revenue) – through fellowships, stipends, extramural funds, and tuition remission from non-PDST funds.

The increased revenue in 2019-20 is greater than other years as we predict that we will have an additional five students next year and will continue with a steady number of students in subsequent years.

The 'Other' category includes all field instruction and temporary instruction costs to meet goals 1 and 2 above. The field program is signature to the discipline of social work. The intensive practicum expenses includes salaries of field consultants/lecturers for the courses in the curriculum related to field. Additionally, the expenses reflect the training for field instructors, a comprehensive field database to manage placements, professional development for maintaining quality field placements, insurance for students - both general and professional liability - while completing their placements. This category also contains the expenses for the additional expenses related to the field program delivery including international field placement development and field supervision travel reimbursement.

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

The School has a full time major gifts officer tasked with increasing the student aid available to MSW students. This role is supported by a Fundraiser 2 who provides support to the annual fund and lower level donors. The School actively applies to extramural funding opportunities for training grant monies to support MSW education. We have been successful in adding two stipend programs over the past year, bringing our total to six unique stipend programs that provide aid to students. Stipends in these programs range from $10,000 to $18,500 per student.

The School also re-imagines its staffing structure at every vacancy and has combined duties to take advantage of all vacated positions. Our staff to faculty ratio is 1.3 staff FTE to 1 faculty member and is lower than other campus units. We have limited staff hiring and reduced recall appointments. We continually look for ways to save funds while maintaining the level of service of our 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.

N/A

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	158	170	170	170	170	170
Domestic Nonresident	24	20	20	20	20	20
International	3	0	0	0	0	0
Total	185	190	190	190	190	190

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Michigan - Ann Arbor	$28,078	$28,920	$29,788	$30,682	$31,602	$32,550	3%	$842	3%	$868	3%	$894	3%	$920	3%	$948
Washington University in St. Louis	$41,905	$43,162	$44,457	$45,791	$47,164	$48,579	3%	$1,257	3%	$1,295	3%	$1,334	3%	$1,374	3%	$1,415
University of Chicago	$49,968	$51,467	$53,011	$54,601	$56,239	$57,927	3%	$1,499	3%	$1,544	3%	$1,590	3%	$1,638	3%	$1,687
University of Washington	$19,797	$20,391	$21,003	$21,633	$22,282	$22,950	3%	$594	3%	$612	3%	$630	3%	$649	3%	$668
Columbia University	$49,696	$51,187	$52,722	$54,304	$55,933	$57,611	3%	$1,491	3%	$1,536	3%	$1,582	3%	$1,629	3%	$1,678
University of Pittsburg	$22,846	$23,531	$24,237	$24,964	$25,713	$26,485	3%	$685	3%	$706	3%	$727	3%	$749	3%	$771
Public Average	$23,574	$24,281	$25,009	$25,760	$26,532	$27,328	3%	$707	3%	$728	3%	$750	3%	$773	3%	$796
Private Average	$47,190	$48,605	$50,064	$51,565	$53,112	$54,706	3%	$1,416	3%	$1,458	3%	$1,502	3%	$1,547	3%	$1,593
Public and Private Average	$35,382	$36,443	$37,536	$38,663	$39,822	$41,017	3%	$1,061	3%	$1,093	3%	$1,126	3%	$1,160	3%	$1,195
UCB Social Welfare MSW	$18,979	$19,664	$20,368	$21,106	$21,869	$22,666	4%	$685	4%	$704	4%	$738	4%	$763	4%	$797
Nonresidents																
University of Michigan - Ann Arbor	$44,778	$46,121	$47,505	$48,930	$50,398	$51,910	3%	$1,343	3%	$1,384	3%	$1,425	3%	$1,468	3%	$1,512
Washington University in St. Louis	$41,905	$43,162	$44,457	$45,791	$47,164	$48,579	3%	$1,257	3%	$1,295	3%	$1,334	3%	$1,374	3%	$1,415
University of Chicago	$49,968	$51,467	$53,011	$54,601	$56,239	$57,927	3%	$1,499	3%	$1,544	3%	$1,590	3%	$1,638	3%	$1,687
University of Washington	$33,234	$34,231	$35,258	$36,316	$37,405	$38,527	3%	$997	3%	$1,027	3%	$1,058	3%	$1,089	3%	$1,122
Columbia University	$49,696	$51,187	$52,722	$54,304	$55,933	$57,611	3%	$1,491	3%	$1,536	3%	$1,582	3%	$1,629	3%	$1,678
University of Pittsburg	$31,990	$32,950	$33,938	$34,956	$36,005	$37,085	3%	$960	3%	$988	3%	$1,018	3%	$1,049	3%	$1,080
Public Average	$36,667	$37,767	$38,900	$40,067	$41,269	$42,507	3%	$1,100	3%	$1,133	3%	$1,167	3%	$1,202	3%	$1,238
Private Average	$47,190	$48,605	$50,064	$51,565	$53,112	$54,706	3%	$1,416	3%	$1,458	3%	$1,502	3%	$1,547	3%	$1,593
Public and Private Average	$41,929	$43,186	$44,482	$45,816	$47,191	$48,607	3%	$1,258	3%	$1,296	3%	$1,334	3%	$1,374	3%	$1,416
UCB Social Welfare MSW	$31,224	$31,909	$32,613	$33,351	$34,114	$34,911	2%	$685	2%	$704	2%	$738	2%	$763	2%	$797

Source(s):

https://ssw.umich.edu/admissions/msw/financial-aid

https://brownschool.wustl.edu/Academics/Master-of-Social-Work/Tuition-and-Fees/Pages/default.aspx

http://ssa.uchicago.edu/tuition-fees

http://opb.washington.edu/graduate-tuition-dashboard

https://socialwork.columbia.edu/the-student-experience/costs-financial-aid/cost-attendance-new-york-city-campus/

http://www.socialwork.pitt.edu/admissions/msw/frequently-asked-questions#Costs

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

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

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

UCB ranks in the lowest for total tuition and fees among competitors. This is true in both the public and private comparators. UCB rates 19% below the in-state public average and 15% below the out of state public average. The difference is even more staggering when comparing to our private competitors at 60% below the average.

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

UCB SSW consistently ranks among the top social work graduate programs in the nation and is number one in per capita faculty productivity. Members of the faculty are nationally and internationally recognized as leaders in their fields, conducting cutting-edge research on the major issues facing California, the US and the world. Berkeley's MSW Field Education Program is the strongest in the Bay Area and beyond with a high-quality and distinctive cohort-based field education model, with a small number of students (usually 15-20) assigned to the same member of our full-time Field Faculty throughout their graduate education. A recent outside review of this program ranked it one of the best in North America. Our program provides students with rigorous research and practice skills that allow students to become leaders in the public and human services — from elected officials to innovative directors of county social service departments and community-based organizations to direct service providers working on the

frontlines. The School of Social Welfare is training the next generation of social work professionals, scholars, advocates and policymakers dedicated to serving society's most vulnerable members.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated		
	2015-16	2016-17	2017-18	Fall 2018		
Ethnicity						
Underrepresented						
African American	11%	8%	9%	9%		
Chicana(o)/Latina(o)	19%	19%	24%	33%		
American Indian	3%	4%	3%	1%		
Subtotal Underrepresented	*33%*	*31%*	*36%*	*43%*	*0%*	*0%*
Asian/East Indian	15%	16%	16%	19%		
White	40%	40%	38%	30%		
Other/ Unknown	10%	14%	10%	6%		
International	2%	0%	0%	2%		
Total	100%	101%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	47%	30%	48%	48%		
Gender						
% Male	20%	17%	18%	23%		
% Female	80%	83%	82%	77%		

Sources:
UC ethnicity, socioeconomic status: UC Corporate 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Over the past three years our MSW program has experienced overall growth in URM enrollment, from 33% total URM in 2015 to 43% total URM enrolled in Fall 2018. The largest increase is among Chicanx/Latinx students. Historical trends among other URM groups remain relatively stable. We continue to see increases in the numbers of URM students applying, accepted, and matriculating into our MSW program, although not in sufficient quantity to meet current social work workforce demands in California.

Berkeley's MSW Program is as diverse as MSW programs nationally, when viewed in the context of California's ethnic demographics. Per data from our accrediting body (CSWE), enrollment of full-time MSW students from underrepresented groups comprised 32% of total MSW enrollments nationally.

	Berkeley Social Welfare	US Social Work Programs, 2017
African-American/Black	9%	18%
Chicanx/Latinx	33%	13%
Native American/American Indian	1%	1%

Table 1: Underrepresented Student Enrollment in MSW Programs. Berkeley data: Fall 2018 Census by Multiple Fields, Cal Answers. National data: Council on Social Work Education *2017 Statistics on Social Work Education in the United States.*

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

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

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

   We continue to re-orient our admissions recruiting efforts to focus on outreach to underrepresented and nontraditional graduate students. Both the University and the Berkeley MSW Program also provide resources for fellowship support to students of diverse backgrounds who will contribute to the level of diversity within the social work profession or in the graduate community at large. Consideration is generally given to students whose background and life experiences contribute significantly to an educationally beneficial mix of students and enhance educational diversity.

2. **Continuous quality improvement to ensure we are educating a diverse social work workforce to meet the service needs of an expanding, multicultural client base:**

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

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

The trend in enrollment of students from low socioeconomic backgrounds is relatively stable, showing an average increase of about 10% over the past ten years. To promote access for these students we focus efforts on increasing the amount of financial support available from workforce development training grants, and fellowship awards from our robust endowment. We also provide

specialized academic support through sub-units such as our federally-funded Latinx Center of Excellence in Mental Health, and Child Welfare Scholars program.

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

The social work profession is predominated by women in the US. Berkeley's program mirrors national MSW program data: about 80% of MSW graduates are women. Our current MSW student body is 71% female, 18% male, and 6% of different gender identity. We continue to see a slight increase in students identifying as Genderqueer/Nonconforming. We take an all-encompassing view of "gender parity" and strive to create an intellectual environment supportive of advancing evolving concepts of gender identity. Race, class and gender issues are represented in both the MSW curriculum and our faculty research agendas. These specializations above are woven together by cross-cutting population emphases — on race/ethnicity, gender/sexual orientation/sexual identity and socioeconomic class.

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

Based on performance over the past three years, we expect gains in diversity composition to continue at a modest pace, in service to our goal of achieving closer parity to the demographics of the client base served by social workers in California. We expect to make gains in the Chicanx/Latinx communities given our dedicated efforts towards Chicanx/Latinx recruitment and retention, but are only now beginning our outreach in the African American community with our multi-pronged African American Initiative to develop coordinated and stipend-supported internship learning opportunities with organizations already serving the Black community. This is funded with non-PDST funds.

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.

All Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	9.1%	15.0%	13.9%
	International			
Chicano(a)/Latino(a)	Domestic	4.5%	5.0%	5.6%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	11.4%	12.5%	13.9%
	International			
White	Domestic	72.7%	65.0%	63.9%
	International			
Other/Unknown	Domestic			
	International	2.3%	2.5%	2.8%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	59.1%	62.5%	66.7%
	Male	40.9%	37.5%	33.3%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	6.3%	12.5%	13.3%
	International			
Chicano(a)/Latino(a)	Domestic	12.5%	12.5%	13.3%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	6.3%	8.3%	8.3%
	International	6.3%	4.2%	4.2%
White	Domestic	68.8%	56.3%	53.3%
	International			
Other/Unknown	Domestic			
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	37.5%	50.0%	53.3%
	Male	62.5%	50.0%	46.7%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Since 2012, the School actively sought to increase the number of women and URM among faculty in our School. Our School has been quite successful in recruiting a diverse group of new faculty since 2011. We have added six new women to our Senate faculty, two of whom are African-American and two of whom are of Asian descent. We have also added a Latino male faculty member as well as a self-identified gay male faculty member.

We will seek to continue to build a diverse bench of scholars who not only reflect the diversity of the topics in our professional field but also diverse backgrounds. Our successful track record in recent years speaks for itself; our non-white faculty has grown to 44% from 21%, which is higher than the campus at 30%. Our gender gap has narrowed as well and we are currently at 60% female senate faculty members – much more equitable than the campus as a whole (at only 31%).

Of these 12 faculty, eight are women. In respect to the demographics of our ladder-rank faculty, it is important to note that the School is considerably more diverse than campus as a whole. However, this current recruitment remains an excellent opportunity to enhance diversity in the unit. Of the five full professors in our School, only two are faculty of color. In fact, four of our seven nonwhite faculty are at the assistant professor level. We need more diversity at the senior faculty level to assist in stewarding diversity-minded leadership, and are particularly in need of African American, Native American or Latino faculty.

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

- We employ enhanced outreach through personal contacts, use of databases, and specially targeted ads, often in new venues.
- Our job announcement calls out our core values of equity, inclusion, and diversity.
- We use and prioritize "contributions to diversity statements" in candidate evaluation.
- We use rubrics scoring multiple criteria to record decision-making by search committee members.
- We solicit the participation of our graduate students in candidate interviews and assessments – in fact, we also have a graduate student appointed to the search committee.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

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

1. **Provide financial assistance to students in greatest economic need so that fees are not an insurmountable barrier to graduate study in social work.**
   To achieve this goal we provide fellowship support in the form of a multiyear award offer at the time of admission for our most competitive applicants demonstrating financial need in their application to graduate study.

2. **Equitably distribute all available sources of departmental support to provide the greatest number of subsidies possible in order to help reduce student loan amounts.**
   To achieve this goal our financial support policies and procedures prioritize awarding students who may not have previously received as much departmental funding as other students.

3. **Increase the number of active stipend-based training programs in effect annually.**
   To achieve this goal we leverage our relationship with the California Social Work Education Center (CalSWEC) to seek out and successfully apply for additional workforce development contracts and grants. We continuously identify and respond to state and federal Requests for Applications (RFAs) specifically targeting social work education programs in health and mental health for workforce development training.

4. **Educate graduate students on the impact of educational debt on social workers.**
   To achieve this goal we promote graduate student financial literacy by publishing an online guide to "Financing Your Graduate Education." We also regularly engage with the Financial Aid and Scholarships Office to provide in-person workshops for graduate students on responsible management of student loan debt.

We monitor success in meeting these goals through regular management review of institutionally-reported student affordability and financial aid data.

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

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	74%	86%	88%	75%	77%	72%	78%
Cumulative Debt among Students with Debt	$35,095	$43,612	$40,168	$49,367	$50,700	$52,170	$57,284

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?

Because we are an accredited professional program and not an academic master's program, we compare our student indebtedness data to that of similar programs nationally. Each year our national accrediting body (CSWE, Council on Social Work Education) reports on information about loan debt at graduation collected in the online Annual Survey of Social Work Programs. According to the *2017 Statistics on Social Work Education in the United States: Appendix*,[2] 78% of master's program graduates reported debt at graduation. Berkeley MSW students continue to borrow at a rate similar to MSW students nationwide; however, the average loan amounts are higher. The percent of students with debt tends to fluctuate in a narrow range and continues to reflect the national average, while cumulative debt over time is increasing. We anticipate the impact of our modest PDST increase on indebtedness trends to be minimal.

We do not attribute the increase in loan amounts to our modest PDST. Our program first collected PDST revenue in 2010-11 with a fee of $4,000/year. It is currently at $4,848/year. The increase in loan amounts far outpaces the small increases over 8 years in our PDST program. We find through conversations with students that the larger pain points for increases are the costs of living in the Bay Area.

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[2] Available online from CSWE at https://www.cswe.org/getattachment/News/General-News-Archives/2017-Annual-Stats-Social-Work-Education-Report/CSWE_2017_annual_survey_report_appendix-FINAL.PDF.aspx.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	78%	$57,284	$64,100	13%
Public comparisons	%	$	$	n/a
Private comparisons	%	$	$	n/a

Sources:
UC: Corporate data
Additional Comments:
According to the Bureau of Labor Statistics, the median annual wage for social workers was $47,980 in May 2017.[3] The median annual wage for social and community service managers was $64,100 in May 2017.[4]

VI.c. Please describe your program's perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.
Student loan debt remains a concern for social work graduates across the country as 78% of MSW students graduate with debt as noted above. Social workers with educational debt may be eligible for certain loan forgiveness or payment modification programs, and we continuously educate our students about these opportunities. We annually invite representatives from the Financial Aid and Scholarships Office to present information to student loan borrowers about strategies for effectively managing their finances, and information on repayment plan options. We orient our departmental support programs towards reducing the overall amount students need to borrow to finance their graduate education.

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 mission of Berkeley's MSW Program is to prepare graduates for leadership and service in the public and nonprofit sectors. Courses and field internships are designed to prepare professionals for a wide range of services to vulnerable and disadvantaged populations. We offer an array of financial assistance programs, including:

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[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, on the Internet at https://www.bls.gov/ooh/community-and-social-service/social-workers.htm (visited September 30, 2018).
[4] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social and Community Service Managers, on the Internet at https://www.bls.gov/ooh/management/social-and-community-service-managers.htm (visited September 30, 2018).

- **Workforce development training programs,** which provide stipend-based support for eligible MSW students in certain fields of study. Some field-based stipend programs are offered in exchange for a contractually obligated, post-graduation employment commitment for a specified time period. Four of these programs are currently effective, providing educational stipends to 69 students. We continuously seek out and apply for new funding opportunities to expand stipend-based training programs.
- **Departmentally Restricted Awards** made from the endowment, many of which are intended for social work graduate students planning careers in public social service, health or welfare programs.
- Assistance with applying for **extramural awards.** Many Berkeley Social Welfare students have been successful at securing extramural funding through additional university, public, and privately-sponsored fellowships.
- Some field education internship sites also offer stipends through the federal **Work-Stud**y program.

About 70% of our master's students received some type of departmental award (non-loan) in 2017-18. In 2017-18 we disbursed approximately $1.9 Million in non-loan student aid (double the amount of the total PDST revenue) – through fellowships, stipends, extramural funds, and tuition remission from non-PDST funds.

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

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

Occupational Title	Median Hourly Wage	Mean Hourly Wage	Mean Annual Wage
TOTAL ALL OCCUPATIONS	$20.14	$28.12	$58,475
Management Occupations	$56.60	$64.88	$134,945
Social and Community Service Managers	$29.84	$34.28	$71,320
Community and Social Services Occupations	$24.10	$26.85	$55,851
Child, Family, and School Social Workers	$25.13	$27.26	$56,694
Healthcare Social Workers	$34.76	$35.53	$73,896
Mental Health and Substance Abuse Social Workers	$24.29	$27.21	$56,592
Social Workers, All Other	$32.77	$32.37	$67,326
		$31.33	$65,166

Source: Occupational Employment Statistics Survey, California Employment Development Department; May 2018; available online at http://www.labormarketinfo.edd.ca.gov.

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

Information about graduate student support is strategically incorporated into all marketing and outreach efforts. We publish and maintain two online sources of information regarding our financial aid programs: "Financing Your Graduate Education," a guide to financial aid strategies, options, and resources; and our "Student Funding" catalog of graduate student financial support opportunities and programs currently in effect. Links to these resources are embedded in the Admissions section of our web site. Information is also presented in print in our annual "MSW Viewbook" (program bulletin). The Student Funding catalog also includes information about and links to an extensive list of extramural funding opportunities; and a comprehensive "FAQ about Fees, Fellowships and Financial Aid," as well as information about and links to loan forgiveness and repayment plans.

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?

Information regarding average debt and median salary of program graduates is included in financial aid presentations and professional development workshops. We also provide links to such data in our professional development resources for graduate students.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 provided multiple opportunities for students to provide input and feedback on our PDST plan. We sent a survey for anonymous comments (attached). We also hosted a town hall meeting for the students to discuss the plan on October 8, 2018. There were no comments related to the PDST proposal.

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

☒ Plan shared with _____Jonathan Morris, GA President_____ on ___10/31/2018___ .
<small>Campus graduate student organization (i.e., your campus' GSA president)</small>

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

Outreach & Diversity
The proposal has utilized assessment of a successful, department-specific student outreach and recruitment and faculty diversity strategic plans and/or makes proposed changes to improve existing plan with intentional consultation with appropriate campus divisions (e.g. Division of Equity & Inclusion)

Comparison to Competing Programs
The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale
In the previous cycle, all or almost all goals were achieved. In doing so, the academic unit has been strengthened and student experience improved. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation

The proposal shows engagement with students, with mixed student feedback or lack of evidence of support and/or reflects attempts to meet student desires. However, there is no clear evidence the proposed PDST is in alignment with student preferences. There is outreach to students or aid offered to defray this added cost and there are additional plans to continue to assess and improve offerings

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☒ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 provided no feedback. They voted to approve the plan unanimously.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   _____Dean Fiona Doyle_____ on _____11/15/2018_____ .
Graduate Dean

☒ Plan endorsed by   _____Chancellor Carol Christ_____ on _____11/15/2018_____ .
Chancellor[5]

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[5] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$18,232	$19,144	$20,100	$21,104	$22,160	$23,268	5%	$912	5%	$956	5%	$1,004	5%	$1,056	5%	$1,108
Prof. Degr. Suppl. Tuition (Nonresident)	$18,232	$19,144	$20,100	$21,104	$22,160	$23,268	5%	$912	5%	$956	5%	$1,004	5%	$1,056	5%	$1,108
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$32,363**	**$33,717**	**$35,124**	**$36,598**	**$38,137**	**$39,748**	4.2%	$1,354	4.2%	$1,407	4.2%	$1,474	4.2%	$1,539	4.2%	$1,611
Total Fees (Nonresident)	**$44,608**	**$45,962**	**$47,369**	**$48,843**	**$50,382**	**$51,993**	3.0%	$1,354	3.1%	$1,407	3.1%	$1,474	3.2%	$1,539	3.2%	$1,611

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

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

The Department of Statistics established a PDST for its two-semester Master's Degree Program in 2012, with the first cohort entering in the 2013-14 academic year. With the rise of data science, the demand to train data analysts for careers in industry had soared and exceeded the department's ability to meet it without funding. As a result, the department requested and received approval to charge a PDST to expand the size of the program and enhance the curriculum to provide the depth and quality of professional training expected of an advanced professional degree at Berkeley. Following approval, the department successfully increased its enrollment from 3-5 students annually to the planned level of 40 students. Graduates of the program typically go on to data-driven careers in industry, government, and nonprofits, including careers as data analyst, product analyst, financial analyst, actuary and data scientist. Starting salaries average around $100k/annually.

The professional Master's program in Statistics trains students in core fundamentals of probability, statistics, and computing. Students in the program acquire knowledge of the theory and practical application in subfields of statistics such as linear models and machine learning. The program culminates with a capstone project where students gain vital experience in bringing their training to bear on real-world problems. For the capstone, students work in teams on a data problem, where they gain valuable experience with the interplay between a general question and the formulation of an approach to answer the question using data and carry out an in-depth investigation. The students strengthen their communication skills through teamwork, oral presentations, poster sessions, and written reports. The PDST has enabled the Statistics Department to sustain academic quality, enroll more qualified applicants to the program, and prepare students to meet society's need for highly trained applied statisticians and data scientists.

The Master's program aims to serve students who wish to put their data analysis skills to work in industry, government and nonprofit organizations. With this aspiration, the department strives to bring students from myriad backgrounds into the program. Each cycle, the program aims to admit a diverse and well-qualified cohort from the applicant pool. We do not advertise directly to international students, but as the #2 statistics graduate program in the country we have strong interest from those who want to attend a top-tier statistics program in order to expand their job prospects and secure local employment in industries vital to the California economy such as the technology field, biostatistics, and agricultural economics. The importance of the school's reputation seems to predominantly come from international applicants. As the program continues to evolve, the department will target California residents and those from underserved and underrepresented groups in its promotion of the Master's in Statistics

program. Seeing a current trend of increases numbers in these categories, the department hopes its efforts bring continued improvement in the number of domestic and URM applicants so the program cohorts grow in diversity.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In the most recent multi-year plan, which spanned from 2016-17 through 2018-19, we proposed that the revenue generated by the requested PDST (specifically the increases of 5% in FY17, FY18, and FY19) would be used in several important ways:

Enhance student financial aid, particularly for students from disadvantaged or underrepresented minority backgrounds.
For the past 2 years the department has provided targeted aid to students who come from traditionally underserved and underrepresented communities or students who show economic need. The program has updated its website, application, and marketing materials to better inform applicants about the department's financial aid program with the goal of lowering barriers to entry. This year the program created a scholarship program that provides aid to applicants who have been involved in promoting diversity in addition to assisting those from underserved and underrepresented communities.

Purchase updated equipment to enhance instruction.
The department has used funds to add projectors and audio/visual in its classrooms. Instructors have been provided with iPads so that they can create real-time course notes; these rely on the presence of the updated classroom projectors.

Improve facilities for students and faculty.
This past summer, the department study space for the Master's program was renovated to provide a more attractive space for the students to study and socialize in. The lounge was outfitted with kitchen facilities, tables, couches, and lockers for exclusive use by the Master's students. The student reaction to this newly renovated area has been extremely positive.

Expand the number of instructional support staff.
We have hired more GSIs for our classes to ensure the student-to-GSI ratio is optimal for student learning outcomes.

Provide funds needed to improve the student---faculty ratio.
The department has successfully recruited faculty with extensive industry expertise to lead the Master's capstone course. The PDST funds allowed the department to expand the number of industry experts involved with the course from zero to two and improved the student-instructor ratio.

Support professional staff who provide professional development and facilitate industry partnerships that provide internships, fellowships, and potential employment opportunities for our students.
The Master's advisor/program coordinator has developed a variety of career workshops, including resume and cover letter writing, creating an online and social media presence, interviewing skills, etc. In addition, the program coordinator has implemented a new professional development and leadership mini-course for students in the fall and spring semesters to enhance their industry preparedness, particularly their leadership and communication skills. This mini-course has helped students better prepare to talk to and connect with company representatives in information sessions on campus and interact with faculty outside of the classroom.

Provide support for program development.
The program has used PDST to support the professional development mini-course, which is evolving as a key element to the professional focus of the program.

The proposed uses for the PDST were proposed to directly support the department in delivering a high-quality education and addressing the needs of our students, our faculty, and the statistics profession. Over the past 5 years, the Statistics professional degree program has striven to meet these goals. Based on feedback from our annual program exit surveys, 71% of students rate the program good, great or excellent. Furthermore 39% of students noted the quality of the coursework in the program exceeded their expectations.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The department requests approval for a 5% increase each year, over the next five years of this multi-year plan.

Each year the program has had increased operational expenses that include mandatory salary and benefits for staff and faculty, facility cost increases, and the increases in costs of goods and services. The program is currently operating at the PDST level expected in 2014-15, which has not kept pace with the increase in operational expenses. It is imperative that the program be allowed the requested modest annual increases in order to continue to meet its goals to:

Offer a Berkeley-quality education.
The department aims to continue to provide top-notch instruction to the Master's students by hiring faculty with extensive statistical training and strong ties to industry with the goal of preparing program graduates for jobs in the working world.

Provide exceptional career counseling and placement support for the MA students.
PDST will be used to cover part of the salary of the program coordinator who serves as the career counselor and provides placement support for the Master's students.

Provide adequate financial aid to students, particularly those underrepresented in the field or from disadvantaged backgrounds.
Plans are to continue to use one-third or more of PDST in support of students who come from traditionally underserved and underrepresented backgrounds. Additionally, the program will provide support for students who wish to pursue careers in public service to ensure they do not leave the program with burdensome amounts of debt.

Hire top notch faculty with industry expertise and statistical training to run the capstone.
Plans are to hire 2 lecturers with industry expertise and strong background in statistics who will focus their efforts on ensuring the capstone well prepares Master's students for careers in data analysis in industry, government, and non-governmental organizations.

Maintain and upgrade student facilities and equipment.
Although improvements have been made to classrooms and the Master's Student lounge, funds will be needed to maintain these spaces and equipment. In addition, plans are to continue to improve departmental facilities, such as computer labs and GSI office hour spaces for the Master's students.

In addition, within the next five years plans include hiring a dedicated faculty member to oversee the Professional Master's Degree Program. This faculty member will provide critical academic support needed to ensure the Master's program remains relevant to industry and continues to excel in preparing students in both the core theoretical fundamentals and essential applied skills needed for successful careers as statisticians and data scientists. Furthermore, the additional revenue will allow the Master's program to expand its professional development and leadership training to ensure the students in the program have the soft skills necessary to secure jobs and the confidence in their ability to advance in their careers.

The Department of Statistics has experienced significant budget changes over the last three years. As the campus relies more heavily on the department to bear the financial burden of operational expenses including salary and benefits increases, the ability to maintain the academic excellence of a top-ranked program is strained. These budget constraints and changes have depleted department resources, and without the PDST and modest increases requested, many of the goals listed above will not be achieved. There would be a significant negative impact on both the number and amount of fellowship and scholarship packages for students, including for underserved and underrepresented groups; the size of the start-up packages we can offer to attract the best faculty; the quality of departmental instructional facilities; and the ability to replace equipment in our instructional labs.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$55,559	$1,718	$2,408	$1,790	$1,844	$1,899	$65,219
Providing Student Services	$76,862	$2,377	$1,463	$3,370	$1,628	$3,122	$88,822
Improving the Student-Faculty Ratio	$120,000	($40,000)	$55,000	$5,000	$5,000	$5,000	$150,000
Expanding Instructional Support Staff	$92,327	$2,855	$2,855	$2,941	$3,029	$3,120	$107,129
Instructional Equipment Purchases	$22,764	($6,116)	$429	($2,577)	$300	$0	$14,800
Providing Student Financial Aid	$250,000	$105,253	$12,747	$13,387	$14,080	$14,773	$410,240
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$130,000	($47,840)	($36,661)	$16,248	$16,358	$16,405	$94,510
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$747,512	$18,248	$38,240	$40,160	$42,240	$44,320	$930,720

Additional Comments:

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.

Despite budget strains, the department has been committed to keeping the costs of running the Master's program as low as possible in an effort to avoid larger PDST increases. For example, for the last five years the department has only charged a percentage of the salary and benefit costs of the Master's Program Coordinator position to the PDST revenue, charging a portion of the position costs to the department's Industry Alliance Program revenue. Additionally, the department has funded the entirety of remaining administrative and computing staff salary and benefit costs on non-PDST department revenue (Concurrent Enrollment and Summer Sessions revenue) even when there is a clear percentage of their effort towards the Master's program. This commitment to keeping

staff costs relative to their effort on the Master's program off the program revenue is becoming increasingly difficult to maintain as staff costs rise each year without any increases in funding from campus in over four years.

The department has also continued to offset a portion of the deep budget cuts through fundraising and other development efforts. As previously reported, in 2012 the department established the Industry Alliance Program (IAP), a partnership between the department and companies engaged in statistical research. In addition to generating revenue for the department that has allowed the PDST to be kept at levels on par with public and below private averages, the IAP also provides Master's students with opportunities to build relationships with potential employers. Additionally, the department works closely with the College Development Office to expand its development efforts, including publication of annual newsletters, participation in the Big Give, and stewarding relationships with donors in and out of industry that have led to the creation of student fellowships (i.e., Citadel Fellowship, Bridgewater Fellowship, Goldman Sachs-Nahum Fellowship, Bickel Fellowship, etc.). The department also has many gift funds such as the Friends of Statistics Fund which help to support activities the university cannot fund, including department colloquia and seminars, but none provide specific support needed to operate the department's M.A. in Statistics.

Considering the current budget climate and all of the efforts the department is already making, any additional cost cutting to avoid increasing the Professional Degree Supplemental Tuition would be detrimental to the quality and growth of the Master's in Statistics program both in the near and long term.

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.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	4	4	6	7	7	8
Domestic Nonresident	6	7	8	8	10	10
International	31	29	26	25	23	22
Total	41	40	40	40	40	40

Additional Comments:

In the last two years, the program has increased its efforts to encourage more California residents and nonresidents domestic students to apply and matriculate into the program. These efforts have been accomplished through marketing outreach, including targeted outreach to all UC campuses, and through increasing the amount of financial aid packages available to domestic students. As the department ramps up these efforts over the next five years, the hope is to see some gains in resident and domestic nonresident matriculation.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☒ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases								
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
Harvard (Private)	$79,536	$81,922	$84,380	$86,911	$89,518	$92,204	3%	$2,386	3%	$2,458	3%	$2,531	3%	$2,607	3%	$2,686
Stanford (Private)	$67,604	$69,632	$71,721	$73,873	$76,089	$78,372	3%	$2,028	3%	$2,089	3%	$2,152	3%	$2,216	3%	$2,283
Cornell (Private)	$54,584	$56,222	$57,908	$59,645	$61,435	$63,278	3%	$1,638	3%	$1,687	3%	$1,737	3%	$1,789	3%	$1,843
U. Washington (Public)	$46,575	$47,972	$49,411	$50,894	$52,421	$53,993	3%	$1,397	3%	$1,439	3%	$1,482	3%	$1,527	3%	$1,573
U. Michigan (Public)	$46,913	$48,320	$49,770	$51,263	$52,801	$54,385	3%	$1,407	3%	$1,450	3%	$1,493	3%	$1,538	3%	$1,584
U. Virginia (Public)	$25,443	$26,206	$26,992	$27,802	$28,636	$29,495	3%	$763	3%	$786	3%	$810	3%	$834	3%	$859
Public Average	$39,644	$40,833	$42,058	$43,320	$44,619	$45,958	3%	$1,189	3%	$1,225	3%	$1,262	3%	$1,300	3%	$1,339
Private Average	$67,241	$69,259	$71,336	$73,476	$75,681	$77,951	3%	$2,017	3%	$2,078	3%	$2,140	3%	$2,204	3%	$2,270
Public and Private Average	$53,442	$55,046	$56,697	$58,398	$60,150	$61,954	3%	$1,603	3%	$1,651	3%	$1,701	3%	$1,752	3%	$1,804
UCB Statistics	$32,363	$33,717	$35,124	$36,598	$38,137	$39,748	4%	$1,354	4%	$1,407	4%	$1,474	4%	$1,539	4%	$1,611
Nonresidents																
Harvard (Private)	$79,536	$81,922	$84,380	$86,911	$89,518	$92,204	3%	$2,386	3%	$2,458	3%	$2,531	3%	$2,607	3%	$2,686
Stanford (Private)	$67,604	$69,632	$71,721	$73,873	$76,089	$78,372	3%	$2,028	3%	$2,089	3%	$2,152	3%	$2,216	3%	$2,283
Cornell (Private)	$54,584	$56,222	$57,908	$59,645	$61,435	$63,278	3%	$1,638	3%	$1,687	3%	$1,737	3%	$1,789	3%	$1,843
U. Washington (Public)	$46,575	$47,972	$49,411	$50,894	$52,421	$53,993	3%	$1,397	3%	$1,439	3%	$1,482	3%	$1,527	3%	$1,573
U. Michigan (Public)	$94,013	$96,833	$99,738	$102,730	$105,812	$108,987	3%	$2,820	3%	$2,905	3%	$2,992	3%	$3,082	3%	$3,174
U. Virginia (Public)	$42,888	$44,175	$45,500	$46,865	$48,271	$49,719	3%	$1,287	3%	$1,325	3%	$1,365	3%	$1,406	3%	$1,448
Public Average	$61,159	$62,993	$64,883	$66,830	$68,835	$70,900	3%	$1,835	3%	$1,890	3%	$1,946	3%	$2,005	3%	$2,065
Private Average	$67,241	$69,259	$71,336	$73,476	$75,681	$77,951	3%	$2,017	3%	$2,078	3%	$2,140	3%	$2,204	3%	$2,270
Public and Private Average	$64,200	$66,126	$68,110	$70,153	$72,258	$74,425	3%	$1,926	3%	$1,984	3%	$2,043	3%	$2,105	3%	$2,168
UCB Statistics	$44,608	$45,962	$47,369	$48,843	$50,382	$51,993	3%	$1,354	3%	$1,407	3%	$1,474	3%	$1,539	3%	$1,611

Table header spanning: **Total Charges to Complete Degree (by Entering Cohort)**

Sources:

Harvard
- Link to MS in Data Science Program Page: https://www.seas.harvard.edu/programs/graduate/applied-computation/master-of-science-in-data-science
- Link to tuition and fees for graduate school: https://gsas.harvard.edu/admissions/tuition-fees

<u>Stanford</u>
- Link to Ms in Statistics Program Page: https://statistics.stanford.edu/academics/ms-statistics
- Link to tuition and fees: https://registrar.stanford.edu/students/tuition-and-fees

<u>Cornell</u>
- Link to MPS in Applied Statistics Program Page: https://stat.cornell.edu/academics/mps
- Link to tuition and fees for graduate school: https://gradschool.cornell.edu/financial-support/tuition-rates/

<u>University of Washington</u>
- Link to MS in Data Science Program Page: https://www.datasciencemasters.uw.edu
- Link to tuition and fees for MS in Data Science at UW: https://www.datasciencemasters.uw.edu/costs-financial-aid/

<u>University of Michigan</u>
- Link to the Master's in Applied Statistics Program Page: https://lsa.umich.edu/stats/masters_students/mastersprograms/applied-stats-masters-program.html
- Link to tuition and fees: https://ro.umich.edu/tuition-residency/tuition-fees

<u>University of Virginia</u>
- Link to MS in Statistics program page: http://statistics.as.virginia.edu/master-science
- Link to tuition and fees: http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3391

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each comparison institution was selected for several reasons. In the five years since the program began charging a PDST and focused on better preparing students for professional careers as Master's level statisticians and data scientists, several universities have revamped their Master's programs and started new programs with the aim of preparing students for modern statistics practice. These include universities that have been comparison universities in the past: the University of Washington started a new program; the University of Michigan added a data science program to its applied statistics program; Cornell University started two new professional degree programs, one in applied statistics and one in data science. One program was added to the comparison list: Harvard University revamped an existing program.

Like Berkeley, the University of Michigan, the University of Washington, and Georgia Tech are public universities recognized nationally for their excellence, particularly in the field of statistics. The University of Washington's MS in Data Science degree was specifically chosen because it is one of the few public universities offering a professionally focused degree with an emphasis in data

analysis. Furthermore, University of Washington has one of the best Statistics programs in the country. This makes it an optimal comparator as opposed to other public universities.

The graduate-level statistics program at Berkeley competes routinely for students with Stanford University, Harvard University, and the University of Washington. Additionally, the Statistics Departments at the University of Michigan, Georgia Tech, and Cornell University are ranked highly.

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

On an annual basis the cost of Berkeley's Statistics program is less than most of the comparator institutions for both residents and non-residents, with the exception of University of Virginia. With regard to total cost to degree completion, even with the requested increases over the next five years, the total cost of this program is below the average public cost and significantly below the cost of privates for California and non-residents.

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

The program at Berkeley is unique in its combination of rigorous theoretical foundations and practical applications. Many of the competitor programs do not provide as thorough a background in probability; lacking these core fundamentals can limit the depth and breadth of analysis a student can bring to a real-world data problem. Furthermore, Berkeley has a unique course sequencing, where the probability and statistics sequence is completed in one semester. The first semester is especially designed to provide the students with a strong basis in probability, theoretical statistics and statistical computing. This enables the students to take a richer and more rigorous set of electives in their second semester thereby enabling them to complete the program in two semesters.

The Berkeley program is distinctive from programs offered by other public universities in professional preparation. The PDST enables Berkeley's program to organize career workshops and a professional development and leadership mini-course focused on industry preparedness, leadership, and communication skills. Additionally, the department's industry alliance program provides unique opportunity for the students to meet and interact with representatives from several Bay Area companies.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	0%	0%		
Chicana(o)/Latina(o)	0%	3%	0%	2%		
American Indian	0%	0%	0%	2%		
Subtotal Underrepresented	*0%*	*3%*	*0%*	*4%*	*0%*	*0%*
Asian/East Indian	5%	18%	8%	9%		
White	8%	15%	8%	9%		
Other/ Unknown	3%	6%	6%	0%	25%	10%
International	84%	58%	78%	78%	75%	90%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	20%	23%	44%	20%		
Gender						
% Male	51%	42%	44%	56%		
% Female	49%	48%	56%	44%		

Sources: Public International enrollment comparison, UMich Master's Applied Statistics FAQ website, https://lsa.umich.edu/stats/masters_students/prospective-masters-students/prospective-applied-statistics-masters-FAQs.html. Private international enrollment comparison, Cornell Master's Statistics program post graduate survey 2016 & 2017, https://stat.cornell.edu/academics/mps/mps-careers-and-post-graduate-surveys.
UC ethnicity, socioeconomic status: Program enrollment data
Comparison institutions: UMich public, Cornell Private

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Enrolling underrepresented minorities in the program has been challenging. One URM graduated in 2016-17 and two URMs enrolled in 2018-19, one Latinx student and one Native American student. This was the result of concerted efforts to increase the visibility of financial aid options available to students. For example, to ensure that prospective students from underrepresented groups are aware of opportunities to finance their graduate education, the department provides details about the financial aid on its website and a link to the Fellowship Resources page on the Graduate Division Website. On this page, perspective students can find a list of fellowship opportunities for members of underrepresented groups in a variety of disciplines. Additionally, the program coordinator reaches out to students individually to go over financial aid options available to them.

The department proposes the following strategies to increase the enrollment of underrepresented minority students:

- Identify among the department's Ph.D. program applicants those students who might benefit from the M.A. program even if they do not have sufficient background for the Ph.D.
- Offer sufficient financial aid to make it possible for the students to matriculate. For this, the increase in PDST is crucial.
- Outreach directly to other institutions, specifically to fellow UCs and CSUs, to increase awareness of the program and inform students of financial aid opportunities.

With respect to how this program compares to other institutions, it is on par with the majority. Unfortunately, very few underrepresented students applying to graduate statistics programs across the country. The demographics in Berkeley's Master's program closely resembles the demographics in its undergraduate program. The low numbers of URM students is indicative of a pipeline issue, which, while out of the scope of this Master's program, will continue to be addressed at the department, divisional and college levels. For example, the department will explore ways to connect with and/or partner with UC Berkeley's N.E.R.D.S program and will continue its recent involvement with the newly created Data Science Division's Data Scholars Program at UC Berkeley. Considering the overwhelming popularity of the data science courses and new data science major, the department sees its involvement with the Data Science Scholars Program as an enormous opportunity to recruit students from underrepresented populations. Statistics faculty and graduate students will reach out to interested undergraduates at conferences focused on

increasing URM participation in the mathematical sciences, including Black in AI, SACNAS, StatFest, and Blackwell-Tapia. For example, Professor Fernando Perez of the department spoke in 2018 at StatFest, https://nhorton.people.amherst.edu/statfest/, a conference sponsored by the American Statitical Association to encourage traditionally under-represented groups to consider careers and graduate school in Statistics.

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?

From 2015-16 to 2017-18 the program saw an increase in enrollment of students from low socioeconomic backgrounds (20% to 44%). The program has developed a financial aid and scholarship program to encourage students from all backgrounds to apply for our Master's program so the cost of the program is not a barrier. The department's financial support was made more visible to encourage more prospective students from low socio-economic backgrounds to apply to the program, and the increase seen in the past two years is a positive indicator that these efforts have been successful.

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 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 department is pleased to report that the enrollment of women in the program has remained strong over the last 3 years. Women, still significantly underrepresented in the field of Statistics, have comprised around half of the students each year since the inception of the professional MA program in 2013.

Berkeley's program is similar to other master's programs with regard to our enrollment of women and by comparison to many other graduate programs excels in its representation of women. Plans are to maintain the current strategies related to the identification and recruitment of qualified female candidates. Additionally, plans include highlighting the success of female alumni to further encourage women to apply to the program.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The program expects to maintain the proportion of male and female students. The program expects the targeted financial aid and scholarship initiatives to encourage more under-resourced and underrepresented candidates to apply to the program and increase the number of qualified prospective students from these groups. Expectations are for the number of students who received Pell grants to increase through the previously described initiatives. It is not expected that the program will see a large jump in the number of URG enrollments because of the low representation of these groups in undergraduate populations. The department plans to engage in more direct outreach to students from diverse backgrounds in undergraduate recruitment and hope to see similar trends from comparable institutes. The University of California, Berkeley has opened the Data Science Major as of Fall 2018, which is a joint major between Statistics and EECS. This major has the potential to offer a pathway to the Master's program for students from diverse backgrounds.

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.)

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.

All Faculty (Statistics)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	2.0%	2.0%	6.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	10.0%	13.0%	11.0%
	International	13.0%	18.0%	15.0%
White	Domestic	37.0%	31.0%	33.0%
	International	38.0%	36.0%	35.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		23.0%	28.0%	25.0%
Male		77.0%	72.0%	75.0%

Ladder Rank and Equivalent Faculty (Statistics)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	5.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	14.0%	14.0%	14.0%
	International	14.0%	14.0%	19.0%
White	Domestic	30.0%	32.0%	30.0%
	International	42.0%	40.0%	32.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		32.0%	33.0%	28.0%
Male		68.0%	67.0%	72.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The department, which supplies all faculty that teach in the professional master's program, recognizes that without URM representation on the faculty, the program cannot meaningfully move the needle on URM student recruitment. And while our percentage of female faculty tracks with the math/statistics field generally, we hope to exceed the standard in the future. The department thus reaches out to statistical organizations aimed at supporting women and underrepresented minorities in the field (e.g., the Caucus of Women in Statistics, Women in Machine Learning, the Blackwell and Tapia conference) to advertise its open positions and to encourage scholars from diverse backgrounds to apply. The department is constantly seeking out and attempting to recruit these candidates. In 2017, the department successfully recruited an international Latinx faculty member.

All applicants are required to include a statement on their past and/or potential contributions to diversity through research, teaching, and/or service. The applicant's diversity statement is rated and this rating is incorporated, along with scores on research, teaching, and service, into the overall score that is used to select a short list of candidates.

Additionally, the department has a named visiting professor position, the Neyman Visiting Assistant Professor, targeting junior faculty. The position provides the department an opportunity to bring recent statistics graduates from underrepresented groups to the department in order to mentor them in research and support them in teaching. This position also includes the possibility of joining the faculty. The department currently has two Neyman Visiting Professors—Oscar Padilla and Merle Behr—both of whom come from traditionally underrepresented groups in statistics.

The department will work to continue strengthening its diversity by actively promoting open positions to women and URM organizations, leading to the successful recruitment of qualified diverse candidates.

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 department has been consistently generous with aid, frequently exceeding the 33% minimum return-to-aid requirement. The department has done this by first reviewing for need, and then determining the remaining distribution of return (tiered process).

Looking forward, plans are to continue to allocate the required one-third of PDST revenue to return-to-aid to help make enrollment in our M.A. in Statistics program feasible for students who are from low socioeconomic backgrounds and have financial need. This practice is consistent with the expectations of UC Berkeley graduate programs and with the mission of the University of California to serve residents of the state. Additionally, the department is offering scholarships to recruit students who demonstrate commitment to serving low-income and underrepresented communities.

The department has used PDST funds towards student aid in a comprehensive and strategic manner. Need and merit are balanced in a tiered financial model in order to ensure qualified students admitted to the program have the greatest possible chance of attending and succeeding. The first priority is to give financial assistance to those admitted students with the most financial need so they do not leave the program with debt which would add to an already difficult financial situation for them and their families. The second priority is to offer aid to admitted students who have a track record of work in public service and/or desire to work in public service upon graduation so these students do not graduate with debt that may be difficult to repay with a lower paying career in the public service sector. Considering these two factors, the program gauges how many admitted students qualify for financial assistance and then distributes the aid available based this assessment.

The successful recruitment in the current academic year of two URM students out of 6 URM applicants is an indicator that this new financial aid and scholarship is having an impact. Another success is that our students' debt remains low, despite increased costs of attendance and modest increases in PDST over the years.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	50%	20%	7%	20%	10%	9%	5%
Cumulative Debt among Students with Debt	$29,000	$18,500	$8,500	$39,166	$18,250	$42,465	$20,282

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 department does not expect the indebtedness of the Master's student population to rise significantly. The goal of increasing students from underrepresented and underserved communities may increase the number of students who use federal financial aid, but the department plans to offset potential debt for these prospective students with financial aid from the department, and an increase in PDST is an essential element to more generous offers.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	5%	$20,282	$100,000	3%
Public comparisons	%	$	$	n/a
Private comparisons	%	$	$	n/a

Sources:
UC: Corporate data
Comparison institutions: [please indicate]
Additional Comments:

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.

It is this department's perspective that student loan debt is manageable for its students, based on the average salaries of graduating Master's students (gathered from data in their exit surveys). According to these data, the Master's students' average annual starting

salaries are $100,000/year. In addition, for students who choose to work in the public sector, the program provides guidance on financial aid and loan forgiveness, such as the Public Service Loan forgiveness program, (https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service#qualify) and repayment assist programs, such as the Student Loan Repayment (https://www.opm.gov/policy-data-oversight/pay-leave/student-loan-repayment/), that may be available to them depending on their work they are doing and the type of loans they have.

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 Master's program have many opportunities to use their skills and knowledge to serve the public. For example, in the past in their Master's projects students have, e.g., analyzed the relationship between body mass index and academic performance in middle school students, examined the scaling of responses on standardized tests to account for students' country of origin, and used California House of Representatives elections as case studies in an exploration of politically practical ways to reduce future audit expenses. Currently the capstone project provides additional opportunities for students in the Master's in Statistics program to engage in projects that could include public service through data analysis projects for, e.g., nonprofit organizations.

Furthermore, the department plans to develop a scholarship program for students who wish to focus their capstone project on a subject related to the public sector. The goal is to encourage students to recognize the importance of having well-trained statisticians involved in empowering lower-paying public interest groups so that they can progress their work and achieve their goals.

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

The majority of the students in our program do not go on to public interest careers. The few students who do pursue careers in the public sector typically make substantially less than those who go into the private sector. For example, students who go into for-profit industries make an average of $100,000 and those going into non-profit make $65,000 on average. The department offers scholarships for students who have pursued or plan to pursue public interest careers to ensure they graduate without significant debt.

Students in the program with an interest in working in public service are offered guidance by the Master's program coordinator who serves as the career counselor for the MA students. If students present concerns about lower pay and their ability to repay loans, then the program coordinator works with them to investigate the possibility of loan forgiveness or loan repayment assistance to determine if this job path qualifies. Furthermore, the MA program provides targeted scholarships to students who demonstrate a strong interest in working in public service so these students do not leave with a burdensome amount of student loan debt.

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

The department provides an overview of its financial aid programs on the Financial Support page of the department's website. This site includes links to the Financial Aid office and to the Graduate Division site, which features in-depth information on fees and financial aid options, including fellowships and assistantships funded by UC Berkeley and fellowships available through external sources.

In addition, the department includes information about its financial aid program in its marketing materials, which are distributed to all UC campuses. When prospective students contact the program, they are informed of the various financial aid programs and the program coordinator offers to speak individually with admitted students about financial aid and other issues as needed.

Finally, the application form includes a question related to the department's Master's program financial aid, and encourages applicants who have financial need to complete this section. The response to this question is considered along with the applicant's personal statement and resume in order to identify applicants who have a track record of working in the public sector and with communities of disadvantaged and/or underrepresented minorities, as they will likely continue their work in this arena and we do not want debt to impede on their career options.

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 program does not currently have the average debt and median salary publicly posted for students interested in the Master's program. As demonstrated in the chart in section VI.a, the program has a low percentage of debt and this information is made available upon request. Furthermore, the median salary for statisticians can be found on Bureau of Labor Statistics website. The tremendous growth of data science continues to create a positive employment outlook for statisticians. According to the Bureau of

Labor Statistics[1], the median annual salary nationally was $84,060 in 2017. In addition, the Bureau of Labor Statistics projects a 33 percent employment growth from 2016 through 2026, which they report is "much faster than the average for all occupations". What's more, the Bureau of Labor Statistics states, "Graduates with a master's degree in statistics and a strong background in a related discipline, such as finance, biology, engineering, or computer science, are projected to have the best prospects of finding jobs in their fields of study." The combination of strong starting salaries and preference for those with master's degrees when promotion opportunities arise supports our belief that students who complete our M.A. in Statistics program will be sufficiently compensated and employed to be able to manage any educational debt after graduation even with the modest increases proposed to the Professional Degree Supplemental Tuition. In addition, data collected through exit surveys completed by Master's graduates from the program indicates the average starting salary of graduates is $100,000 per year, much higher than the national average.

VII. OTHER

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

N/A

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[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Statisticians, on the Internet at http://www.bls.gov/ooh/math/statisticians.htm (visited September 18, 2018).
[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Statisticians, on the Internet at http://www.bls.gov/ooh/math/statisticians.htm (visited October 16, 2018).

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 only 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 2018-19 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.

☐(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
☐Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐Convened focus groups of students in the program to discuss the plan and solicited feedback
X Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A request for feedback from graduate students resulted in twelve student respondents (23%). Three-quarters of the student respondents explicitly stated that they supported the proposal, including raising the PDST by 5% annually. They agree that if raising PDST will allow the department to increase its financial aid efforts and help improve the instructional support for the master's program, then the increase is essential. Some respondents even commented that a 5% increase seems very reasonable (relative to

the cost of comparison institutions listed in the proposal). While most students were in support of the PDST proposal, a few made comments that the program is expensive and they would not want an increase in PDST to negatively impact future students in the program. Written feedback is attached in the appendix.

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 must be provided by the program.**

X Plan shared with   Jonathan Morris, GA President   on   10/31/2018   .

 Campus graduate student organization (i.e., your campus' GSA president)

   X Comments or feedback was provided.

   ☐ Comments or feedback was not provided.

   Nature of feedback or full comments:

Outreach & Diversity
The proposal mentions a few programs that are department specific without a clear outline of how the are improving/quantifying success of these programs for both student outreach, recruitment, and faculty diversity.

Comparison to Competing Programs
The proposal compares the program to similar schools & similar programs within rank-range.

PDST History & Budget Rationale
In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports for programmatic elements that are necessary & positively impact student outcomes, overall cost is low relative to expected salary gains expected by graduates in the field.

Student Consultation
The proposal demonstrates only cursory student feedback or student feedback does not indicate approval of the proposed cost, services, or programmatic elements supported by PDST, without reflecting changes to proposal. However, these funds are helping to transform the program to be more rigorous, competitive, program that students feel is well worth the added cost. In addition, there

is outreach to students or aid offered to defray this added cost and there are additional plans to continue to assess and improve offerings

X If applicable, plan shared with   Statistics Graduate Student Association (SGSA) on 10/17/18 .

Program graduate student organization (i.e., your program council or department GSA)

        X Comments or feedback was provided.

        ☐ Comments or feedback was not provided.

Nature of feedback or full comments: Five PhD students in the SGSA responded to our request for feedback (10%). The feedback from these graduate students was very supportive, including support for the requested increase in PDST by 5% annually. Written feedback is attached in the appendix.

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.

☐Agenda item at a regularly scheduled faculty meeting
☐Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐Convened focus groups of faculty in the program to discuss the plan and solicit feedback
X 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 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.

Twenty-five faculty, including emeriti, (43%) responded with feedback to the proposal. All faculty responded in favor of the proposal including the request to increase the PDST annually by 5%, citing their views that the increase will directly support the students, both through financial aid opportunities and a quality education. Written feedback is attached in the appendix.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

X Plan shared with   Dean Fiona Doyle   on   11/15/2018   .
<p style="margin-left:2em">Graduate Dean</p>

X Plan endorsed by   Chancellor Carol Christ   on   11/15/2018   .
<p style="margin-left:2em">Chancellor[2]</p>

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[2] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$33,456	$34,464	$35,496	$36,564	$37,656	$38,790	3%	$1,008	3%	$1,032	3%	$1,068	3%	$1,092	3%	$1,134
Prof. Degr. Suppl. Tuition (Nonresident)	$33,456	$34,464	$35,496	$36,564	$37,656	$38,790	3%	$1,008	3%	$1,032	3%	$1,068	3%	$1,092	3%	$1,134
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,561	$1,608	$1,656	$1,706	$1,757	$1,810	3.0%	$47	3.0%	$48	3.0%	$50	3.0%	$51	3.0%	$53
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$47,587**	**$49,038**	**$50,520**	**$52,058**	**$53,633**	**$55,270**	3.0%	$1,451	3.0%	$1,482	3.0%	$1,538	3.0%	$1,575	3.1%	$1,637
Total Fees (Nonresident)	$59,832	$61,283	$62,765	$64,303	$65,878	$67,515	2.4%	$1,451	2.4%	$1,482	2.4%	$1,538	2.4%	$1,575	2.5%	$1,637

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

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

The Master of Translational Medicine (MTM) is a joint degree offered by the UC Berkeley Department of Bioengineering and the UCSF Department of Bioengineering and Therapeutic Sciences. The one-year program, established in 2013, trains future leaders in health care innovation, teaching a mix of technical skills, insights into clinical workflows, and the business side of innovation. Throughout the year, students take courses on both campuses in three major areas: technical topics, business and entrepreneurship, and clinical needs and strategies. These classes are a mix of general graduate classes and those specifically created for this student population. In addition to didactic course work, students work extensively on a real-world health innovation project with a sponsor from outside the program (typically a faculty member or, occasionally, outside company) The MTM emphasizes professional development, including training in project management and extensive presentation practice alongside courses on healthcare finance, medical reimbursement, and regulatory strategy. Students leverage their MTM experience to find careers in medical device engineering, biotechnology, and healthcare consulting.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our previous multi-year plan, which spanned from 2016-17 through 2018-19, proposed to use additional PDST revenue to **increase marketing of the program** and to **provide material support for student projects**. The marketing initiative has been very successful; we now extensively target prospective students using search and social media platforms. We use approximately $30,000 each year to place ads, primarily through Google and Facebook platforms. As part of this advertising spend, we engage the services of a marketing firm that specializes in marketing higher education programs. As a result, our class size has increased over the past three years, including our largest-ever class in 2018-19.

Additionally, we have invested money in providing tools and supplies for student project teams. This has allowed a number of student teams to pursue projects in the MTM student space, especially with new 3D printing technology, that the formal project sponsors were not otherwise able to support.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Over the past three years, the MTM has become fully financially solvent, through a mix of enrollment growth and structural changes. We just completed our first external review of the program which, in addition to validating our central goals of the program, provided numerous suggestions for improvement of our student experience. We will use the increased revenue to begin implementing some of these student-facing programs.

- **Improve Student Workspace:** The external reviews were insistent that our students need larger and better-equipped workspaces to complete their projects. We plan to expand several initiatives to provide students with access to the resources they need. This year, we have piloted providing students access to the Jacobs Institute for Design Innovation at a cost of $150 per student. This has been well received (based on the number of students who applied to participate and the project outcomes that relied on the tools available), so we will make this a permanent element of the program. Although we have not yet identified larger student workspaces on either campus, we are beginning to outfit the small spaces we have available with the resources students need for their projects. This includes tools, CAD systems, 3D printers, and prototyping supplies. We estimate needing approximately $5,000 per year to replace consumables, maintain sorftware licenses, and add new tools to accommodate changing student project needs. These costs are reflected in the table below as part of Providing Student Services and Other: Student and Alumni Support.

- **Improve Student Network:** The external reviewers also suggested we make better use of our alumni population to improve our students' career network. As our alumni population grows, creating opportunities for students and alumni to interact will be increasingly expensive, but remains essential to student career success. Over the long term, there will eventually be opportunities to engage alumni to help fund these programs; in the near term covered by this proposal, however, the MTM program alumni are not far enough along in their careers to contribute financially to the program. We account for this alumni/student relationship development opportunities below as Other: Student and Alumni Support.

Along with these student centered efforts, much of the increased revenue will simply help us keep pace with inflation of UC benefit rates. Without an approved increase in PDST to keep pace with external growth in expenses, we will see gradual erosion of our academic program quality. The MTM program negotiates the cost of course delivery with the two constituent departments (Bioengineering at UC Berkeley and Bioengineering and Therapeutic Sciences at UCSF) every three years. Those departments express ongoing concern about the financial impact of offering specialized courses for the MTM students due to their increased costs of faculty salaries. If the MTM program is unable to cover the cost of the courses to the departments, we will eventually be forced to make curriculum decisions based on financial concerns rather than on what we feel provides the best student educational experience.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$98,258	$4,913	$5,159	$5,416	$5,687	$5,972	$125,404
Providing Student Services	$171,000	$5,130	$5,284	$5,442	$5,606	$5,774	$198,236
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	$390,320	$11,760	$12,040	$12,460	$12,740	$13,230	$452,550
Other Non-salary Cost Increases	$12,200	$220	$225	$230	$235	$240	$13,349
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other - Student and alumni support	$52,266	$2,084	$1,961	$2,092	$1,921	$2,197	$62,521
Other - Admin Staff	$40,500	$1,012	$1,038	$1,064	$1,090	$1,118	$45,822
Other - Marketing	$50,000	$1,250	$1,281	$1,313	$1,346	$1,325	$56,515
Other - Course Delivery	$356,417	$8,910	$9,133	$9,362	$9,596	$9,835	$403,253
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$1,170,960	$35,280	$36,120	$37,379	$38,221	$39,690	$1,357,650

Additional Comments:

Other Non-salary cost increases: Include new course development expenses, networking and computer support, staff travel, hosting seminars.

Other – Student and Alumni Support: Includes a variety of campus fees unique to the two campus program and specific to students based at one campus. These are paid on behalf of the affected students out of PDST (e.g., early start health insurance and document fees for UCSF-based students, student IDs at UCSF for Berkeley-based students). Also includes supplies and equipment for student workspaces. Also includes alumni networking events, which are growing each year.

Other – Admin staff: MTM pays constituent department to provide fractional staff time for budget management and communications support

Other – Marketing: Growing a new program requires ongoing internet advertising and conference outreach

Other – Course Delivery MTM courses are offered by the constituent departments based on a per-student-per-unit formula rather than through direct payment of faculty salaries.

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 two years, our program has renegotiated our MOU between the constituent departments and adjusted the formula we use to compensate the departments for the dedicated classes the MTM students require. Under the previous model, departments billed the program budget directly for MTM faculty time; the new model provides a standard fee per student credit hour. This has allowed us to bend the cost curve and encourage the departments to find more efficient ways of providing the academic programs our students need.

Over the past years of our PDST plan, we have consistently requested lower increases than approved. In 2016, UCOP approved a multi-year plan authorizing increases of 4% in each year to 2018-19. For the 2017-18 year, we only requested a 2% increase and decided to forgo any PDST increase for 2018-19. Thanks to the compounded effect of these savings, the levels requested in this proposal for 2020-21 are actually comparable to the levels that were originally approved for 2018-19.

We have achieved these cost savings primarily through structural changes and one-off savings that have varied from year to year. For instance, in spring of this year, we decided not to immediately renew the contract for our program assistant. This was initially driven by a desire to seek more effective ways to meet our staff needs through joint arrangements with other units (unfortunately, this effort was unsuccessful), but it also provided sufficient savings to forego our approved PDST increase for 2018-19. In 2016, we renegotiated the MOU between Berkeley and UCSF, simplifying the formula accounting for MTM course delivery. This ultimately reduced the cost of course delivery.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	12	12	12	12	12	12
Domestic Nonresident	11	11	11	11	11	11
International	12	12	12	12	12	12
Total	35	35	35	35	35	35

Additional Comments

Our time intensive, high-touch teaching model means that we cannot easily scale enrollment beyond 40 at the current time. We are exploring a number of options, such as collaborations with other units, to scale while maintaining student experience. However, given current macro trends in graduate program applications, we expect enrollment to remain essentially flat at 35 students for the duration of this PDST proposal.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a minimum of 3 and up to 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☒ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	Total Charges to Degree (by entering Cohort)															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
Georgia Tech MS in Biomedical Innovation (Public)	$41,519	$42,765	$44,048	$45,369	$46,730	$48,132	3%	$1,246	3%	$1,283	3%	$1,321	3%	$1,361	3%	$1,402
University of Michigan MS in Biomedical Engineering (Public)	$54,128	$55,752	$57,424	$59,147	$60,922	$62,749	3%	$1,624	3%	$1,673	3%	$1,723	3%	$1,774	3%	$1,828
University of Minnesota M.S. in Medical Device Innovation (Public)	$46,100	$47,483	$48,907	$50,375	$51,886	$53,443	3%	$1,383	3%	$1,424	3%	$1,467	3%	$1,511	3%	$1,557
Duke University M. Eng in Biomedical Engineering (Private)	$81,883	$84,339	$86,870	$89,476	$92,160	$94,925	3%	$2,456	3%	$2,530	3%	$2,606	3%	$2,684	3%	$2,765
Johns Hopkins MS in Engineering in Bioengineering Innovation and Design (Private)	$69,380	$71,461	$73,605	$75,813	$78,088	$80,430	3%	$2,081	3%	$2,144	3%	$2,208	3%	$2,274	3%	$2,343
University of Pennsylvania, Master in Translational Research (Private)	$60,336	$62,146	$64,010	$65,931	$67,909	$69,946	3%	$1,810	3%	$1,864	3%	$1,920	3%	$1,978	3%	$2,037
Public Average	$47,249	$48,666	$50,126	$51,630	$53,179	$54,775	3%	$1,417	3%	$1,460	3%	$1,504	3%	$1,549	3%	$1,595
Private Average	$70,533	$72,649	$74,828	$77,073	$79,386	$81,767	3%	$2,116	3%	$2,179	3%	$2,245	3%	$2,312	3%	$2,382
Public and Private Average	$58,891	$60,658	$62,477	$64,352	$66,282	$68,271	3%	$1,767	3%	$1,820	3%	$1,874	3%	$1,931	3%	$1,988
UCB-UCSF MTM	$47,587	$49,083	$50,520	$52,058	$53,633	$55,270	3%	$1,496	3%	$1,437	3%	$1,538	3%	$1,575	3%	$1,637
Nonresidents							%	$	%	$	%	$	%	$	%	$
Georgia Tech MS in Biomedical Innovation (Public)	$63,689	$65,600	$67,568	$69,595	$71,683	$73,833	3%	$1,911	3%	$1,968	3%	$2,027	3%	$2,088	3%	$2,150
University of Michigan MS in Biomedical Engineering (Public)	$101,309	$104,348	$107,478	$110,703	$114,024	$117,445	3%	$3,039	3%	$3,130	3%	$3,224	3%	$3,321	3%	$3,421
University of Minnesota M.S. in Medical Device Innovation (Public)	$46,100	$47,483	$48,907	$50,375	$51,886	$53,443	3%	$1,383	3%	$1,424	3%	$1,467	3%	$1,511	3%	$1,557
Duke University M. Eng in Biomedical Engineering (Private)	$81,883	$84,339	$86,870	$89,476	$92,160	$94,925	3%	$2,456	3%	$2,530	3%	$2,606	3%	$2,684	3%	$2,765
Johns Hopkins MS in Engineering in Bioengineering Innovation and Design	$69,380	$71,461	$73,605	$75,813	$78,088	$80,430	3%	$2,081	3%	$2,144	3%	$2,208	3%	$2,274	3%	$2,343
University of Pennsylvania, Master in Translational Research (Private)	$60,336	$62,146	$64,010	$65,931	$67,909	$69,946	3%	$1,810	3%	$1,864	3%	$1,920	3%	$1,978	3%	$2,037
Public Average	$70,366	$72,477	$74,651	$76,891	$79,197	$81,573	3%	$2,111	3%	$2,174	3%	$2,240	3%	$2,307	3%	$2,376
Private Average	$70,533	$72,649	$74,828	$77,073	$79,386	$81,767	3%	$2,116	3%	$2,179	3%	$2,245	3%	$2,312	3%	$2,382
Public and Private Average	$70,449	$72,563	$74,740	$76,982	$79,291	$81,670	3%	$2,113	3%	$2,177	3%	$2,242	3%	$2,309	3%	$2,379
UCB-UCSF MTM	$59,832	$61,283	$62,765	$64,303	$65,878	$67,515	2%	$1,451	2%	$1,482	2%	$1,538	2%	$1,575	2%	$1,637

Source(s):
http://sb.bioid.gatech.edu/sites/default/files/TuitionRates.pdf
https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=22&full_half_term=35&level_of_study=38
https://meng.pratt.duke.edu/apply/tuition-financial-aid and https://meng.pratt.duke.edu/sites/meng.pratt.duke.edu/files/u63/Duke_MEng_tuition_and_fees-2018-2019.pdf
http://www.itmat.upenn.edu/mtr-tuition.html
https://grad.jhu.edu/cost-of-attendance/tuition-and-fees/ and https://studentaffairs.jhu.edu/student-accounts/tuition-fees/
https://tli.umn.edu/admissions/financial-assistance

Additional Comments:
Duke is a 3-semester program. University of Michigan is a 4-semester program. Minnesota is a 14-month program (2 summer terms; a Fall term; and a Spring term).

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Because the MTM is a relatively unique program, we have few direct competitors offering the same degree. The programs in the table represent the most relevant programs at schools with which we compete for students. We are anchored in the Bioengineering departments (UC Berkeley, and BTS at UCSF) and generally consider our direct peers to be top-ranked engineering schools.

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

In discussion with current students in our program, many students comment that the MTM is a better value than others they considered because it only takes ten months (2 semesters / 3 quarters) as opposed to 12-24 months for some of the other institutions. For this reason, we have compared total cost of attendance rather than first-year fees.

This comparison shines a stark light on the significantly greater value our program provides: While on par with our public comparators for residents, our program is priced 32% less than our private comparators and provides nearly 20% cost saving compared to the public/private average for residents. Further, we are about 17% less expensive than either our public or private comparators for non-residents when accounting for the complete cost of the degree.

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

All of these programs offer a master's degree centered around medical innovation. The most comparable are those at Johns Hopkins and GA Tech, which have been around for similar length of time and have developed similar reputations. However, each of these program has a slightly different emphasis (GA Tech on entrepreneurship, JHU focuses on clinical and global health immersion). The Berkeley-UCSF program emphasizes connecting students to real-world innovation projects emerging from the universities and local startups. The San Francisco Bay area is arguably the world center for health innovation, with a vibrant community of companies, large and small in both biotech and medtech. The two UC campuses in the area form a nexus for much of this activity and our students take advantage of, for example, startup events from QB3, Berkeley SkyDeck, and UCSF's Pediatric Device Consortium. In each year, we have applicants accepted to one or both of our competitors' programs as well as the MTM and chose to come to California. We consistently hear that students are attracted to the Berkeley – UCSF program due to its location and connections with the Bay Area medical innovation community.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	3%	3%		
Chicanx/Latinx	3%	9%	3%	0%		
American Indian				3%		
Subtotal Underrepresented	*3%*	*9%*	*6%*	*6%*	*0%*	*0%*
Asian/East Indian	45%	42%	39%	26%		
White	25%	18%	15%	23%		
Other/ Unknown	8%	9%	12%	12%		
International	20%	21%	27%	34%		
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	31%	15%	13%	22%		
Gender						
% Male	63%	58%	53%	40%		
% Female	37%	42%	47%	60%		

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The small size of the MTM program makes it challenging to analyze trends in enrollment of specific groups. While the percentage of students from underrepresented groups has fluctuated widely over the years reported, it's important to recognize that these changes may reflect a single student choosing to accept or decline an offer of admission. Similarly, though the number of international students appears to show a marked increase in percentage terms, this reflects only three additional students.

Our competitor programs are similarly small and they do not publically break out the specific makeup of their student populations, so it is difficult to make any informed comparisons.

Nevertheless, we recognize that diversity of our student cohorts do not reflect the diversity population of California, nor do they meet our own aspirations for the program. There are well-documented issues in healthcare technology innovation, whereby the benefits of new medical advances are not distributed to underrepresented racial and ethnic groups. Enhancing the diversity of the healthcare technology innovation community must therefore be a priority to ensure that practitioners appreciate the needs of a diverse society. Enhancing the diversity of our student population with respect to underrepresented groups is thus a priority, which will benefit from increased targeted recruitment efforts on our part.

One of the challenges to increasing the enrollment of underrepresented groups in the MTM is the larger problem of diversity within the engineering community that has served as our largest recruiting path. With respect to racial and ethnic diversity, the UC Berkeley College of Engineering as a whole is comparable to its public peers and some of its private peer competitors for undergraduate and graduate programs. Anecdotally, a few top-ranked private schools, principally MIT and Stanford, out-perform the other top engineering schools in under-represented minority participation, including Berkeley. Within the MTM, we have our own recruitment efforts, but also leverage a number of efforts across the College of Engineering.

We believe that our applicant pool is more closely related to our outreach efforts than to the total population of students interested in our curriculum. This is reflected in the high number of applicants from a few feeder schools (including within the UC system). This indicates scope for targeted recruitment to grow the pool and change the makeup of the incoming class.

➢ **Strategic Outreach**: The MTM helps support student efforts at SJSU Bioengineering, a local CSU program with a large number of underrepresented minority students. We participate in their annual conference and conduct outreach talks to their engineering undergraduates. In the coming years, we will expand these efforts to other CSU campuses.

➢ **Targeted Marketing:** We conduct most of our marketing efforts using targeted online advertising; we direct these ads to a variety of engineering programs with high enrollment on URM students, including the CSU system. We are also experimenting with more advanced features such as geo-targeting (i.e., specifically directing google and facebook ads to people in specific physical locations) conferences of Annual Biomedical Research Conference for Minority Students (ABRCMS) and Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS). We also plan to direct marketing resources to renting lists of prospective graduate applicants from Educational Testing Services (ETS, the publisher of the Graduate Record Exam). These are efforts that we have only begun in the past year, and it is too early to evaluate their effectiveness.

➢ **Admit Yield-Improvement**: Given the small size of the MTM program, we are able to connect with admitted student to understand their considerations in deciding to attend. A member of the program executive committee (Faculty Director or Executive Director) attempts to make personal contact with each admitted student; the discussion ranges from career trajectory to financial concerns. This provides an opportunity to connect applicants from diverse populations with potential funding resources. We greatly expanded this program in the past year and feedback from students indicates that it made a difference in their decision to attend.

➢ **Fellowships**: The MTM financial aid budget includes a line item to cover the PDST for any applicant who qualifies for the Berkeley Graduate Opportunity Program (GOP) Fellowship. In the past year, we had two candidates who qualified for the program and were able to provide full PDST coverage for both. We are also exploring whether we can fund fellows from the GEM consortium.

With respect to our increasing number of international students (from 6 in 2015 to 9 in 2018), we note that we make no efforts to market outside of the US. However, our program graduates continue to be excellent ambassadors and we are beginning to develop a well-regarded reputation that draws students, particularly from 3-4 hospitals in Canada and Taiwan. We also attract participants who were able to get funding through the Philippine-California Advanced Research Institutes (PCARI), a UC initiative with specific goals in Translational Medicine.

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?

Again, this is another area where trend data are difficult to assess due to low absolute numbers. Our main strategy to promote access for students from low socioeconomic backgrounds is through our PDST return to aid (RTA). The price of the program is certainly an important factor that many students consider as they choose graduate school. We provide scholarships that can approach the entire cost of the PDST for students from low socioeconomic backgrounds. Decisions about financial need are made by the financial aid office at UCSF based on FAFSA data (and requiring financial information about parents for applicants younger than 30). Over the past two years, students with demonstrated financial need received average aid of approximately $20,000.

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 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 have had great success in achieving gender parity in the MTM, with a steady increase in female enrollment over the past four years (from 37% in 2015-16 to 60% in 2018-19). This is substantially better than other programs within engineering, and reflects the interdisciplinary nature of the program. Life science departments have long been ahead of engineering in providing pathways to success for female students. One aspect of our strategy to achieve gender balance has been to increase recruitment of students from life science backgrounds.

Gender parity data are not available for any comparable programs, but the Berkeley Bioengineering department as a whole has 45% female graduate students in FY17. Berkeley COE as a whole has 30% female graduate students in FY17. Relative to these numbers, we are proud of our progress at achieving gender equality in the MTM.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We anticipate that the future years will see consistent gender parity, subject to year-to-year fluctuations. Our composition of URM students will increase modestly as our long-term brand promotion strategies increase awareness among prospective 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.)

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.

Faculty Diversity UCSF

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	14.0%	14.0%	14.0%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	14.0%	14.0%	14.0%
	International			
White	Domestic	52.0%	52.0%	52.0%
	International			
Other/Unknown	Domestic	19.0%	19.0%	19.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
	Female	43.0%	43.0%	43.0%
	Male	62.0%	62.0%	62.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	14.0%	14.0%	14.0%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	14.0%	14.0%	14.0%
	International			
White	Domestic	52.0%	52.0%	52.0%
	International			
Other/Unknown	Domestic	19.0%	19.0%	19.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
	Female	43.0%	43.0%	43.0%
	Male	62.0%	62.0%	62.0%

Faculty Diversity UCB

All Faculty (School or Department)				
Black/Afr-American	Domestic	0.0%	4.0%	4.0%
	International			
Chicano(a)/Latino(a)	Domestic			
	International			
American Indian	Domestic			
Asian/Pac Is	Domestic	21.0%	19.0%	19.0%
	International			
White	Domestic	79.0%	78.0%	78.0%
	International			
Other/Unknown	Domestic			
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	17.0%	15.0%	15.0%
	Male	83.0%	85.0%	85.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Black/Afr-American	Domestic	0.0%	4.0%	4.0%
	International			
Chicano(a)/Latino(a)	Domestic			
	International			
American Indian	Domestic			
Asian/Pac Is	Domestic	20.0%	17.0%	17.0%
	International			
White	Domestic	80.0%	78.0%	78.0%
	International			
Other/Unknown	Domestic			
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	20.0%	18.0%	18.0%
	Male	80.0%	82.0%	82.0%

Source: Bioengineering department academic personnel files

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The MTM is housed within two departments but has no dedicated faculty positions to recruit or retain. Our faculty makeup will necessarily mirror those of the constituent departments. However, the MTM program recognizes the importance of a diverse faculty and will initiate discussions with the Bioengineering department at UC Berkeley and the BTS department at UCSF on recruitment strategies that will increase the diversity of their respective faculty applicant pools.

Meanwhile, there are several efforts unrelated to the MTM program to increase faculty diversity on both campuses.

The UC Berkeley College of Engineering has taken multiple steps to advance faculty diversity. As a result of a successful proposal to UCOP to advance faculty diversity in the College of Engineering, we have instituted new elements throughout faculty searches in AY 2017-18. The aim of these practices is to attract a more diverse pool of candidates, to reduce bias throughout all stages of the evaluation process, and to successfully recruit our top candidates. In addition, we aim to cultivate a culture throughout the College in which all members of the community view themselves as active participants in advancing equity and inclusion. COE expects all successful faculty candidates to have a vision for how they can contribute to our diversity, equity, and inclusion efforts. The College wants to help candidates learn about ongoing efforts in the College and across campus, and support them as they develop their own ideas about how they can contribute if hired at UC Berkeley.

UC San Francisco recognizes that success in improving the health of our patients and our communities depends on diversifying our disciplines and professions and creating an inclusive an equitable workplace. In 2014, we launched the Chairs and Directors Council on Diversity (CD2). This council monitors department chair plans for and outcomes relevant to faculty diversity. Each chair submits an annual report to this council, which provides feedback to the chair on their work. The CD2 presents annually to the Chairs and Directors leadership meeting.

In 2015, we launched a program known as the Watson Scholars, which awards three years of financial support ($75,000/year) to recruit or retain eight faculty per year, selected because of their interest and expertise in advancing diversity, equity, and inclusion. Thirty four scholars, the majority of whom come from groups underrepresented in medicine, have participated in this program, which enabled them to successfully launch their academic careers and build relationships with like-minded individuals. Scholars are invited to participate in leadership events to increase their visibility as high value faculty. Many have been appointed to leadership positions in their departments.

In 2016, we launched the Differences Matter Initiative and diverse teams were established to focus areas on six areas:

- **Leadership**: Develop an informed, committed, and diverse leadership who are dedicated to advancing diversity, equity, and inclusion in all mission areas and at all UCSF sites.
- **Climate and Recruitment**: Increase the diversity of our faculty, residents, and professional staff and increase the personal competencies of all our professionals in teaching, leading, and managing a diverse community.
- **Education**: Cultivate the highest quality, most inclusive learning environment for our medical students and residents.
- **Clinical Care**: Identify and address health care disparities in the clinical environments, UCSF, and UCSF affiliates and ensure that health care professionals are skilled in working with diverse communities.

- **Research**: Increase the diversity of our scientific workforce and our clinical trials participants and work to ensure that our discovery engine provides better insights into the health and health care needs of our increasingly diverse population.
- **Pipeline, Outreach and Pathways**: Establish UCSF as a destination for those who seek to eliminate opportunity disparities in our communities.

All chairs have been required to present specific action plans to increase faculty diversity and improve the culture of equity and inclusion in their departments as a component of their annual budget and progress review. The process includes a progress report on the past year's strategies and new goals and objectives for the coming year . The progress towards increasing faculty diversity is linear and slow, in part because of the tremendous challenges of relocating to the SF Bay Area. Our faculty from groups underrepresented in medicine tell us that the existence of the Watson Scholars; Difference Matters; Diversity, Equity and Inclusion training for faculty and leaders is visible commitment of the institution to diversity and inclusion. We have begun to see more residents from groups underrepresented in medicine choose to stay in the Bay Area and encourage colleagues to move here.
In 2018, the School of Medicine leadership group identified supporting our diverse talent as a core pillar for the UCSF School of Medicine Strategic plan. In 2019, we are launching a new initiative to specifically recruit basic scientists of color to UCSF.

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 aspirational goal for the MTM is to ensure that we do not lose eligible students who cannot afford the cost of the program. That said, however, we recognize that the program is expensive, and students must weigh not just whether they can afford the program, but whether it represents the correct investment choice for their future. This is driven by their ultimate career goals and the quality of the educational experience on offer. In accordance with Regent policy, we use one third of our PDST revenue for direct financial support to students. We use some of this money to target particular skills to the program (especially clinical backgrounds or industry work experience) to enrich the cohort and experience for all students. We use the bulk of our RTA to target students with financial need, helping to maintain the accessibility of the program. Analysis of financial eligibility is performed by the UCSF financial aid office. We also work with the UC Berkeley Graduate Fellowships Office to ensure that eligible students receive their fellowships, including the Graduate Opportunity Program fellowship.

In sum, these programs serve to make the MTM as affordable as possible and increase the value of the experience that students receive. We evaluate our progress towards our goals through student exit surveys. Recognizing that these only capture those students who do make the choice to attend, we evaluate whether they feel that the program is expensive, the extent to which financial aid influenced their decision to attend, and whether they feel the program is a good value.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	%	%	%	%	12%	44%	45%
Cumulative Debt among Students with Debt	$	$	$	$	$40,291	$43,179	$43,947

Note: Data represent an averaging of UCSF and UCB debt data for the MTM program, as compiled by UCOP. Since students are split between the two campuses, we believe aggregating data from whole student cohorts presents a more complete picture of debt figures for MTM graduates

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 small size of the MTM cohort, it is difficult to discern a trend in indebtedness of our students. This is likely to continue as we project our enrollment to remain at 35 students. Over the previous two years, the percentage with debt has been holding steady at about 45%, and the total debt per student has been relatively constant. The lower number of students with debt in 2014-15 could have been the result of a philanthropic gift that provided extra scholarship support. Given the relatively consistent trend in indebtedness, , we expect that the modest increase in PDST, combined with the increased RTA will result in only small increases in the cumulative debt.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
MTM program	45%	$43,947	$75,500	8%
Public comparisons	%	$	$	n/a
Private comparisons	%	$	$	n/a

Sources:
UC: Corporate data

Comparison institutions: N/A
Additional Comments:
The estimate of our median salary at graduation came from a comprehensive survey of program alumni conducted as part of our 5-year review at UCSF.

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.

Graduates of the MTM program are successful at finding well-paying jobs shortly after graduation. In a comprehensive survey of our alumni in 2017, the average salary for a graduate 1-2 years out of the program was approximately $75,500. To assist their career success, we offer a variety of customized career services (in collaboration with the Fung Institute of Engineering Leadership). Most graduates find work in private industry shortly after graduation. The goal of the MTM program is to launch and accelerate careers in medical innovation. Graduates are able to advance to senior roles more rapidly, others become founders or early-stage employees of startups. Based on these career trajectories, we believe that the debt levels are manageable. The program has no loan repayment assistance programs.

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

We do not have any dedicated programs to assist graduates in public interest careers. However, the very nature of the MTM program – helping bring new healthcare technology to patients – provides many opportunities to serve the public interest. Throughout the program, students participate in a team project to develop a new technology to fill an un-met medical need, and these often have substantial benefit to underserved populations. Example projects include developing a low-cost tool to detect pneumonia in patients without access to x-ray diagnostics and a device to permit infants born with cleft palate to breastfeed successfully. These are very much consistent with the overall goal of the MTM for all students.

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?

Many students are interested in pursuing projects related to global or public health, but generally do not go in this direction immediately after graduation. This is as likely a function of needing to gain additional credibility through industry work experience.

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

We have details of our financial aid on our website (http://uctranslationalmedicine.org/admissions/estimated-fees-and-financial-aid/) and it features prominently in the information sessions we hold with prospective students. The availability of financial aid is a talking point at conferences and student outreach talks.

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 typically share anecdotes with prospective students, but do not have granular data on alumni career outcomes. Our alumni population is not yet at 200; as it grows, we plan to devote more attention to understanding our alumni career trajectories. We plan to complete a more comprehensive survey of student outcomes in the coming year and will share this information 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.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☒ Other (please describe): See text below.

IX.b. Below, please 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 conducted a focus group with the student's cohort which was attended by more than 1/3 of the students in the current cohort. We then solicited feedback through both paper and online forms. The results are summarized below. Overall, the students feel that the program is expensive, but also appreciated that many program costs are outside of our control. They prioritized maintaining program quality and expanding new initiatives over allowing inflation to erode our course delivery.

They students also discussed our fees relative to our peer institutions. It's notable that three of the students in the session had competing offers from our primary competitor (Johns Hopkins University, which has a lower price for non-CA residents), yet chose to attend the University of California. Despite the general feeling that the program is expensive, 86% of the students said they would have made the same decision had the program been 3% more expensive. The student comments (below) were consistent with this feeling. Out of state students did raise the feeling that their fees were especially high with little benefit to them. The primary feeling of the students was that we should increase the value of the program through improved outreach to industry and better alumni connections. These are some of the initiatives that we plan to pursue with the increased revenue.

Student Responses

In your opinion, the overall cost of the MTM is:
    1: Relatively Affordable (0%)
    2: (0%)
    3: (3%)
    4: (36%)
    5: Extremely Expensive (43%)

In comparison to comparable graduate program you considered, the cost of the MTM is:
    1: Relatively Affordable (0%)
    2: (14%)
    3: (29%)
    4: (43%)
    5: Extremely Expensive (14%)

To what extent did any financial aid you received factor into your ability to attend the MTM?
    1: I would have come anyway (21%)
    2: (14%)
    3: (14%)
    4: (29%)
    5: Aid was essential (21%)

- They should put more detailed information on the website to explain the reason why this program cost so much, compared to other graduate program.

- Considering that the program is only one year, with the cost of attendance not including housing (in the Bay Area), I find the program very expensive for out of state students, and it was the primary reason why I debated to come at the first place. So far I really like the program, and I think if the value of the program is conveyed clearer back then, it would have made my decision easier.

- I'm basing cost off tuition and fees of the JHU CBID program. Being a smaller program, I don't think you should be charging more for MTM.

- There should be more options to work during the program to fund your studies. Very limiting for those not from a wealthy background

- I believe an increase in PDST should be matched by an improved value proposition for the student experience. I also don't think that increase alone would be sufficient for any substantial change in the program, it will more so to the purpose of meeting inflation. Would could really add flexibility to our budget and enable us to strengthen the program would be to have a significant portion of funding coming in from corporate sponsorship + increased student numbers (keeping the same standards for admissions).

- This may not be feasible, but in order to attract more young professionals (1-3yrs work experience), you might consider increasing the amount of merit scholarship. I was on the fence about joining the MTM and ultimately decided to join, but this would have made the decision much easier. I appreciated the $1000 award as recognition though. Of course, need-based financial aid should take precedence, though.

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 must be provided by the program.**

☒ Plan shared with _____Jonathan Morris, GA President_____ on ____10/31/2018____ .

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:

Outreach & Diversity
The proposal mentions a few programs for student outreach and recruitment that are department specific without a clear outline of how they are improving/quantifying success of these programs. However, the proposal demonstrates a department-specific plan that builds off of the campus default with an assessment plan outlined for faculty diversity.

Comparison to Competing Programs
The proposal compares the program to similar programs.

PDST History & Budget Rationale
In the previous cycle, previous improvement goals were met or program was sustained at high quality and value. The proposed budget supports programmatic elements that are desirable & positively impact student outcomes, overall cost is moderate relative to expected salary gains expected by graduates in the field.

Student Consultation
The proposal shows engagement with students, with mixed student feedback or lack of evidence of support, and/or reflects attempts to meet student desires, however, it seems PDST funds are providing evident value added opportunities, students indicate that they do see value in paying these funds as well   Nevertheless, there is outreach to students and aid offered to defray this added cost.

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 plan was shared in a regular meeting of UC Berkeley Bioengineering faculty; there was general agreement that this increase was in line with the department goals.

The plan was shared during a faculty retreat of the UCSF Bioengineering and Therapeutic Sciences department. The faculty were supportive of the increase to cover the student-facing activities and understood the need to cover the underlying admin costs associated with inflation.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Fiona Doyle_____ on ___11/15/2018___ .
Graduate Dean

☐ Plan endorsed by _____Chancellor Carol Christ_____ on ___11/15/2018___ .
Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$25,998	$27,036	$28,116	$29,241	$30,411	$31,626	4.0%	$1,038	4.0%	$1,080	4.0%	$1,125	4.0%	$1,170	4.0%	$1,215
Prof. Degr. Suppl. Tuition	$25,998	$27,036	$28,116	$29,241	$30,411	$31,626	4.0%	$1,038	4.0%	$1,080	4.0%	$1,125	4.0%	$1,170	4.0%	$1,215
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based	$1,000	$1,030	$1,061	$1,093	$1,126	$1,160	3.0%	$30	3.0%	$31	3.0%	$32	3.0%	$33	3.0%	$34
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)***																
Total Fees (CA resident)	$39,568	$41,032	$42,545	$44,122	$45,757	$47,456	3.7%	$1,464	3.7%	$1,513	3.7%	$1,577	3.7%	$1,635	3.7%	$1,699
Total Fees (Nonresident)	$51,813	$53,277	$54,790	$56,367	$58,002	$59,701	2.8%	$1,464	2.8%	$1,513	2.9%	$1,577	2.9%	$1,635	2.9%	$1,699

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
New proposed fee levels for Mandatory Systemwide Fees, Campus-based Fees and Nonresident Supplemental Tuition are based on the direction and assumptions given by the UCOP budget office. The UC Davis Graduate School of Management (GSM) is proposing annual increases of 4% in Professional Degree Supplemental Tuition (PDST) in each of the five years of this proposal to maintain the quality and current services of the state-supported 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 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. 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.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The full time MBA program's last multi-year PDST plan pertained to 2016-17 through 2018-19. During that time period, PDST supported 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.
2. **Maintain program quality:**
   a. Our program covered mandatory cost increases in order to maintain program quality. Beginning in 2017-18, UC Davis reduced state funding for the full time program by approximately $140,000, while the planned increase in PDST revenue that year totaled $103,572, of which 33% was destined for financial aid. Due to these changes, all remaining available incremental PDST was used to mitigate this reduction as much as possible. The MBA managed to maintain program services through a combination of cost-efficiency and philanthropy. New programs, such as the industry immersions that combine MBA and other graduate students on campus in case study classes led by industry leaders, were added on the basis of increased philanthropic giving and using surplus funds from self-supporting degree programs.
3. **Provide new student services:**
   a. The MBA program proposed to use 8.5% of incremental PDST revenue towards new student services. Incremental PDST revenue was ultimately not available for new student services, however, for the reasons given above. The GSM implemented all planned activities from the previous multi-year plan, and thereby maintained affordability and program quality.
4. **Enhance program diversity:**
   a. In the prior multi-year plan, the MBA outlined a series of planned activities to recruit a diverse student body. Specifically, the MBA 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 MBA also 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 MBA implemented these activities in an effort to seek out and encourage members of underrepresented groups to apply for and attend the MBA program.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The MBA is proposing a 4% annual increase to PDST during the years of this multi-year plan. The proposed 4% increase falls just shy of covering expected increases in current expenses. The MBA will attempt to make up the remaining small difference through philanthropy. The enhanced student services, academic electives and faculty quality are important features of the program that have contributed to the successful rise in rankings and student performance. If the requested increase is not approved, the program will not be able to maintain this essential balance between program quality and affordability.

We plan to continue advancing the same goals as our last multi-year plan. Our goals, along with our plans to advance them through PDST, are as follows:

1. **Enhance program affordability:**
    a. At least 33% of the MBA program's PDST revenue will be used to support student financial aid. This proportion will be maintained for any increases in PDST revenue.
2. **Maintain program quality:**
    a. Approximately 14% of the MBA program's PDST revenue will be used to support regular compensation for research faculty.
    b. Approximately 13% of the MBA program's PDST revenue will be used to support benefits.
    c. Approximately 14% of the MBA program's PDST revenue will be used to support additional Lecturer hires to enhance the student-faculty ratio and expand the elective offerings in the program.
3. **Provide new student services:**
    a. Approximately 24% of the MBA program's PDST revenue will be used to support additional student services, principally in enhanced career development services, soft skills development and student-led co-curricular activities. This includes both staff and other direct operating expenses.

We also intend to use approximately 1.7% of the MBA program's PDST revenue to cover the campus assessment on all expenditures. At the GSM, we allocate the campus assessment to each fund source that generates the cost. This assessment is planned to increase

at irregular intervals due to the introduction of a UC Path assessment on all funds, rising to 2.15% of revenue by the final year of this proposal. (UC Path is the systemwide HR/Payroll system.)

This proposal addresses the GSM's enrollment and diversity strategies in Section V below. To name a couple examples of our strategies, admissions staff participate in recruiting events sponsored by organizations that focus on members from underrepresented groups, and the GSM, as mentioned in Section II, participates in the UC consortium that sponsors the Summer Institute for Emerging Managers and Leaders. To the extent that staff positions and other operating expenditures are related to our diversity strategy, they are supported from all sources of funding in our full time MBA program: state support, graduate student tuition, and Professional Degree Supplemental Tuition.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$313,000	$14,961	$15,677	$16,426	$17,211	$18,034	$395,309
Benefits/UCRP Cost	$300,000	$15,000	$15,750	$16,538	$17,364	$18,233	$382,884
Providing Student Services	$559,000	$14,584	$14,308	$12,633	$12,640	$12,625	$625,790
Improving the Student-Faculty Ratio	$318,000	$14,310	$14,954	$15,627	$16,330	$17,065	$396,286
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	$783,822	$31,353	$32,607	$33,911	$35,268	$36,678	$953,639
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)	$40,000	$2,345	$2,959	$4,971	$5,296	$5,639	$61,210
Total use/projected use of revenue	$2,313,822	$92,553	$96,255	$100,105	$104,109	$108,273	$2,815,118

Additional Comments: The PDST revenue that we propose to use to cover the campus assessment is listed in the "Other" row. All expenditures are assessed a campus assessment that will increase from 1.74% to an expected 2.15% during the plan years, with the increase due to the costs of implementing the new systemwide HR/payroll system, UC Path.

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 MBA program continuously works to operate efficiently. The structure of the budget and mandated increases for salaries and benefits limits what can be achieved by cost-cutting without reducing service levels to students. The MBA program also aims to sustain and expand our self-funded programs to support the overall cost structure of the school. We engage in intensive fundraising efforts to enhance our annual fund, our business partnerships, and major gift funds to support the MBA programs. These fundraising efforts have resulted in more than $1.5 million in revenue each year for the past several years, most of which benefits the full-time MBA program directly or indirectly. For example, the recent President's Chair was established using a gift from an alumnus. One way the program operates with cost-efficiency in mind is that it purchases event furniture and supplies, stores these items onsite, and avoids the cost of campus central services providing such furniture and services.

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.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	46	46	46	46	46	46
Domestic Nonresident	2	2	2	2	2	2
International	41	41	41	41	41	41
Total	89	89	89	89	89	89

Additional Comments: From a planning perspective, maintaining consistent enrollments is an appropriate program and budgetary expectation. If enrollments end up being 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 following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
ASU Carey - Public	$29,350	$30,231	$31,137	$32,072	$33,034	$34,025	3%	$881	3%	$907	3%	$934	3%	$962	3%	$991
U of MN Carlson - Public	$40,484	$41,698	$42,949	$44,238	$45,565	$46,932	3%	$1,215	3%	$1,251	3%	$1,288	3%	$1,327	3%	$1,367
Ohio State - Fisher - Public	$31,139	$32,073	$33,035	$34,026	$35,047	$36,099	3%	$934	3%	$962	3%	$991	3%	$1,021	3%	$1,051
Michigan State - Broad - Public	$31,867	$32,823	$33,808	$34,822	$35,867	$36,943	3%	$956	3%	$985	3%	$1,014	3%	$1,045	3%	$1,076
UT Dallas - Public	$33,436	$34,439	$35,472	$36,536	$37,633	$38,761	3%	$1,003	3%	$1,033	3%	$1,064	3%	$1,096	3%	$1,129
U of MD College Park - Public	$46,376	$47,767	$49,200	$50,676	$52,197	$53,762	3%	$1,391	3%	$1,433	3%	$1,476	3%	$1,520	3%	$1,566
USC Marshall - Private - Private	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3%	$1,888	3%	$1,945	3%	$2,003	3%	$2,063	3%	$2,125
U of Notre Dame Mendoza - Private	$54,120	$55,744	$57,416	$59,138	$60,913	$62,740	3%	$1,624	3%	$1,672	3%	$1,722	3%	$1,774	3%	$1,827
BU Questrom - Private	$54,900	$56,547	$58,243	$59,991	$61,790	$63,644	3%	$1,647	3%	$1,696	3%	$1,747	3%	$1,800	3%	$1,854
BC Carroll - Private	$51,200	$52,736	$54,318	$55,948	$57,626	$59,355	3%	$1,536	3%	$1,582	3%	$1,630	3%	$1,678	3%	$1,729
SMU Cox - Private	$53,103	$54,696	$56,337	$58,027	$59,768	$61,561	3%	$1,593	3%	$1,641	3%	$1,690	3%	$1,741	3%	$1,793
Public Average	$35,442	$36,505	$37,600	$38,728	$39,890	$41,087	3%	$1,063	3%	$1,095	3%	$1,128	3%	$1,162	3%	$1,197
Private Average	$55,251	$56,909	$58,616	$60,375	$62,186	$64,052	3%	$1,658	3%	$1,707	3%	$1,758	3%	$1,811	3%	$1,866
Public and Private Average	$44,446	$45,780	$47,153	$48,568	$50,025	$51,525	3%	$1,333	3%	$1,373	3%	$1,415	3%	$1,457	3%	$1,501
Your program - UC Davis	$39,568	$41,032	$42,545	$44,122	$45,757	$47,456	4%	$1,464	4%	$1,513	4%	$1,577	4%	$1,635	4%	$1,699

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Nonresidents																
ASU Carey - Public	$50,550	$52,067	$53,628	$55,237	$56,894	$58,601	3%	$1,517	3%	$1,562	3%	$1,609	3%	$1,657	3%	$1,707
U of MN Carlson - Public	$51,212	$52,748	$54,331	$55,961	$57,640	$59,369	3%	$1,536	3%	$1,582	3%	$1,630	3%	$1,679	3%	$1,729
Ohio State - Fisher - Public	$53,642	$55,251	$56,909	$58,616	$60,375	$62,186	3%	$1,609	3%	$1,658	3%	$1,707	3%	$1,758	3%	$1,811
Michigan State - Broad - Public	$50,483	$51,997	$53,557	$55,164	$56,819	$58,524	3%	$1,514	3%	$1,560	3%	$1,607	3%	$1,655	3%	$1,705
UT Dallas - Public	$62,299	$64,168	$66,093	$68,076	$70,118	$72,222	3%	$1,869	3%	$1,925	3%	$1,983	3%	$2,042	3%	$2,104
U of MD College Park - Public	$55,556	$57,223	$58,939	$60,708	$62,529	$64,405	3%	$1,667	3%	$1,717	3%	$1,768	3%	$1,821	3%	$1,876
USC Marshall - Private - Private	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3%	$1,888	3%	$1,945	3%	$2,003	3%	$2,063	3%	$2,125
U of Notre Dame Mendoza - Private	$54,120	$55,744	$57,416	$59,138	$60,913	$62,740	3%	$1,624	3%	$1,672	3%	$1,722	3%	$1,774	3%	$1,827
BU Questrom - Private	$54,900	$56,547	$58,243	$59,991	$61,790	$63,644	3%	$1,647	3%	$1,696	3%	$1,747	3%	$1,800	3%	$1,854
BC Carroll - Private	$51,200	$52,736	$54,318	$55,948	$57,626	$59,355	3%	$1,536	3%	$1,582	3%	$1,630	3%	$1,678	3%	$1,729
SMU Cox - Private	$53,103	$54,696	$56,337	$58,027	$59,768	$61,561	3%	$1,593	3%	$1,641	3%	$1,690	3%	$1,741	3%	$1,793
Public Average	$53,957	$55,576	$57,243	$58,960	$60,729	$62,551	3%	$1,619	3%	$1,667	3%	$1,717	3%	$1,769	3%	$1,822
Private Average	$55,251	$56,909	$58,616	$60,375	$62,186	$64,052	3%	$1,658	3%	$1,707	3%	$1,758	3%	$1,811	3%	$1,866
Public and Private Average	$54,545	$56,182	$57,867	$59,603	$61,391	$63,233	3%	$1,636	3%	$1,685	3%	$1,736	3%	$1,788	3%	$1,842
Your Program - UC Davis	$51,813	$53,277	$54,790	$56,367	$58,002	$59,701	3%	$1,464	3%	$1,513	3%	$1,577	3%	$1,635	3%	$1,699

Source(s): Comparator fees are based on each institution's public website posting of their 2018-19 tuition and fees charged.

Additional Comments: Used University's recommended escalation factor of 3% annually for comparator year over year increases. Health insurance is not included.

ASY Carey - https://wpcarey.asu.edu/mba-programs/full-time/program-cost
U of MN Carlson - https://carlsonschool.umn.edu/degrees/master-business-administration/full-time-mba/admissions/full-time-mba-tuition
Ohio State - Fisher - https://fisher.osu.edu/graduate/ftmba/admissions/tuition-funding
Michigan State - Broad - https://mba.broad.msu.edu/cost/tuition/
UT Dallas - https://jindal.utdallas.edu/admission-requirements/mba/#01-full-time-mba
U of MD College Park - https://www.rhsmith.umd.edu/programs/full-time-mba/admissions/tuition-fees
USC Marshall - https://www.marshall.usc.edu/programs/mba-programs/full-time-mba/admissions/financial-aid
U of Notre Dame Mendoza -https://mendoza.nd.edu/programs/mba-programs/two-year-mba/tuition-financial-aid/
BU Questrom -https://www.bu.edu/questrom/admissions/graduate-programs/full-time-mba/tuition-financial-aid/
BC Carroll - https://www.bc.edu/bc-web/schools/carroll-school/graduate/admission/tuition-and-aid.html
SMU Cox - https://www.smu.edu/cox/Degrees-and-Programs/Two-Year-MBA/admissions/tuition-and-financing

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 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 29 to 48 by *US News and World Report* (USN&WR). Five have rankings better than the GSM's place this year, five have rankings that are lower, and MSU Broad and the GSM are tied at 37th. There are six public and five private institutions in the list. Seven of these schools are comparators that the GSM's accrediting body, AACSB, will use in the upcoming continuous improvement review. These include Ohio State – Fisher, Michigan State – Broad, UT Dallas, Boston University – Questrom, Boston College – Carroll, Southern Methodist University – Cox, and University of Maryland College Park. Three of the remaining four are considered aspirational, and are within eight places of the GSM in the rankings. These include ASU Carey, University of Minnesota – Carlson, and University of Notre Dame – Mendoza. The GSM has improved by eleven ranks in the past two years, and expects to be in competitive ranks with these three schools within the next five years by continuing to focus on enhanced career services and attracting a strong and diverse pool of students with industry immersions and corporate connections. USC

Marshall was selected for comparison since it is the only non-UC business school in California that is ranked by *US News and World Report* within 25 ranks of the GSM (at 20th).

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, the MBA program is approximately 12% more expensive than the average public MBA program, approximately 28% less expensive than the average private MBA program, and approximately 11% less expensive than the average overall. For nonresidents, the GSM is approximately 4% less expensive than the average public MBA program, 6% less than the average private MBA programs, and 5% less than the average overall. The reasons for these differences are likely due to the relatively expensive cost of living in California and the differences in public support for MBA programs at public universities. The curious inversion of the cost of programs, with better ranked programs generally being less expensive than lesser ranked programs, is likely due to the greater availability of philanthropic support for better ranked programs.

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, bio-technology and preparing corporate finance professionals for the start-up environment. Finally, the GSM faculty are ranked in the top 10 world-wide in productivity per capita according to the UT Dallas business research database, and, as mentioned earlier, the GSM has improved by eleven ranks in the past two years. 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 following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data

if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Public	Private
Ethnicity						
Underrepresented						
African American	0.0%	1.1%	2.2%	1.1%	4.6%	3.3%
Chicanx/Latinx	7.2%	2.3%	3.3%	6.7%	5.4%	7.3%
American Indian	0.0%	0.0%	0.0%	0.0%	0.8%	0.2%
Subtotal Underrepresented	*7.2%*	*3.4%*	*5.5%*	*7.8%*	*10.8%*	*10.8%*
Asian/East Indian	13.6%	15.8%	15.6%	15.6%	9.9%	17.6%
White	39.6%	46.4%	36.7%	28.9%	55.1%	50.8%
Other/ Unknown	37.2%	33.2%	30.9%	20.0%	9.2%	4.8%
International	2.4%	1.1%	11.3%	27.8%	15.0%	16%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	14.8%	24.2%	20.8%	N/A	N/A	N/A
Gender						
% Male	73.6%	66.7%	56.3%	60.7%	64.2%	65%
% Female	26.4%	33.3%	43.8%	39.3%	35.8%	35%

Sources:
Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis
UC socioeconomic status and Gender: UC Corporate data
Comparison institutions: AACSB Data Direct, BSQ Report on Generalist MBA Enrollment by Ethnicity and Gender

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The UC Davis GSM's full time MBA program has slightly lower enrollments of underrepresented groups in the program compared to the average of other top 50 MBA programs.

One of the GSM's strategies for creating a robust level of diversity is to participate in the UC consortium that sponsors the Summer Institute for Emerging Managers and Leaders (SIEML). As mentioned in Part II, SIEML brings together exceptional undergraduates from Historically Black Colleges and Universities and Hispanic-serving Institutions to learn about MBA programs and the opportunities available at UC business schools. The location of the summer program rotates each year, and the GSM was the host of the Summer Institute in 2014. The program was recently recognized by the state and funds were appropriated to sustain it. The GSM is part of the consortium that is working to expand this program.

The GSM Admissions team also works diligently to reach out to underrepresented groups and will continue to do so. Admissions staff participate in recruiting events sponsored by organizations that focus on members from underrepresented groups. The forums are arranged by organizations such as the National Society of Hispanic MBAs, the National Black MBA Association, the National Black Pre-MBA Association, and the Forte Foundation. We have the opportunity to address the admissions and financial aid processes with participants and to meet in small groups for more individualized attention.

Unfortunately, these efforts have not achieved the goals of the GSM with respect to racial and ethnic diversity in the program, suggesting that they are necessary but not sufficient. During the past year, the GSM administration focused on this effort with the goal of additional personalized focus on domestic underrepresented minority (URM) candidates to improve the percentage that accept an offer of admissions (i.e., yield). The Dean identified several companies with which the GSM has strong relationships and brokered agreements that would guarantee internships to URM students upon admission. This revealed, however, that the problem is at the very beginning of the process since there were very few URM candidates in the pool.

GSM is actively working to improve in this area by reaching out to other business schools such as Rice University, Boston University and Georgetown that have more diverse student bodies to learn about strategies and best practices that have been successful in those programs. The GSM also recently hired a new Admissions Director, who worked in Admissions and Recruiting at Babson College, which was recently recognized for efforts at improving diversity and inclusion in undergraduate business education. We are also planning an evaluation of our student yield and financial aid strategies to determine how we might do a better job of attracting students from diverse backgrounds to UC Davis.

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 rate of enrollment of students who received Pell Grants as undergraduates has been fairly consistent at the GSM, varying from 13% to 24% during the past eight years. The highest rates were in the last two years. The GSM strives to make the MBA program affordable to all qualified students by offering financial aid and by holding down the cost of the program overall.

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 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 GSM's full-time MBA program compares favorably with other top 50 MBA programs in terms of gender parity. The GSM will continue to promote gender parity through recruiting and retaining excellent female faculty, by recruiting and admitting qualified female MBA candidates, and by providing co-curricular activities to promote gender parity such as the Women in Leadership club. Currently, trends in GSM enrollments show increased levels of female student representation.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect that there will be a larger Hispanic student population proportionally because of the continuing outreach and the expected designation of UC Davis as a Hispanic-serving Institution, which may improve our ability to market UC Davis to prospective Latinx students. In addition, since we are planning an evaluation of our student yield and financial aid strategies to determine how we might do a better job of attracting students from diverse backgrounds, we expect enrollment of students from other underrepresented racial/ethnic backgrounds to increase over the course of this multi-year plan. We also expect to maintain the favorable gender ratio as compared to peer business schools, at approximately the rates of these past two years. We do not expect a significant change in the proportion of Pell Grant recipients.

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.)

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.

All Faculty (School or Department)**				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.0%	2.3%	1.9%
	International			
Chicano(a)/Latino(a)	Domestic	2.0%	2.3%	1.9%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	24.0%	27.3%	24.1%
	International			
White	Domestic	44.0%	43.2%	40.7%
	International			
Other/Unknown	Domestic	28.0%	25.0%	31.5%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		30.0%	25.0%	29.6%
Male		70.0%	75.0%	70.4%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	3.6%	3.7%	3.7%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	32.1%	33.3%	33.3%
	International			
White	Domestic	46.4%	40.7%	40.7%
	International			
Other/Unknown	Domestic	17.9%	22.2%	22.2%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		35.7%	33.3%	33.3%
Male		63.3%	66.7%	66.7%

Sources:
UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

All ladder faculty and lecturer recruitments are advertised broadly and in specific academic 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. This year, the GSM is participating 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. 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.*

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.

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 **provide financial aid to students based on merit** and to **make the program affordable to all qualified students**. For the incoming class in Fall 2018, 75% received merit-based financial aid. Individual awards ranged from $3,000 to $39,000 for the two years of the program.

One of our methods of measuring success in meeting the affordability goals is to review the percentage of Pell recipients in each class provided by the campus. This percentage was 15% on average between 2012 and 2015 and increased to 20% on average between 2015 and 2018. Due to the small class size, a few students can shift this ratio, but the upward trend is encouraging and suggests that the program is achieving its affordability goals.

As mentioned earlier, we are also planning an evaluation of our financial aid strategies to determine how we might do a better job of attracting students from diverse backgrounds to UC Davis.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	70%	56%	37%	33%	41%	26%	32%
Cumulative Debt among Students with Debt	$46,225	$59,511	$40,544	$73,845	$69,273	$48,939	$66,324

Sources: UC Corporate data

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 long term trend appears to be that an increasingly smaller percentage of students have debt, but have greater cumulative debt per student. Small numbers have large impacts in our cohorts, however, which explains some of the swings year over year. We do not expect the proposed increases to have a material impact on these trends in indebtedness. All else being equal, this proposal would increase the indebtedness of some students by the rate of the increase (approximately 2.6% per year, which is 4% less return to aid), but larger forces than these adjustments appear to be driving the overall trend.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Mean Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	32%	$66,324	$95,603	10%
Public comparisons	%	$	$99,121	N/A
Private comparisons	%	$	$105,894	N/A

Sources: UC - Corporate data & comparator school web sites
Comparison institutions - Same list as for fees.

Additional Comments: Cumulative debt figures are not available for comparator institutions. The data above were pieced together from public MBA program websites, and are not an apples to apples comparison since they reflect a mixture of 2017 and 2018 data

and not all information was consistently reported as base median. Some of the figures for individual schools include a signing bonus factored in, for example, which is excluded from the UC Davis GSM figure.

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

More than two-thirds of GSM MBA students graduated without debt in 2017. For the remaining third, the GSM MBA is an excellent investment given typical salaries. The average pre-MBA salary for GSM students graduating in 2017 was $54,127, and the average (mean) post-MBA salary was $95,603 with an average starting bonus greater than $14,000. With these results, we consider student loan debt at the GSM to be reasonable and manageable for our alumni.

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 does not specifically inform students of income-driven repayment plans for federal loans, but the campus financial aid office does.

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.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe):

IX.b. Below, please 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.

All full time MBA students received an email with a link to the proposal and an invite to a town hall on October 17, 2018. There were no written replies to the email.

Approximately 15 students attended the Town Hall discussion in fall 2018. Please find a summary of the questions and comments students raised during the meeting below:

- Cost Increases: Since the rates of increase are mandatory, some students suggested that these increases should be paid by increases to the general fund allocation to the GSM.
- Cost Increases: Students asked if the GSM works to control costs, and commented on the "amazing" experience the first year students had just had during orientation.
- Total Fees and Comparators: One student asked about the difference between the median and average of fees at comparator schools, and found it interesting that there is no obvious relationship between fees and rankings within this range.
- Total Fees and Comparators: Students asked if California schools were included, leading to an explanation that the only business school in California ranking within 25 places of the GSM that is not a UC is USC Marshall, which is why it is included in the comparator list.
- Total Fees: Students asked clarifying questions regarding what was covered by the increase. Some first year students expressed concern about the cost of textbooks and required software purchases.
- Rate of Increase: Students were interested in the decision-making process that led to a 4% year over year increase for five years.
- Rate of Increase: Students discussed the opportunity to increase enrollments and how this would affect the financial support for the full time program.
- Rate of Increase: In discussions of the total portfolio of GSM programs and budget, students asked about the growth of specialized one-year master programs and the strategy with respect to cannibalization.
- Affordability: For some international students, changes in exchange rates make UCD more expensive.
- Affordability: One student was unhappy that the PDST was changing between the first and second year, feeling that the first year fee was a "contract" that was being changed.
- Affordability: Students asked if there was a way to mitigate the increase, either by "working it off" or pursuing development opportunities for the school.
- Affordability: First year students asked if they could be protected from the increase if enrollments or philanthropy improve next year to cover the funds required. It was explained that this was not possible since the tuition increase is set well before enrollments and philanthropy are known for the year.
- Financial Aid: One student asked about the process by which merit financial awards are made and if more transparency could be introduced. The process by which merit financial awards are made was explained, though further transparency cannot be provided without violating rules around individual student information.
- Student Borrowing: Students were interested in why the GSM was seeing fewer students borrowing, but in some years those fewer students were borrowing more.

Staff members present engaged in the dialogue with the students to answer their questions and concerns. In conclusion, funds to cover mandatory and expected cost increases are necessary to maintain the current program quality. The proposal has not been changed as a result of student feedback.

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 must be provided by the program.**

☒ Plan shared with   Jonathan Minnick   on 11/09/2018.
   _{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   _____ .
   _{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.

☐ Agenda item at a regularly scheduled faculty meeting

☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback

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

☐ Other (please describe):

IX.e. Below, please 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.

Two faculty members replied to the email with the proposal.
- Nice Job. Very convincing.
- Overall, it looks reasonable. One confusing thing is that you mention closing the gap with some enrollment increases below, but the form attached shows steady enrollment over the 5 years.
  - **Response:** In response to the Professor, it was explained that steady enrollments over the next 5 years are a reasonable planning assumption to build the financial model to predict needed PDST increases. The total gap between expected cost increases (according to guidance provided by the systemwide budget office) and the proposed rate is approximately $90,000 over the five years. Some combination of incremental enrollment, philanthropy and/or cost-efficiency will be necessary to make up this gap, and may be achieved without any incremental enrollment despite that being one possible source. Please note that in subsequent revisions of the proposal, the mention of incremental enrollment increases was removed.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Jean-Pierre Delplanque   on November 08, 2018.
                                Graduate Dean

☒ Plan endorsed by   Gary S. May   on November 26, 2018.
                                Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$7,224	$7,440	$7,662	$7,890	$8,127	$8,370	3%	$216	3%	$222	3%	$228	3%	$237	3%	$243
Prof. Degr. Suppl. Tuition (Nonresident)	$7,224	$7,440	$7,662	$7,890	$8,127	$8,370	3%	$216	3%	$222	3%	$228	3%	$237	3%	$243
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,000	$1,030	$1,061	$1,093	$1,126	$1,160	3.0%	$30	3.0%	$31	3.0%	$32	3.0%	$33	3.0%	$34
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)***																
Total Fees (CA resident)	**$20,794**	**$21,436**	**$22,091**	**$22,771**	**$23,473**	**$24,200**	3.1%	$642	3.1%	$655	3.1%	$680	3.1%	$702	3.1%	$727
Total Fees (Nonresident)	**$33,039**	**$33,681**	**$34,336**	**$35,016**	**$35,718**	**$36,445**	1.9%	$642	1.9%	$655	2.0%	$680	2.0%	$702	2.0%	$727

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

N/A

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

The Master of Science in Health Informatics (MHI) program was established in fall 1999, and is considered one of the only in-person clinically based health informatics programs in the Western U.S. With the wide expanse of medical and biological information, innovative advances in storing, retrieving, and interpreting information have become essential for health professionals and scientists. Physicians can no longer expect to comprehensively master all of the information within their areas of expertise. Instead, they must increasingly rely upon problem solving strategies and the ability to systematically access the information required for thoughtful patient care. This course of study provides research-oriented training (with applicants ranging from working clinicians and information technologists, to undergraduates), that spans the use of computer systems in medicine today, including methods for clinical data acquisition, storage, and retrieval; the development, use, and implementation of the electronic medical record; management of clinical data; and the use of medical decision support systems. The program takes full-time students between 18 months and two years to complete all degree requirements, including a research-based thesis.

This program is highly interdisciplinary and designed to provide the skills, experiences, and preparation for students to excel in positions in health care, leadership, or research. Program faculty have diverse expertise and backgrounds, but share a common focus on improving human health. The MHI program aims to offer advanced training in health informatics so that students can develop as independent and applied professionals in future careers in academia (as faculty members and research project managers), medical facilities (as medical students, physicians (if student previously earned an MD), and informatics officers), industry (as engineers and staff scientists), and government (as policy developers and epidemiologists).

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The last multi-year plan extended from 2016-17 through 2018-19. Goals in that plan pertained to enhancing program quality by ensuring that our students were trained by experts, maintaining strong student support serves, and enhancing program affordability. Our specific goals included the following:

1. **Maintain the quality of the program by recruiting and supporting instructors who hold expertise required by the program.**
   The additional funds from the increased PDST allowed the program to identify and secure instructors with expertise in health informatics, and provide funding commensurate with salary and benefits that increase over time. This allowed students to receive the best informatics education UC Davis had to offer.

2. **Maintain the current level of staffing within the program to provide excellent student support and customer service.**
   PDST funds were used to support a Graduate Program Coordinator to run the day-to-day operations of the program. This position has not been fulltime in past years, but is now a fulltime position devoted to maintaining the program. This full time status has allowed the Program Coordinator to develop a recruitment plan and to assess and improve student services. Without this staffing position, the program would not have adequate support to fulfill the needs of the program.

3. **Enhance program affordability through financial aid.**
   Per Policy, at least 33% of new PDST was used for need-based financial awards to the students. Details can be found below:

   2015-16: 38% of students received need-based funding
   2016-17: 35% of students received need-based funding
   2017-18: 51% of students received need-based funding

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The UC Davis Master of Science degree in Health Informatics is proposing a 3% increase in our PDST over the next five years to address fixed cost increases and achieve the following goals, which center on enhancing program quality and access:

1) Hire one additional lecturer to enhance program curriculum. In 2019, the program plans to hire a 10% lecturer positon to provide additional teaching and curriculum expertise. If the increase in PDST is not approved, the program will not be able to hire this additional lecturer, which will weaken the student-faculty ratio.

2) Maintain the current level of staffing required to run and support the program. Student services are very important to our program. Currently we employ a Graduate Program Coordinator to manage the day-to-day operations of the program. We also hired a 100% lecturer to cover teaching and to help advise and mentor graduate students. The ability to have these employees available to our students is a key to our continued success and something we deem as a fixed cost to the program long-term. The proposed increase in PDST funds will ensure that we can provide excellent customer service to our students that keeps us competitive with other Informatics programs. Without the increased PDST rate, the program would struggle to keep both the Graduate Program Coordinator and Lecturer positions at full-time, and advising and student services options would suffer.

3) Enhance access by increasing student enrollment over the next five years. The program seeks to slowly increase total enrollment. In Fall 2017 ten new students were admitted for a total of 14 students overall. In Fall 2018, eleven students were admitted for a total of 24 students overall. This demonstrates the program's recent upward trend in enrollment. In the next five years, the program aspires to double enrollment. This goal will hopefully be achieved through increased recruitment efforts. With the hiring of a Graduate Program Coordinator, the program has already increased visibility and outreach to prospective applicants through graduate fair attendance at several campuses throughout California, increased presence and interaction on social media platforms, and online advertising. The additional funds provided through PDST are vital to continue these recruitment efforts and attend these necessary recruitment events in future years. Without increased PDST funds, the program will be very limited in its ability to perform outreach and compete for the best and brightest health informatics applicants.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

| | Total 2018-19 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | Total Projected PDST Revenue in Final Year |
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$8,287	$248	$2,086	$2,579	$3,116	$4,089	$20,404
Benefits/UCRP Cost	$32,941	$985	$8,291	$10,251	$12,385	$16,252	$81,105
Providing Student Services	$13,523	$404	$3,404	$4,208	$5,084	$6,672	$33,296
Improving the Student-Faculty Ratio	$14,252	$426	$3,587	$4,435	$5,358	$7,031	$35,089
Expanding Instructional Support Staff	$26,006	$778	$6,546	$8,093	$9,778	$12,830	$64,031
Instructional Equipment Purchases	$8,669	$259	$2,182	$2,698	$3,259	$4,277	$21,344
Providing Student Financial Aid	$57,214	$1,711	$14,401	$17,804	$21,511	$28,227	$140,867
Other Non-salary Cost Increases	$3,814	$114	$960	$1,187	$1,434	$1,882	$9,391
Facilities Expansion/Renewal	$8,669	$259	$2,182	$2,698	$3,259	$4,277	$21,344
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$173,376	$5,184	$43,638	$53,952	$65,184	$85,536	$426,870

Additional Comments:
Not Applicable.

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.

Health Informatics continues to build strong relationships with various health care organizations that employ our graduates, maintain a strong alumni network and work with informatics organizations in our attempts to secure any available funding. We are also working with community agencies to ensure our academic program is notified of and able to receive potential informatics scholarship offerings, such as the Sacramento Regional Technology Alliance and the American Medical Informatics Association.

The program's director is in communication with the UC Davis development office to ensure any funding opportunities are evaluated and sought after.

The program has undertaken a restructuring of the administrative unit associated with reducing program expenses. This reorganization moved the program to the Department of Public Health Sciences, and uses a shared services model with the Office of Medical Education to ensure that student support is maintained with fewer staff directly employed by the Health Informatics program. The Health Informatics program now has a program coordinator who is able to accomplish the same level of student and curricular support but at a lower cost to the 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.

Not Applicable

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	15	15	18	22	26	31
Domestic Nonresident	4	5	6	7	9	11
International	5	4	5	6	7	9
Total	24	24	29	35	42	51

Additional Comments

The program is working to increase student enrollment by roughly 20% each academic year through 2024, for a steady state goal of approximately 50 enrolled students. The program is increasing outreach efforts and potential target audiences (expanding to undergraduate students in addition to working professionals) to achieve this goal.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges						Increases/Decreases									
	Actuals	Projections					2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
Oregon Health Sciences (public) Duration: 2 years/7 quarters	$21,952	$22,611	$23,289	$23,988	$24,708	$25,449	3%	$659	3%	$678	3%	$699	3%	$720	3%	$741
University of Utah (public) Duration: 2 years/4 semesters	$13,683	$14,093	$14,516	$14,951	$15,400	$15,862	3%	$410	3%	$423	3%	$435	3%	$449	3%	$462
University of Texas, Houston (public) Duration: 2 years/5 semesters	$16,773	$17,276	$17,794	$18,328	$18,878	$19,444	3%	$503	3%	$518	3%	$534	3%	$550	3%	$566
University of Washington (public) Duration: 1.5 years/6 quarters	$33,120	$34,114	$35,137	$36,191	$37,277	$38,395	3%	$994	3%	$1,023	3%	$1,054	3%	$1,086	3%	$1,118
University of San Francisco (private) Duration: 1 year/3 semesters	$49,860	$51,356	$52,897	$54,484	$56,119	$57,803	3%	$1,496	3%	$1,541	3%	$1,587	3%	$1,635	3%	$1,684
Stanford (private) Duration: 1.5-2 years/ 4-5 quarters	$32,970	$33,959	$34,978	$36,027	$37,108	$38,221	3%	$989	3%	$1,019	3%	$1,049	3%	$1,081	3%	$1,113
Public Average	$21,382	$22,024	$22,684	$23,365	$24,066	$24,788	3%	$642	3%	$661	3%	$681	3%	$701	3%	$722
Private Average	$41,415	$42,658	$43,938	$45,256	$46,614	$48,012	3%	$1,243	3%	$1,280	3%	$1,318	3%	$1,358	3%	$1,399
Public and Private Average	$28,060	$28,902	$29,769	$30,662	$31,582	$32,529	3%	$842	3%	$867	3%	$893	3%	$920	3%	$947
Your program - UC Davis Duration: 2 years/6 quarters	$20,794	$21,436	$22,091	$22,771	$23,473	$24,200	3%	$642	3%	$655	3%	$680	3%	$702	3%	$727
Nonresidents																
Oregon Health Sciences (public) Duration: 2 years/7 quarters	$26,240	$27,027	$27,838	$28,673	$29,533	$30,419	3%	$787	3%	$811	3%	$835	3%	$860	3%	$886
University of Utah (public) Duration: 2 years/4 semesters	$28,699	$29,560	$30,447	$31,360	$32,301	$33,270	3%	$861	3%	$887	3%	$913	3%	$941	3%	$969
University of Texas, Houston (public) Duration: 2 years/5 semesters	$41,472	$42,716	$43,998	$45,318	$46,677	$48,077	3%	$1,244	3%	$1,281	3%	$1,320	3%	$1,360	3%	$1,400
University of Washington (public) Duration: 1.5 years/6 quarters	$37,365	$38,486	$39,641	$40,830	$42,055	$43,317	3%	$1,121	3%	$1,155	3%	$1,189	3%	$1,225	3%	$1,262
University of San Francisco (private) Duration: 1 year/3 semesters	$49,860	$51,356	$52,897	$54,484	$56,119	$57,803	3%	$1,496	3%	$1,541	3%	$1,587	3%	$1,635	3%	$1,684
Stanford (private) Duration: 1.5-2 years/ 4-5 quarters	$32,970	$33,959	$34,978	$36,027	$37,108	$38,221	3%	$989	3%	$1,019	3%	$1,049	3%	$1,081	3%	$1,113
Public Average	$33,444	$34,447	$35,481	$36,545	$37,642	$38,771	3%	$1,003	3%	$1,034	3%	$1,064	3%	$1,096	3%	$1,129
Private Average	$41,415	$42,658	$43,938	$45,256	$46,614	$48,012	3%	$1,243	3%	$1,280	3%	$1,318	3%	$1,358	3%	$1,399
Public and Private Average	$36,101	$37,184	$38,300	$39,449	$40,632	$41,851	3%	$1,083	3%	$1,116	3%	$1,149	3%	$1,184	3%	$1,219
Your program - UC Davis Duration: 2 years/6 quarters	$33,039	$33,681	$34,336	$35,016	$35,718	$36,445	2%	$642	2%	$655	2%	$680	2%	$702	2%	$727

Source(s):
- OHSU: https://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/upload/2018-19-Tuition-Fees_Final_Amended-8-30-2018.pdf
- University of Utah: https://fbs.admin.utah.edu/income/tuition/school-of-medicine/
- University of Texas, Houston: https://www.uth.edu/fact-book/education/tuition-financial-aid/
- University of San Francisco: https://www.usfca.edu/nursing/programs/graduate/masters/health-informatics/faculty/faqs
- Stanford: https://registrar.stanford.edu/students/tuition-and-fees
- Washington: https://www.health-informatics.uw.edu/uwmihim/media/mhihim/mhihim_total_costs-2018-19_2.pdf

Additional Comments: Making fee projects based on annual cost as opposed to quarterly cost. Most of the programs included in comparator table are 2 year programs, so we thought it was appropriate to compare on an annual basis.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The MHI program choose comparator programs based on program location and qualitative feedback received during recruitment and admissions seasons on where students apply. These programs are also located in the Western U.S., and have historically attempted to attract a large percentage of the same potential students. All of the comparator programs also offer similar training, and the opportunity for students to earn their master's degree in 1.5 to 2 years at a full-time, in-person program. This is a distinguishing feature that separates the selected programs from several others that offer online, part-time options.

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

First year annual charges for California residents in Davis's MHI program are lower than the average charges of both the public and private comparators of the program, as noted in the table above. Davis falls in the middle of its public comparators with respect to resident charges. Specifically, charges at Oregon and Washington are projected to be higher than those of Davis, and charges at Texas and Utah are projected to be lower than those of Davis. The University of Utah and University of Texas, Houston programs appear to cost substantially less than the other public institutions listed for in-state students, and we assume this is partially due to

the cost of living. Additionally, our public comparators have the flexibility to offer degrees at a much lower tuition rate due to the teaching grants awarded by the National Library of Medicine, which require the offering of a PhD program in addition to an MS program. UC Davis currently has no plans to establish a dedicated PhD program in Health Informatics. With respect to nonresidents, the MHI program's charges are lower than its public and private comparator averages.

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

 For students seeking a top quality clinically-based informatics program, the UC Davis Health Informatics program s priced reasonably well, compared with the comparator programs. The Davis program has an established reputation of having an applied and responsive curriculum that inspires confidence in our program's ability to train both clinically and IT focused students to advance their expertise for careers in industry, government, and academics.

UC Davis is a thriving university unique in its extensive access to expertise and data assets ranging from its health system (with 2.5 million patients), to its expansive environmental, ecology, biology and agriculture programs which makes it an attractive program to attend. Davis is a university that can study the effect of the full environment, from farm to food, on the health of individuals, and in turn practice of health on our communities. Davis MHI students will have access to a broad range of systems, expertise and data at the intersection of health and technology.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	9.1%	10.9%	8.3%	N/A	N/A
Chicanx/Latinx	0.0%	0.0%	0.0%	0.0%	N/A	N/A
American Indian	0.0%	0.0%	0.0%	0.0%	N/A	N/A
Subtotal Underrepresented	*0%*	*9%*	*11%*	*8%*	*N/A*	N/A
Asian/East Indian	25.0%	27.3%	52.2%	50.0%	N/A	N/A
White	43.2%	36.4%	10.9%	20.8%	N/A	N/A
Other/ Unknown	0.0%	6.1%	0.0%	0.0%	N/A	N/A
International	31.8%	21.2%	26.1%	20.8%	N/A	N/A
Total	100%	100%	100%	100%		
Socioeconomic						
% Pell recipients	25.0%	0.0%	43.0%	N/A	N/A	N/A
Gender						
% Male	47.1%	46.7%	42.1%	45.8%	N/A	N/A
% Female	52.9%	53.3%	57.9%	54.2%	N/A	N/A

Sources: Ethnicity and Gender (fall 2018 only): UCD Academic Affairs, UC socioeconomic status and gender: UC Corporate data
Comparison institutions:
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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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Health Informatics places a high premium on enrolling diverse cohorts. Although the program has enrolled between 8.3% and 10.9% African American students over the past few years, the program recognizes the need to increase racial/ethnic diversity across the board. Starting in 2018, MHI program staff started working with the leadership in Public Health Sciences to align recruitment strategies with the Masters of Public Health program. Recruitment fairs targeting underrepresented minorities, such as the California Diversity Forum, were identified as events to attend. In addition, the program hosted online webinars and has improved the online presence of the program. Comparator ethnicity data are not available. There is currently not a health informatics association collecting national ethnicity data.

In the next five years, the MHI program plans to increase URM enrollment by strategizing with the Department of Public Health Sciences and the Office of Graduate Studies each year about recruitment efforts. The program has plans to outreach to prospective students who identify as underrepresented minorities through different regional health care organizations and undergraduate campuses. The program has also expanded undergraduate outreach in the past year, and is expecting to develop undergraduate coursework at UC Davis. While health professions, in general, have made great strides at enrolling students from diverse backgrounds, informatics – as a field – has not achieved the same success. Increasing the pipeline of applicants who consider informatics as a career is a key – this has been done with medicine and nursing programs where we see best practices in outreaching to potential applicants through K-undergraduate programs.

The MHI program is also a member of several regional informatics organizations, such as the American Medical Informatics Association - NorCal, the regional Informatics associations, HIMSS NorCal, and others. These organizations are aware of the need to diversify the field of health informatics. The program continues to be a part of discussions around how to best approach this goal.

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?

Since the Health Informatics program targets different audiences (working clinicians, working information technologists, undergraduates), the socioeconomic background of the student population fluctuates greatly from year to year, as demonstrated by the uneven data in the table above. Some years more working professionals apply to the program, while in other years it receives stronger applicants from undergraduate and international populations. The program understands the need for a stronger emphasis on recruiting and promoting admissions to students with lower socioeconomic backgrounds, and the program believes it is well situated within regional and national informatics organizations that do outreach. The program recently hired a full-time Graduate Program Coordinator who can now attend recruitment events targeting undergraduate students, as well as community college

students. The program hopes to develop a pipeline for students from low-income backgrounds to learn about the field and the options available to them through the study of health informatics early on, so they can continue on to become successful working professionals in the field.

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 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 program does not see gender parity as an issue that needs to be addressed for our program. There has consistently been an even distribution of students by gender throughout the program. The program's strategy previously and moving forward is to maintain a healthy balance between male and female students while still reviewing each applicant's full application

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The program expects to see a growth in the amount of underrepresented minority students who attend the program due to our additional outreach and recruitment effort, and pipeline development. We expect to have a similar proportion of international students at the end of this multi-year plan, as this program is very attractive and adaptable to careers for international students in their home countries. As acknowledged above, gender parity is expected to remain consistent.

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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.3%	1.0%	1.2%
	International			
Chicano(a)/Latino(a)	Domestic	4.3%	4.2%	4.8%
	International			
American Indian	Domestic	0.2%	0.2%	0.2%
Asian/Pac Is	Domestic	29.6%	29.7%	30.1%
	International			
White	Domestic	64.2%	64.5%	62.8%
	International			
Other/Unknown	Domestic	0.4%	0.3%	0.9%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		37.1%	37.7%	40.5%
Male		62.9%	62.3%	59.5%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.0%	0.9%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	5.7%	5.6%	6.2%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	21.1%	23.0%	24.6%
	International			
White	Domestic	72.2%	70.4%	69.2%
	International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		30.1%	30.0%	33.2%
Male		69.9%	70.0%	66.8%

Sources: UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The UC Davis MHI Program, as well as all other entities of the University of California system, remains dedicated to building a more diverse faculty, particularly those from under-represented racial and ethnic populations in the U.S. The Department of Public Health Sciences, the administrative home of the MHI Program, has prioritized recruiting and retaining diverse faculty over the last several years. Since the 2015-2016 school year, the percent of underrepresented minorities (which includes Asian/Pacific Islander) on our faculty has increased from 35.8% to 36.7% (for academic federation faculty) and from 27.8 to 30.8% (for senate faculty). During this

timeframe, the number of female faculty at the federation and senate levels have also increased by 3.4 % (federation) and 3.1 % (senate). The MHI program participates in UC Davis diversity training for faculty recruitment. All faculty recruitment efforts involve national searches and maintain a diverse recruitment committee drawn from across the Department of Public Health Science and peer SOM and SON departments.

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 and affordability goal for the MHI program is to **provide financial aid to as many students with financial need as possible.** PDST revenue is put aside for return-to-aid, per policy, and spent for need-based grant awarding and merit based stipends. The program works closely with the School of Medicine Financial Aid Office to identify candidates eligible for aid. The program's historical and current student populations have continuously demonstrated need and perform academically well. The program has not had any difficulty in utilizing the funds made available through this supplemental tuition.

We award aid to those students who have demonstrated financial need in as many cases as possible. In addition, we award merit-based aid for those showing strong promise in this area.

The program measures success by the number of students who benefit from financial aid. Below are figures mentioned earlier from the last three years:

    2015-16: 38% of students received need-based funding
    2016-17: 35% of students received need-based funding
    2017-18: 51% of students received need-based funding

Need-based funding is given to students demonstrating financial needs and the program tries to spread that evenly among the students. Merit-based awards are granted based on student GPA.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	33%	25%	25%	33%	0%	25%	13%
Cumulative Debt among Students with Debt	$19,741	$21,305	$19,385	$25,094	$0	$17,750	$12,646

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 debt trends for MHI students have fluctuated between 13% and 33%. There are also students supported by their employers who receive a tuition reimbursement or credit. In the 2014-15 graduating class, there was no one who took out loans (this was confirmed with the School of Medicine Financial Aid Office).

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	13%	$12,646	$84,666	2%
Public comparisons	NA	NA	$84,666	NA
Private comparisons	NA	NA	$84,666	NA

Sources:
UC: Corporate data
Median Salary data: www.glassdoor.com
Comparison institutions:
Additional Comments:

For Median Salary at Graduation: Data about salary is not collected at graduation by program or a national organization. Graduates from the program go into a large variety of positions from healthcare IT, to practicing as physicians to continuing on into medical school. Figure provided is pulled from www.glassdoor.com and is the average of the base pay for the following three job titles in the state of California. Clinical Informatics Specialist ($90,000); Clinical Analyst ($82,000); Clinical Informatics Analyst ($82,000).

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.

A majority of our student population is working adults who come to this program knowledgeable about the financial needs necessary to complete the master's degree in health informatics. Newer students from clinical backgrounds are entering the program with support from their departments or other clinical fellowships. For these types of students, there are few issues managing their loans or other professional sources of funding. Many of these students continue to work during the program which helps them manage the cost of education. New students enrolling directly from undergraduate programs will need to seek financial

support to complete the program full time. Those students revealing issues managing their debt are and have been directed to the Schools of Health Office of Financial Aid for support and resources in debt management.

Many of our students and graduates have tuition reimbursement aid opportunities through their current employer and many find some assistance once they acquire a new informatics role. Based on the median salary at graduation, the average debt of students leaving the program would be affordable at only 3% of their average monthly income.

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 students in the Health Informatics program are required to take three quarters of MHI 290, a weekly seminar course in which professionals from many different areas of informatics are invited to come in and give a presentation regarding a specific topic in informatics. The majority of these presentations are given by professionals working for the State of California or the University of California and pertain to their informatics based positions in the public sector. The program works closely with these contacts and program alumni to aid us in identifying open public sector positions. Additionally, the program frequently emails students and alumni regarding open positions that are sent to us for distribution. We make sure students are aware of these opportunities, especially those that will allow our students to utilize their informatics knowledge in rural clinics and other clinics focused on helping the underserved.

Many of our students are already serving in these areas and are gaining much needed informatics knowledge that will be brought back to their place of employment. Our students work within different public health agencies, many non-profit health organizations and consistently volunteer their time throughout their time with our program.

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

Graduates work in a broad spectrum of roles and there is great variation in the salaries of our alumni. Many graduates are employed at the executive level in both public and private organizations (e.g. Chief Information Officer, Chief Informatics Officer, Chief Executive Officer) while others have worked for public agencies such as the State of California and California Department of Health Care Services, and some go to work with the Peace Corps. As would be expected, the pay for the public service positions tends to be

less than the salaries commanded by our graduates who work for larger health organizations. The market for our graduates continues to grow given the increasing dependency on data for decision making in healthcare. Many of the public service positions do offer some loan relief, which is supplied to graduating students as the agencies determine their future staffing model needs.

In many cases students become aware of the potential employment security public service positions offer. This tends to attract a specific graduate that has already found interest in this area of informatics. The rewards of creating national, state and regional informatics platforms is sometimes very attractive to students and the difference in pay doesn't play as much of a role in their decisions.

Students in the UC Davis Health Informatics program receive information about various public sector positions available in informatics throughout the program curriculum (see description of MHI 290 above). The program works hard to ensure students are aware of the many job opportunities available in the public sector, but the program does not take any additional steps to ensure that the public sector positions are seen as equally viable options in regard to debt management following graduation.

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

The program utilizes the staff of the UC Davis Schools of Health Financial Aid Office. In addition to providing financial aid information on the program's public website, any students who have detailed financial aid questions and reach out to the Health Informatics Program Office will be directed to the Schools of Health Financial Aid Office. These experts respond to both phone calls and email questions from prospective students to answer their questions and to get them set up in the systems necessary to get them aid. This registration also makes them eligible for any meritorious awards the program may have available.

The Schools of Health Financial Aid Office provides students with information on how to deal with student loans and debt is covered to better ensure the students are fully aware of managing their potential debt.

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 program informs all prospective students regarding program fees. Program fees are provided on the website and accessible to all who wish to access this information. Historically average debt has not been provided to prospective students, however new informational handouts are currently being created to provide these data to all incoming students at program orientation. The information will also be available upon request for any prospective applicants that contact the program office.

Median salary of program graduates is not provided to prospective graduates because graduates work in a very broad spectrum of roles upon completing the program and there is a great variation in salaries. Some alumni go on to work in executive level positions in both public and private organizations, some continue as practicing physicians or begin medical school, while others take on public service positions for larger public health organizations. These many various career opportunities are presented to all prospective applicants, however salary information is not provided as that data point is highly variable based on student interests and previous education and professional experiences.

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.).

The program accounts the minor increase, commensurate with a cost of living increase, will aid our program in its goals to offer students the finest Informatics education on the west coast. The plan is to increase the program's ability to secure instructors in this area and to aid students who are in need and show great promise.

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 only 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 2018-19 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.

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): Education Director, Amber Carrere, met with students on 10/23/18 to discuss proposed fees increases. Graduate Program Coordinator, Kelly Byrns, also followed up the meeting with an email and anonymous survey.

IX.b. Below, please 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.

Students were invited via email on 10/18/2018 to attend a short information session on the proposed changes in PDST. Also included in this email was a short summary form on the background of PDST and the proposed PDST changes. The information session was scheduled in between core required courses in the late afternoon so as to target as many students and increase attendance as much as possible. Ten students attended the information session. Directly following the session, an additional email was sent with the summary form attached again, as well as a link to an anonymous survey. The students provided no feedback in person. Below is the feedback that was submitted to the anonymous survey link and relates to resident/nonresident tuition as opposed to the Professional Supplemental Tuition. There were no changes made to the PDST proposal as a result of this feedback, as the feedback related to NRST is unrelated to this proposal and the PDST fees.

1. "Can you charge more for nonresidents and International students and less for CA resident students? Why are the rates [not] the same for all incoming students?"
   1. This feedback is regarding differentials in the Nonresident Supplemental Tuition rate (NRST). NRST is separate from the Professional Degree Supplemental Tuition rate. All students, both residents and nonresidents, are charged the same for PDST currently and in this proposal.

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

☒ Plan shared with ___Jonathan Minnick_____ on 11/09/2018.
　　　　　　　　　　　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 ___Jade (J) Alota – GSA Rep for Health Informatics___ on 10/24/2018 .
　　　　　　　　　　　　　　　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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): MHI Faculty were sent an email from Kelly Byrns, Graduate Program Coordinator, asking for them to review the proposed fee increases and to complete an online anonymous survey.

IX.e. Below, please 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.

Several faculty members responded to an anonymous survey, which was emailed out on 10/17/2018 and 10/22/2018. Below are the written comments that were submitted regarding the PDST proposal. The feedback received did not result in any changes to the proposal, as the feedback was positive overall.

- "Although I hate the increase or even the maintaining of the PDST, I understand its worth"
- "I think the tuition increase is reasonable under two conditions – first, that the program truly reflect the qualities of a professional degree rather than an academic masters, with a focus on practical skills and significant role in job placement. Second, that the program is not otherwise intended as a feeder to the PhD program, which would be contrary to the program's role as a professional program."

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   <u>Jean-Pierre Delplanque</u>   on November 08, 2018.
                          Graduate Dean

☒ Plan endorsed by   <u>Gary S. May</u>   on November 26, 2018.
                          Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$34,182	$35,890	$36,966	$38,072	$39,214	$40,390	5.0%	$1,708	3.0%	$1,076	3.0%	$1,106	3.0%	$1,142	3.0%	$1,176
Prof. Degr. Suppl. Tuition (Nonresident)	$31,188	$32,748	$33,730	$34,740	$35,782	$36,856	5.0%	$1,560	3.0%	$982	3.0%	$1,010	3.0%	$1,042	3.0%	$1,074
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$970	$1,000	$1,030	$1,060	$1,092	$1,125	3.0%	$29	3.0%	$30	3.0%	$31	3.0%	$32	3.0%	$33
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)																
Total Fees (CA resident)	**$47,722**	**$49,856**	**$51,364**	**$52,920**	**$54,526**	**$56,185**	4.5%	$2,133	3.0%	$1,508	3.0%	$1,557	3.0%	$1,606	3.0%	$1,659
Total Fees (Nonresident)	**$56,973**	**$58,959**	**$60,373**	**$61,833**	**$63,339**	**$64,896**	3.5%	$1,985	2.4%	$1,414	2.4%	$1,461	2.4%	$1,506	2.5%	$1,557

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> 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 Davis School of Law Juris Doctorate (JD) Program was established in 1967. With a longtime commitment to diversifying the legal education and the profession of law, the mission of the School of Law at the University of California at Davis is to be a nationally and internationally recognized leader in the development and dissemination of legal knowledge, as well as the education of students to become socially responsible lawyers committed to professional excellence and high ethical standards, and to provide significant public service through law reform and professional activities. Through its faculty, students, and graduates, the School of Law seeks to make substantial contributions toward solving the complex legal problems confronting our society. Time to program completion is generally three years.

The School of Law has distinguished itself as a leader in public interest law and, according to the 2019 *U.S. News & World Report*, ranks as having one of the most diverse J.D. student populations in the country. In the last few years, the school has jumped from the top 25 for diversity of students into the top 10. The School of Law also is ranked fourth in the *U.S. News* assessment of "Generosity of Financial Aid" at public law schools and eighth in the nation in the number of federal judicial clerkships secured by our graduates.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The economic model for the School of Law relies upon PDST Revenue and UC Tuition revenue to operate the School. Revenue generated from student fees (PDST and UC Tuition) create over 75% of the overall financial resources for the School of Law. Institutional support or "State Funds" for the School vary between 10% and 20% annually. The financial plan for the UC Davis School of Law has been reliant upon PDST revenue to **pursue academic excellence, build the best-possible faculty, and ensure access for students and freedom of career choice for our graduates.** The revenue from PDST is the largest revenue source for the School of Law and has important effects for all areas of the School.

Since AY 2013-14, PDST funds have been used to operate all aspects of the School of Law, including but not limited to the following:

- Contribute funding to help cover faculty salary and benefit costs.
- Meet all University expectations for student financial aid – need based and merit based.
- Provide funding for the LRAP (Loan Repayment Assistance Program).
- Cover costs for lecturers, adjuncts, and visiting faculty to enhance and expand course offerings to our students.

The PDST freeze that has been in place since AY 2014-15 per UC's agreement with the Governor and has contributed to our School currently operating in a financial deficit. The School of Law has enacted a number of cost-saving measures, described more in section III.c. Davis infrastructure lags behind our competitors in several significant areas. The PDST freeze has created an unsustainable financial model for the School of Law. We are currently operating in a significant deficit that required central campus to provide us a loan. Even with support from the central campus loan, the School's financial plan does not cover labor cost increases and other operating increases such as supplies and goods. The following describes the challenges and progress made since the decision to hold PDST levels flat:

(1)   **Pursuit of Academic Excellence:** PDST levels have remained unchanged for the last seven years, which required the School of Law to pause in faculty hiring. While the PDST funds have assisted in recruiting and retaining the best faculty through competitive compensation packages, the School of Law currently has four vacant tenured faculty positions. This has impacted the faculty to student ratio and decreased opportunities for scholarly impact by the School of Law faculty.

In spite of the challenges related to the PDST freeze, the UC Davis School of Law has continually ranked in the top 25 of scholarly impact between 2013-2018, and the School of Law Faculty have continued to be recognized widely for their outstanding, prolific scholarship. Articles by UC Davis School of Law Scholars have appeared regularly in leading law journals, including the Yale Law Journal, Stanford Law review, Columbia Law Review, and California Law Review.

(2)   **Ensure Access through Scholarships and Loan Repayment Programs:** PDST revenue has provided support to the School of Law financial aid program and loan repayment assistance program for students and alumni of diverse ethnic and socioeconomic backgrounds. Part of the School's core mission is to support legal careers in the public sector. Revenue from PDST funds was used to support the loan forgiveness program and provide students the opportunity to pursue careers in public interest law. Due to the PDST freeze, the School of Law was unable to offer competitive scholarship packages for need and merit based aid. Therefore, the school took out a loan from central campus to support the student aid program and remain competitive in recruiting the most qualified and diverse class – *the proportion of URMs have increased from 15% in AY 2015-16 to, currently, 24%. As mentioned earlier, the School of Law is among the most diverse programs in the nation,*

moving from the top 25 to the top 10. But please note that loan funds will no longer be available after 2020-21. The School of Law depleted its operational reserves before receiving the loan from central campus and is currently running a structural budget deficit.

(3) **Provision of Student Services:** PDST funds have been used to support operating and salary costs for services provided to our matriculated students through our student services, including, but not limited to, Career Services, Academic Support, and the School of Law Registrar. Some examples of how PDST funds were used during the period of the PDST freeze to support student services include the following:

- Provided librarian salary support to provide appropriate services to students. During the PDST freeze, we left three positions in the Library vacant, including a Reference Librarian. This saved over $200,000.
- Renegotiated capital debt service on the renovation of King Hall to free up PDST funds for student services.
- Information Technology Systems Renewal Program. During the PDST freeze, the IT Department paused on the equipment renewal program for the school.
- Programming for student competitions and events. During the PDST freeze, the Dean's Office reduced all funding for student competitions and events by 20% to achieve cost savings.
- Wellness Programming for students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Per the budget agreement with the Governor, UC Law School JD programs were required to keep PDST levels frozen at the 2014-15 levels for four years (AY 15-16, 16-17, 17-18, and 18-19). Moreover, we have not had a PDST increase since AY2012-13. The School of Law has been running a structural deficit for the last three years and the increases proposed in this plan will help provide financial stability. The UC Davis campus has been a wonderful partner in supporting the financial challenges at the School of Law over the last seven years by providing us a "bridge loan" to stabilize the operating budget. However, the "bridge loan" from Central Campus is a short-term fix to a structural financial challenge. The increase in the

PDST is essential to continue and enhance what the School of Law at UC Davis has achieved over the last 50 years.

As described in Section II.a., there were a variety of challenges faced by the School related to the freeze. This is the first multi-year proposal to be submitted by UCD Law since the freeze was enacted. A 5% increase on resident PDST and a 5% increase on nonresident PDST are proposed for 2019-20. Annual increases of 3% for both resident and nonresident PDST are proposed for the following four years. The PDST increase will be used to address the following goals:

Improve Affordability and Access: The School of Law will use increased PDST revenues to continue need-based assistance in our financial aid department. In addition to need-based aid, the School of Law will continue to use merit-based aid to recruit and retain the most diverse and highly qualified applicants. Maintaining a high qualified and diverse student body is essential to the core mission of the School and assists with national rankings. To achieve this, the School of Law will provide more than 40% of PDST funds back to students in the form of Return to Aid and will continue its outreach efforts, described in section V.

Maintain Academic Support Programs: The School of Law will use increased PDST revenues to maintain the essential Academic Support Programs provided to assist with bar passage and course completion, which especially helps those from disadvantaged backgrounds master the test-taking skills necessary to succeed in law school and to pass the bar examination.

The consequences of the School of Law not receiving additional funds from PDST will affect all areas at the School of Law including a decline in national rankings and student-faculty ratio. UC Davis School of Law would not have the sufficient resources to recruit and retain the most qualified and diverse student body, faculty, and staff. Our students will likely experience the impact through a decrease in the following services provided to students: career counseling, academic advising, student aid, instruction, clinical programs, and student events/competitions to name a few. As mentioned before, PDST revenue for the School of Law makes up over half of the school's total budgeted revenue.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue*	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$6,000,000	$300,000	$189,000	$194,670	$200,510	$206,525	$7,090,705
Benefits/UCRP Cost	$2,200,000	$110,000	$69,300	$71,379	$73,520	$75,726	$2,599,925
Providing Student Services	$200,000	$10,000	$6,300	$6,489	$6,684	$6,884	$236,357
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	$500,000	$25,000	$15,750	$16,223	$16,709	$17,210	$590,892
Providing Student Financial Aid	$7,425,188	$1,172,240	$1,329,572	($721,997)	$285,773	$294,230	$9,785,006
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$300,000	$15,000	$9,450	$0	$0	$0	$324,450
Other (Please explain in the "Additional Comments" below)	$875,000	$26,250	$27,038	$27,849	$28,684	$29,545	$1,014,365
Total use/projected use of revenue	$17,500,188	$1,658,490	$1,646,410	($405,387)	$611,880	$630,120	$21,641,700

* The decrease in revenue for 2021 – 2023 is tied to a reduction in enrollment. The percentage decrease in student aid is tied to merit based aid, not need based aid.

Additional Comments:

Future incremental revenue increases will be focused on continuing to offset faculty salary and benefits, increase funds available for financial aid, enhance our Academic Skills program, and improve instructional equipment. Instructional equipment can include, but not limited to: computers, projectors, screens, sound systems, and software that support the student learning experience.

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

The School of Law at UC Davis engages in a transparent and collaborative budget process. The School uses six core principles when developing the annual and long-range financial plan: Transparent, Process Driven, Collaborative, Balanced and Sustainable, Holistic, and Participatory. The Dean's Office works with all department heads in a hybrid of a zero based budgeting exercise. The Dean's Office seeks input and advice from faculty, students, and staff throughout the budget development process. The Dean of Administration meets bi weekly with a group of student leaders to discuss the financial planning for the School and resource

allocation. After a draft of the School of Law Budget has been vetted with the students, faculty, and staff it is presented to the Provost and Budget Office for final approval.

Over the last five years, The School of Law has aggressively been seeking budget savings and the diversification of revenue streams to preserve and invest in critical academic and student service areas. Some of these diverse revenue streams include but are not limited to indirect cost recovery from extramural funds: the California State Water Board, Summer Programming (Tax Institute), International Programming, and UCOP Programming. We have already generated significant savings (in the form of one time and on-going savings) from restructuring staff positions (with resulting reductions in FTE), deliberately leaving positions vacant to accrue one-time salary savings, reducing library acquisitions, reducing travel and entertainment, forgoing or postponing computer hardware purchases in FY12 - FY17, switching from a three- to a four-year equipment replacement schedule, and reducing faculty summer research funds. In many areas, including the library, admissions, student records, accounting, and human resources, we are adopting new technologies to enhance and streamline operations, with resulting budget savings. Many of the savings strategies listed above have been one time strategies.

We are also actively seeking to diversify and expand our funding sources through gifts and sponsored grants and contracts. We are soliciting grants, especially for our clinical programs. The last three years the School of Law has hit the established philanthropic targets from the Central Development Office. The School has raised almost $2 million annually over the last three years. The School of Law working in collaboration with the Central Development Office establishes annual giving goals that have recently ranged between $1.8 million and $4 million annually.

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

The School of Law is proposing a 5% increase in 2019/2020, then a 3% increase in the following years. The larger increase in 2019/2020 is to gain more revenue in the initial year then maintain an increase similar to the consumer price index (CPI) in the following years. The 3% reflects the annual increase in labor costs at the School of Law. The initial increase of 5% allows the School to mitigate the prior seven years of flat fees.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	470	498	527	500	500	500
Domestic Nonresident	21	15	15	15	15	15
International	25	25	25	25	25	25
Total	516	538	567	540	540	540

Additional Comments

The enrollment goal for the School is to reach a total student body size of 540 students comprising of 180 per class. The enrollment for the School of Law has been dynamic over the last six years, with a class of 206 students in the 1L Class for AY18/19. In AY18/19 the School's goal was to admit a class of 190 new students but instead matriculated a class of 206 students (class of 2021), 16 more students than originally planned. The higher than expected enrollment level is attributed to an increased interest in legal education nationally, as well as the continued excellence of the UC Davis program.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Indiana	$35,588	$36,656	$37,755	$38,888	$40,055	$41,256	3%	$1,068	3%	$1,100	3%	$1,133	3%	$1,167	3%	$1,202
Ohio State	$30,854	$31,780	$32,733	$33,715	$34,726	$35,768	3%	$926	3%	$953	3%	$982	3%	$1,011	3%	$1,042
Univeristy of Minnesota	$44,919	$46,267	$47,655	$49,084	$50,557	$52,073	3%	$1,348	3%	$1,388	3%	$1,430	3%	$1,473	3%	$1,517
University of Washington	$35,988	$37,068	$38,180	$39,325	$40,505	$41,720	3%	$1,080	3%	$1,112	3%	$1,145	3%	$1,180	3%	$1,215
Loyola Marymount	$57,230	$58,947	$60,715	$62,537	$64,413	$66,345	3%	$1,717	3%	$1,768	3%	$1,821	3%	$1,876	3%	$1,932
Boston University	$55,076	$56,728	$58,430	$60,183	$61,989	$63,848	3%	$1,652	3%	$1,702	3%	$1,753	3%	$1,805	3%	$1,860
George Washington U	$60,790	$62,614	$64,492	$66,427	$68,420	$70,472	3%	$1,824	3%	$1,878	3%	$1,935	3%	$1,993	3%	$2,053
Fordham	$60,406	$62,218	$64,085	$66,007	$67,987	$70,027	3%	$1,812	3%	$1,867	3%	$1,923	3%	$1,980	3%	$2,040
Public Average	$36,837	$37,942	$39,081	$40,253	$41,461	$42,704	3%	$1,105	3%	$1,138	3%	$1,172	3%	$1,208	3%	$1,244
Private Average	$58,376	$60,127	$61,931	$63,788	$65,702	$67,673	3%	$1,751	3%	$1,804	3%	$1,858	3%	$1,914	3%	$1,971
Public and Private Average	$47,606	$49,035	$50,506	$52,021	$53,581	$55,189	3%	$1,428	3%	$1,471	3%	$1,515	3%	$1,561	3%	$1,607
Your Program - UC Davis	$47,722	$49,857	$51,365	$52,921	$54,527	$56,186	4%	$2,134	3%	$1,508	3%	$1,557	3%	$1,606	3%	$1,659
Nonresidents																
University of Indiana	$55,338	$56,998	$58,708	$60,469	$62,283	$64,152	3%	$1,660	3%	$1,710	3%	$1,761	3%	$1,814	3%	$1,869
Ohio State	$45,806	$47,180	$48,596	$50,053	$51,555	$53,102	3%	$1,374	3%	$1,415	3%	$1,458	3%	$1,502	3%	$1,547
Univeristy of Minnesota	$53,607	$55,215	$56,872	$58,578	$60,335	$62,145	3%	$1,608	3%	$1,656	3%	$1,706	3%	$1,757	3%	$1,810
University of Washington	$47,190	$48,606	$50,064	$51,566	$53,113	$54,706	3%	$1,416	3%	$1,458	3%	$1,502	3%	$1,547	3%	$1,593
Loyola Marymount	$57,230	$58,947	$60,715	$62,537	$64,413	$66,345	3%	$1,717	3%	$1,768	3%	$1,821	3%	$1,876	3%	$1,932
Boston University	$55,076	$56,728	$58,430	$60,183	$61,989	$63,848	3%	$1,652	3%	$1,702	3%	$1,753	3%	$1,805	3%	$1,860
George Washington U	$60,790	$62,614	$64,492	$66,427	$68,420	$70,472	3%	$1,824	3%	$1,878	3%	$1,935	3%	$1,993	3%	$2,053
Fordham	$60,406	$62,218	$64,085	$66,007	$67,987	$70,027	3%	$1,812	3%	$1,867	3%	$1,923	3%	$1,980	3%	$2,040
Public Average	$50,485	$52,000	$53,560	$55,167	$56,822	$58,526	3%	$1,515	3%	$1,560	3%	$1,607	3%	$1,655	3%	$1,705
Private Average	$58,376	$60,127	$61,931	$63,788	$65,702	$67,673	3%	$1,751	3%	$1,804	3%	$1,858	3%	$1,914	3%	$1,971
Public and Private Average	$54,430	$56,063	$57,745	$59,478	$61,262	$63,100	3%	$1,633	3%	$1,682	3%	$1,732	3%	$1,784	3%	$1,838
Your Program - UC Davis	$56,973	$58,335	$59,730	$61,173	$62,659	$64,195	2%	$1,361	2%	$1,395	2%	$1,444	2%	$1,486	2%	$1,536

Source(s):https://www.law.indiana.edu/admission/jd-apply/financial-info/costs-and-fees.shtml
https://moritzlaw.osu.edu/admissions/jd/scholarships-financial-aid/loan-assistance/
https://www.law.umn.edu/admissions/jd-admissions/tuition-financial-aid
https://www.law.uw.edu/admissions/financing/tuition
https://www.lls.edu/studentaccounts/tuitionandfees/
http://www.bu.edu/law/admissions/tuition-and-fees/

https://www.law.gwu.edu/cost-of-attendance
https://www.fordham.edu/info/21345/tuition_and_cost_of_attendance
Comparator fees are based on each institution's public website posting of their 2018-2019 tuition and fees charged.
Additional Comments: Used University's recommended escalation factor of 3% annually for comparator year over year increases. Health insurance is not included.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The institutions were chosen as a comparator for the following reasons: competition for students, competition for faculty, similar faculty-student ratio, similar quality of program, and, to some degree, geography.

Loyola Marymount was selected as our comparator within California. It is ranked in the top 50, according to US News. We typically compete for students and faculty with this institution, as well as our UC colleagues. In addition to Loyola Marymount, we have selected three East Coast private schools that again are in our ranking cohort from US News. We compete for students and faculty with East Coast Law Schools. Lastly, we selected Ohio State, University of Indiana, University of Minnesota, and the University of Washington as our public comparators, all of which are similarly ranked to our program.

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

Currently the UC Davis School of Law is below market value with peer schools that are private institutions and above market value with peer schools that are public institutions.

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

The UC Davis School of Law has distinguished itself as a leader in public interest law and ranks among the top 10 in most diverse law schools. The 2019 *U.S. News & World Report* ranks the UC Davis School of Law as having one of the most diverse J.D. student populations in the country. The ranking, which appears in the recently released 2019 edition of

"America's Best Graduate Schools," is based on the total proportion of minority J.D. students.

At UC Davis School of Law, approximately 17 percent of students are Hispanic and 23 percent are Asian/East Indian. The diversity index rating measures the likelihood of law students encountering peers from different ethnic groups including Hispanic, Asian, African American, American Indian, Pacific Islander, Caucasian, and multiracial. In the last few years, the school has jumped from the top 25 for diversity of students into the top 10. UC Davis School of Law is the only top 40 school in the overall rankings in the top 10 of the diversity rankings.

At the UC Davis School of Law, diversity does not end with students. King Hall is also noted for having a high proportion of faculty who are minorities. According to the most recent *U.S. News* rankings our faculty score high marks. UC Davis School of Law is in the top 25 in the nation for the reputation of its faculty, based on responses from law school deans and faculty. This year the school's academic peer reputation improved to 21, up five slots from two years ago.

UC Davis School of Law also ranked fourth in the *U.S. News* assessment of "Generosity of Financial Aid" at public law schools.

King Hall remains in the top 40 of almost 200 American Bar Association-approved law schools. In the latest *U.S. News* ranking UC Davis School of Law placed 37th. The school advanced two points from the previous year.

The UC Davis School of Law has a recognized record of excellence over the course of more than 50 years. UC Davis School of Law is consistently ranked as a top school.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	2.4%	3.3%	5.5%	6.2%	4.2%	9.4%
Chicanx/Latinx	11.9%	15.0%	17.7%	17.4%	8.3%	7.3%
American Indian	1.0%	0.6%	0.9%	0.2%	1.0%	0.0%
Subtotal Underrepresented	*15.3%*	*18.9%*	*24.1%*	*23.8%*	*13.5%*	*16.7%*
Asian/East Indian	22.1%	22.9%	21.4%	22.9%	4.2%	10.4%
White	51.5%	49.4%	45.0%	45.2%	71.9%	62.5%
Other/ Unknown	7.4%	4.1%	4.7%	4.2%	5.2%	5.2%
International	3.8%	4.7%	4.8%	3.9%	5.2%	5.2%
Total	100.1%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	34.0%	32.0%	32.0%	41.0%	N/A	N/A
Gender						
% Male	46.3%	45.6%	47.0%	41.9%	45.0%	50.0%
% Female	53.7%	54.4%	53.0%	58.1%	55.0%	50.0%

Sources:
Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis
UC socioeconomic status and Gender: UC Corporate data
Comparison institutions: American Bar Association, 2017. Analysis by AccessLex. Proportions are approximations.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The Law School ranks among the most diverse law schools for both its student body and faculty diversity. There has been a high proportion of faculty who are minorities and female faculty. More than half of the last four entering classes were comprised of students of color. A significant number of Asian/Indian students enrolled at the School of Law are of Filipino and Southeast Asian descent, populations that are considered by the American Bar Association as traditionally underrepresented. Further, 30% of the Fall 2018 entering class was the first in their families to graduate college, and 53% students of color. (See https://law.ucdavis.edu/jd/student-body-profile.html.) Under the leadership of our Dean and faculty, School of Law at UC Davis has created a culture of diversity in its faculty, students, and staff, which has been pivotal in positioning the Davis School of Law as a leader on campus and in the UC system in creating a robust diverse community.

The Law School has a longtime commitment to diversifying legal education and the profession of law. For the past 17 years, the King Hall Outreach Program (KHOP) (https://law.ucdavis.edu/outreach/khop.html) has prepared college students from underrepresented backgrounds for the law school application process. The program boasts a nearly 100% college completion rate and more than 300 of its participants graduated from law school and other graduate programs**.** KHOP has been recognized by both the American Bar Association (https://www.americanbar.org/news/abanews/aba-news-archives/2016/01/uc_davis_school_ofl.html) and the California State Bar (https://law.ucdavis.edu/news/news.aspx?id=4918) for its contributions to diversity in the legal profession. The Law School is also one of six campuses (one of only two UC law schools) to partner with 28 community colleges and the State Bar of California to promote greater diversity in law schools through the Community College Pathway to Law School initiative (https://law.ucdavis.edu/news/news.aspx?id=4823). As a founding signatory to the ten-year-long initiative launched in 2014, the Law School has worked with its community college and university partners to matriculate students through the pipeline, many of whom have matriculated to the UC Davis campus and participated in the Law School's KHOP. In its fall 2018 entering class, the Law School enrolled a student from the first cohort of students to complete the program. As more students move through the pipeline over the coming years, the Law School aims to enroll additional students in future incoming classes.

In addition to its pipeline activities, the Law School's Admission Office recruits at campuses with high percentages of racial and ethnically diverse students and those of lower socioeconomic backgrounds. The Law School visits Historically Black Colleges and Universities (e.g., Spelman, Morehouse), participates in diversity recruiting events like the National Black and

Hispanic Pre-Law Fair, and recruits in more diverse urban markets. There has been at least one or more HBCU graduate in the last four entering classes. As part of its yield events, the Law School utilizes its diverse faculty and student body in its efforts to matriculate a diverse class. The Law School has been able to successfully connect each diverse admitted student with a student or faculty member of color.

In addition to its formal partnerships and programs like KHOP, the Law School has informal pipeline relationships with HCBU North Carolina A & T State University and For People of Color, a national non-profit dedicated to assisting students of color with the law school application cycle. See https://forpeopleofcolor.org/2018/08/23/fpoc-law-school-admissions-conference-at-uc-davis-school-of-law-king-hall/.

Recognizing the economic barriers students from underrepresented backgrounds face in pursuing law school, the Law School commits significant financial aid resources to its students. The Martin Luther King, Jr. Public Interest Scholarship (https://law.ucdavis.edu/financial-aid/prospective/king-hall-scholarships.html) is dedicated to offering much needed assistance to students who have faced barriers on the basis of race, ethnicity, disability, economic disadvantage, or other membership in a minority group. Past recipients of this scholarship include undocumented students and children of immigrant farm workers. The Law School also devotes a portion of its student aid budget to awards based solely on the basis of need.

All of these efforts result in one of the most diverse law schools also ranked in the top tier of rankings like U.S. News.

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?

We utilize both student and parent financial information supplied on the FAFSA to award need-based aid to those with both current and historical need. Over the past three classes, the percentage of the class receiving need-based gift aid has increased, and 42% of the most recent class received need-based aid, sometimes in addition to merit-based scholarship. The Law School has long maintained a commitment to awarding student aid not only on the basis of merit, but also need. This financial aid strategy ensures that students from low socioeconomic backgrounds are able to find opportunity within the Law School.

In addition, to assist with retention efforts of first generation students we have established a First Generations Advocates Program - https://law.ucdavis.edu/first-generation-advocates/.

Mission of the First Generation Advocated Program:
UC Davis School of Law is renowned for its supportive and diverse community and for its commitment to the ideals of social justice and equality espoused by Dr. Martin Luther King, Jr., in whose memory the law school building is dedicated. As part of this commitment, King Hall is dedicated to maintaining a welcoming environment for students of all backgrounds. King Hall's First Generation Advocates program was created to promote diversity and maximize the academic, professional, and personal success of students who are the first from their families to earn a college or professional degree as well as students from low-income backgrounds.

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 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 Law School student body is consistently more than half female over the last five years, and the most recent entering class is 58% female. The Law School supports student organizations that support and promote female law students, and more than half of its faculty are women. Over the past ten years, most law schools have roughly equal male-female classes despite the fact the greater legal profession does not demonstrate the same gender parity.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Given the Law School's long-standing commitment to matriculating diverse students (racial/ethnic, gender, socioeconomic), and the recent growth in the percentage of its students from underrepresented backgrounds, we remain confident that it can sustain and perhaps grow in its diversity. The Law School remains committed to its pipeline programs (e.g., KHOP, State Bar Community College initiative), outreach to diverse communities in recruitment, and need-based student aid program, all of which suggest the Law School will continue to remain one of the most diverse in the country.

V.f. In the following 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.)

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.

All Faculty (School or Department)**				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	8.3%	7.7%	7.7%
	International			
Chicano(a)/Latino(a)	Domestic	8.3%	7.7%	6.2%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	23.3%	24.6%	27.7%
	International			
White	Domestic	58.3%	58.5%	56.9%
	International			
Other/Unknown	Domestic	1.7%	1.5%	1.5%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		46.7%	44.6%	44.6%
Male		53.3%	55.4%	55.4%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	8.6%	11.4%	6.3%
	International			
Chicano(a)/Latino(a)	Domestic	2.9%	2.9%	3.1%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	31.4%	34.3%	37.5%
	International			
White	Domestic	54.3%	48.6%	50.0%
	International			
Other/Unknown	Domestic	2.9%	2.9%	2.9%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		48.6%	51.4%	46.9%
Male		54.4%	48.6%	53.1%

Source: UCD Academic Affairs Office

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The Law School aims to foster a dynamic and engaging scholarly climate that is at once welcoming, inclusive, stimulating, and challenging. Essential to this endeavor is building and maintaining a diverse community of scholars. In our recruitment efforts, we have used affinity group listservs to ensure that our hiring announcements reach potential candidates who are members of groups historically underrepresented in the legal academy. We have also taken advantage of the scholarly networks of our current faculty members. These initiatives have been productive in the past, producing a diverse faculty that has been recognized for its scholarly and teaching excellence, and we intend to continue using the recruitment tactics that have worked in the past as well as developing new ones in our ongoing pursuit of inclusive excellence. Over the course of this year, we will welcome a diverse slate of candidates whom our Appointments Committee has identified through this process, and we anticipate that our offers will reflect the diversity of the candidate pool. These strategies have resulted in a high proportion of faculty who are minorities in the Law School's ladder rank and equivalent faculty.

Retention of diverse faculty members requires attention to faculty development and opportunities. The Law School seeks to promote scholarly growth through our workshop series, as well as support of faculty members' scholarly engagements in the larger community. Retention also entails consistent engagement with faculty members. It also requires consistent review of institutional support and compensation in order to identify any disparities, particularly disparities adverse to those who are members of groups historically underrepresented in the legal academy. Again, our maintenance of a diverse faculty is testimony to the effectiveness of our efforts, and we intend to continue and expand upon the methods that we have developed in the future.

The UC Davis School of Law's commitment to a diverse faculty is best described by Dean Kevin R. Johnson, Professor of Public Interest Law and Chicano/a Studies at UC Davis: https://www.chronicle.com/article/HowWhy-We-Built-a/237213.

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 Law School strives to **award as much aid as possible to as many students as possible**. We track the number of students qualifying for need-based aid in each entering class. All admitted students are eligible for student aid on the basis of need and merit, and we make these determinations independently. Therefore, academically talented students who are eligible for high merit awards and who also have need receive the most generous award packages of any students. To ensure that the students with the highest need, and coming from the most economically under resourced backgrounds, receive the largest need-based awards, the Law School reviews both student and parental financial information. It uses a three-tier need award process that awards the highest amount to the students with little to no financial resources. Need-based awards are rolled over into the subsequent academic year such that students know what their need-based support will be for all three years at the time of admission. In developing the student aid budget each year, continuing student funding is allocated first, with the remainder going to the incoming students.

The School of Law for the last three years have been working with third party student aid consultants to assist in managing the trends in student enrollment and aid packing. At the end of each admissions cycle the School of Law engages in an evaluation exercise with the consultants to measure the characteristics of the incoming class.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	89%	85%	86%	82%	71%	70%	72%
Cumulative Debt among Students with Debt	$100,380	$108,102	$101,859	$113,302	$114,118	$101,867	$102,907

Sources: UC: Corporate data - PDST Program Cumulative Debt 2018 0719.xlsx

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?

Indebtedness has not changed significantly in the past five years, but ours remains considerably lower, particularly compared to national debt levels of private institutions (https://www.usnews.com/best-graduate-schools/top-law-schools/grad-debt-rankings) and California Law Schools. The Law School uses incoming tuition dollars to fund much of its student aid budget (i.e., tuition paid is returned to the students in the form of scholarships and need-based grants).

With an increase in fees there could be an increase in debt taken on by UC Davis School of Law students. However, through counseling by our Financial Aid department we strive to educate students on financial literacy and working with a personal budget while in law school.

UC Davis traditionally ranks among the most generous schools with student aid and students carrying the least amount of debt (specifically in California).

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	72%	$102,907	$78,000	19%
Public comparisons	79%	$89,266	$65,600	19%
Private comparisons	68%	$111,108	$132,500	12%

Sources: Provided by NALP organization Summary Report, https://law.ucdavis.edu/career-services/statistics/
UC: Corporate data
Comparison institutions: University of Washington, University of Minnesota, University of Indiana, Ohio State, Loyola Marymount, USC, Cornell, George Washington University, Boston, University, Fordham
Additional Comments: N/A

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

The Law School's commitment to maintaining low student indebtedness is evidenced through its programs like the Loan Repayment Assistance Program (LRAP), which the Law School self-funds entirely (and is currently considering expanding). The Financial Aid Office works to increase students' financial literacy throughout their three years with programs on topics like understanding credit, developing a budget, and individual counseling around responsible borrowing. Student loan exit counseling educates graduates on the availability of income-driven repayment options and federal loan forgiveness programs. These efforts, along with a generous student aid budget, mean the Law School's student indebtedness is the lowest among the UCs. Although 71% of the Law School's graduates have some amount of debt, default rates amongst our graduates is low. Combined with improving employment rates, we anticipate that graduates' student loan debt can continue to be manageable.

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

UC Davis School of Law provides a number of resources to promote students and graduates to pursue careers in the public interest. Students who work for non-profit organizations or the government can apply for University of California's Office of the President (UCOP) Public Service Law Fellowships. These fellowships provide funding over the summer, which allow students to work with public interest organizations and government entities. These positions can lead to post-graduate positions in the field. In addition to the UCOP Summer Fellowships (used to fund the majority of our public-interest students), there are other fellowships the school sponsors to fund students over the summer. See e.g., https://law.ucdavis.edu/career-services/public-service-fellowships/summer-information.html.

The law school also provides opportunities for its graduates to secure one-year, post-bar fellowships with public interest organizations, government agencies, and with the campus. These are also primarily funded as UC Office of the President Post-Bar Public Service Fellowships. This program has been highly successful in launching public service careers for our graduates. In addition to these one-year fellowships, the school also provides some funding for those who may be volunteering with public interest organizations while they await bar results. Those seeking careers as public defenders often apply for and receive this funding.

Finally, beginning in 1990 the school adopted a Loan Repayment Program (LRAP) that assists a number of graduates who are pursuing post-graduate positions with non-profits or government agencies. https://law.ucdavis.edu/financial-aid/lrap/.

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 the legal profession, those pursuing public interest careers typically earn substantially less than those that seek positions in the private sector. In order to promote those seeking public interest careers, the school consistently has offered generous financial aid packages that allow our students to graduate with less debt relative to other law graduates in California. Also, as mentioned above, the school's LRAP program allows those seeking lower paying public interest careers to pursue those opportunities while paying a portion of their loan payments.

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

The Office of Admissions and Financial Aid, working as a single unit, offers extensive financial aid information, including details about scholarships, need-based grants, federal student loans, private alternative loans, and outside scholarships, as part of all its print, electronic, and website publications and in email communications. Portions of the website also detail resources available to special student populations (e.g., undocumented students who are eligible for all forms of law school-funded aid, international students, and veterans). See https://law.ucdavis.edu/financial-aid/special/. Admissions officers include information about the award ranges and awarding criteria in their group and individual counseling to prospective students (e.g., twice monthly information sessions, workshops for UC Davis undergraduates on evaluating financial aid packages, etc.). All admissions and financial aid staff are trained on our financial aid offerings and provide front line counseling to prospective students in-person, by phone, and over email. Our largest event for prospective students, the Fall Open House, includes a detailed presentation by our Director of Financial Aid.

Our website details the method for awarding both merit-based scholarships and need-based criteria, including instructions for completing the required need-based form (Free Application for Federal Student Aid). *See* https://law.ucdavis.edu/financial-aid/prospective/applying-for-aid.html**.** Throughout the admissions cycle, the Office sends reminders about upcoming financial aid application deadlines and posts information about outside scholarships to its admitted student's 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?

As a public law school, the Law School takes seriously its obligation to educate prospective students on both the cost and value of the legal education it offers. As part of its annual reporting to the American Bar Association, the Law School publishes information about indebtedness that is also included in national law school rankings publications, like U.S. News Rankings. Information about graduates' salaries is posted on the Career Services portion of the website and is included in the Law School's recruitment catalog. See https://law.ucdavis.edu/career-services/statistics/ and https://law.ucdavis.edu/publications-broadcasts/files/2018-UC-Davis-School-of-Law-Catalog.pdf. Admission and Financial Aid staff routinely include information about indebtedness, and the methods for repaying it (including our own LRAP), in its group and individual counseling.

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.).

Our excellent professors produce good outcomes for all our students. We are ranked eighth in the nation in the number of federal judicial clerkships secured by our graduates. These are the most sought after positions to begin legal careers. Our inclusive faculty is recognized as the twelfth most influential (determined by citations) among US law schools, again even better than our current US News rank of 21. Finally, our student indebtedness is relatively low (73rd among all law schools) given our presence in a relatively expensive locale and our lack of endowment for scholarships. That lack of endowment is a function of our relative youth and lack of a long period of alumni cultivation and fundraising. We are escalating our fundraising, however, with a special focus on building a support network among alumni and other supporters that will hold down student indebtedness.

<u>PART B</u>

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 only 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 2018-19 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).

<u>Consultation with students in the program (or likely to be in the program)</u>

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

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

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

☒ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe):

The Assistant Dean of Administration meets with a student elected Budget Advisory Committee on a bi weekly basis to discuss the financial health of the UC Davis School of Law.

For the last six years, the School of Law at UC Davis has met with it elected students on the Student Budget Advisory Committee on a biweekly basis. The Senior Assistant Dean of Administration meets with the eight students to discuss resource allocation for the School of Law. Discussion topics for the Advisory Committee, include but are not limited to: student fees, faculty hiring, student services, financial aid (including LRAP), capital improvements, and overall financial position of the School.

The feedback provided by the students is essential to resource allocation and provides the student body input into decision making at the School of Law.

At the end of each year the Budget Advisory Committee provides and annual report.
https://intranet.law.ucdavis.edu/community/budget/files/BPC-2015-16-Publication.pdf

In addition, the School of Law provides a line item budget for the current fiscal year (and prior five years) on the Intranet, open to the entire School of Law community.
https://intranet.law.ucdavis.edu/community/budget/files/Provost-Budget-Presentation-2018.pdf

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The School of Law administration has engaged with students about the PDST proposal in a variety of ways. For example, on October 30th, 2018 in Room 1002, the Senior Assistant Dean for Administration held a "Brown Bag" with the student body to discuss the budget and fee proposal. As described in section IX.a under "Other," the administration also engages with the student body on a biweekly basis to discuss all financial items related to the management of the School, including numerous discussions on fees.

Specifically, the School of Law administration consulted with the Budget Policy Committee. The Committee is a group of UC Davis Law School students who are interested in the financial integrity of King Hall. Members are elected or appointed in order to

represent the diverse views of the King Hall student body. The Committee is comprised of seven voting members: two 3L members, three 2L members, and two 1L members in order to keep an odd number of votes for clear majority. The eighth member is the LSA President, who is a non-voting member. Through this process, the BPC raised questions about the budget and fee increases, which the administration responded and provided to the BPC on October 8th. As documented in Attachment A that also includes responses to BPC questions, the elected student budget committee was in agreement with the budget plan and the proposed increases to the PDST as "*necessary to regain financial stability, maintain institutional standing, and allow the school to continue investing in what makes King Hall great: top-tier faculty, a high-achieving, diverse student body, and the King Hall campus.*" The proposal was not changed based on student feedback.

On December 8th, the GSA (Graduate Student Association) President and LSA (Law Student Association) President at UC Davis sent an email to the Graduate Student Executive Committee and law students that stated that the law school was seeking a 5% increase in PDST next year and a 3% increase in the following years. The email was sent during finals weeks and was not received well during Finals week, a typically stressful time for law students.

- There was a consistent theme of disappointment among students regarding the 5% and 3% increase.
- There was a consistent theme of displeasure among the students regarding the timing to solicit feedback.
- There was concern over the increase in the 1L class from 180 students to 200.
- There were comments regarding the economics of law school vs. other UC Law Schools and other Professional Schools at the Davis campus.
- There were comments regarding the use of the additional revenue. Some thought the additional revenue should be directed towards Careers Services, student aid, and public interest students.
- Many of the comments focused on the campus closure before finals week.
- Many of the comments were concerned about the additional debt that will be incurred.
- There were comments regarding the differential in resident and non-resident increases.

Through the consultation process, the School of Law changed the non-resident increase to 5% from 3% on PDST fees. The 5% increase in year 2019/2020 is consistent with the increase proposed to California residents.

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 must be provided by the program.**

☒ Plan shared with ___Jonathan Minnick_____ on _11/09/2018_.
<div style="padding-left:2em">Campus graduate student organization (i.e., your campus' GSA president)</div>

   ☒ Comments or feedback was provided.

   ☐ Comments or feedback was not provided.

   Nature of feedback or full comments: See summary of student response in section IX.b.

☒ If applicable, plan shared with ___Law School Budget Policy Committee___ on _11/09/2018_.
<div style="padding-left:2em">Program graduate student organization (i.e., your program council or department GSA)</div>

   ☒ Comments or feedback was provided.

   ☐ Comments or feedback was not provided.

   Nature of feedback or full comments: See Attachment A.

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.**

☐ Agenda item at a regularly scheduled faculty meeting
☒ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback
☐ Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe):

IX.e. **Below, please provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.**

On October 11th, 2018 in the Faculty Workroom the Senior Assistant Dean for Administration provided a presentation to the faculty on Budget and Fees. There were limited questions regarding the proposed fee increase. There were only a few questions brought forward by the faculty:

- Understanding of the economic model for the School of Law. After presenting the revenue streams to the School of Law, many faculty were surprised by the minimal support provided through "state funds".
- Comment on staffing levels for the School of Law – we are well below our counterparts in the UC system, specifically in faculty support.
- Discussion on other revenue streams for the School of Law, such as grants and philanthropic giving. Faculty were interested on how we could assist their research proposals.
- Discussion on the funding for the Centers and Clinics.

https://intranet.law.ucdavis.edu/community/budget/files/Provost-Budget-Presentation-2018.pdf

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Jean-Pierre Delplanque_____ on November 08, 2018.
                                   Graduate Dean

☒ Plan endorsed by   Gary S. May_____ on November 26, 2018.
                                   Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Attachment A: Student Consultation – Budget Policy Committee

Budget Policy Committee Fall Semester Review (Joshua Varinsky, 3L Chair of the 2018 BPC, November 9th, 2018)

BPC Fall 2018 Semester Review – Summary of Fees

The Budget Policy Committee ("BPC") is a student committee composed of two members from each class. BPC meets bimonthly with Dean Burns, King Hall's Senior Assistant Dean of Administration (or as we call him, "Dean of Finance"). The purpose of BPC is to create transparency between the administration and the student body. BPC strives to understand how school revenues and expenditures further the culture of King Hall and impact the school's national standing.

BPC has spent much of this past semester reviewing King Hall's five-year financial projections. In the coming years, the administration plans to nominally increase tuition and decrease student aid. BPC has been committed to understanding why budgetary changes are necessary and all potential adverse impacts. When law school applications went down in the wake of the recession, like many other law schools King Hall froze tuition and invested heavily in students. While necessary at the time, this model was only sustainable for so long. King Hall currently faces a structural deficit, cost of living has continually increased, and other UC law schools are now also planning to raise tuition (even more than King Hall's proposed increases). After many discussions with Dean Burns, BPC believes King Hall's proposed budget plan is necessary to regain financial stability, maintain institutional standing, and allow the school to continue investing in what makes King Hall great: top-tier faculty, a high-achieving, diverse student body, and the King Hall campus.

Please, write or talk to us anytime. We are here to explain, and we are more than happy to seek answers to any questions you might have. Other matters BPC stays informed of include: The Loan Repayment Assistance Program ("LRAP"), King Hall's admissions' process, faculty and staff expenditures, and all other factors which go into U.S. News & World Report law school rankings.

A few other facts BPC has learned about King Hall and law school finance:
1. King Hall students consistently graduate with lower debt levels relative to other law schools.
2. King Hall maintains strong bar passage rates and job numbers post-graduation.
3. Why is law school so expensive? Beginning in the 1970s, state funding to the UC system has steadily decreased, which has led to higher tuition rates and more financial burden on students.[2] Graduate programs disproportionately experienced the effects of the decreases in state support to higher education.

Please do not hesitate to contact us with any questions or concerns. Good luck with finals everyone!

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[2] Public Policy Institute of California, *Defunding Higher Education* (2012) at 4, *available at* http://www.ppic.org/publication/defunding-higher-education-what-are-the-effects-on-college-enrollment/.

1L Reps: Allie Anderson and Daniel Zales
2L Reps (Co-chairs): Alison Corn and Paul Tracy
3L Reps: Josh Varinsky and Sara Taylor

Response to BPC Questions Budget/Fee Increases Provided on October 8th, 2018

Comment/Question: With tuition increasing and student aid decreasing, what is the anticipated impact on King Hall's school ranking? This is BPC's main concern.

Response: *As mentioned in our discussion last week, this is tough to determine. The level of tuition is not part of the US News methodology. Student aid is also not part of the methodology used for the US News Rankings.*
methodology used by US News for Ranking Law Schools.

https://www.usnews.com/education/best-graduate-schools/articles/law-schools-methodology

- *Quality Assessment (Pees, Judges, Lawyers)*
- *Selectivity Assessment (LSAT, GPA, Acceptance Rate)*
- *Placement Success (Jobs, Bar Passage)*
- *Faculty Resources (Faculty/Student Ratio, Expense per student, Library)*

The School of Law is increasing fees and decreasing student aid to create a more sustainable economic model for the School of Law. With increased financial stability, the School will be able to make strategic investments to increase in the rankings. Investments from Professional Degree Supplemental Tuition (PDST) might include, but not be limited to: career services, faculty recruitment and retention, academic support, clinical education, LRAP, etc.

Comment/Question: How does King Hall's plan to steadily decrease student aid while increasing student fees compare to competitor school's financial plans? When the financial changes stabilize over time, how will King Hall's general student aid levels compare with those of competitor schools?

Response: *Again, this is tough to forecast. I can say anecdotally that many law schools around the country including the UC law schools (UCLA, UCI, Hastings and Berkeley are all looking to "right size" the merit aid program for their institution. Currently, the UC Davis School of Law has some of the highest levels of student aid available.*

Comment/Question: How will the decrease in student aid affect the distribution of need-based aid and merit-based aid?

Response: *The gradual decrease in student aid will affect the merit-based aid not the need-based aid for the student body.*

Comment/Question: BPC recognizes, and is proud of, King Hall's commitment to maintaining a diverse student body and how it distinguishes itself in this area. Nonetheless, BPC is curious; does such a priority affect admissions standards? In other words, does King Hall have to accommodate lower LSAT scores and lower GPAs to accomplish its diversity goals?

Response: *No, the School admits students based upon a holistic review.*

Comment/Question: King Hall students generally graduate with less student debt than competitor schools. How will planned financial changes impact this statistic?

Response: *I am not sure how this will impact the School of Law's statistics for being a leader in student aid. As mentioned in question #2, I believe that Law School's nationally will be reducing merit based aid programs. The School of Law has been and will continually be committed to access and affordability for all its students.*

Comment/Question: There is a perception in the King Hall student body that the administration and career services could improve at encouraging and fostering private sector employment opportunities. Admittedly, this perception may be poorly informed, as many King Hall students go into the private sector after graduating. Nonetheless, King Hall does have a public interest brand, which allows it to capitalize on the many available public sector opportunities in Sacramento. BPC lauds King Hall's established pipeline to public interest jobs, but BPC is also interested in knowing how the administration goes about striking a balance between promoting both private and public sector employment opportunities. There are many King Hall students focused on obtaining private sector employment, and apparently, some believe their interests are not being fairly represented.

Response: *Yes, the School of Law support students interested in pursuing a career public interest. However, listed below are the opportunities that the Career Services Office does to promote private law opportunities:*

- *Fall OCI – which actually takes place the first week of August and into September.*
- *The Office spends significant time in recruiting new employers each year and we have increased the numbers attending over the last several years.*
- *We also provide line-by-line review of applications materials for any applications with private sector firms.*
- *We put on a mock interview program where we match students with alums that want to work in the private sector – it is not limited to private sector, but those participating in OCI (mostly firms during the first week participate).*
- *CSO staff and the Dean attend alumni events up and down the state to meet with potential employers – most working at firms*

– the goals of these meetings are to increase opportunities for students.
- *Five years ago, we started the small and midsize firm fair which brings another 40+ firms onto campus to meet with students – a number of students/graduates received their jobs through this fair.*
- *The CSO staff is comprised of 5 attorney counselors – 80% with law firm backgrounds.*
- *Staff also helps promote and attends the KHIPLA spring mixer in Silicon Valley, which attracts over 100 people.*
- *We work on 1-1 with all students, but for those seeking private sector opportunities outside of our major markets we come up with an individual strategy.*
- *We work very closely with 1L students on diversity opportunities with great success that are sponsored by private firms, companies and bar associations.*
- *We invite speakers from firms to come onto campus as well to discuss their firms and interviewing strategies.*

Comment/Question: Summary: Mainly, BPC is concerned that the financial changes will negatively impact the school's ranking. How much concern is there in the administration about this possible consequence?

Response: *The administration is mindful of the US News Rankings. The School of Law at UC Davis is continually evaluating opportunities to invest in faculty, students, programs, etc. to advance the School of Law in scholarship, instruction, career services, bar passage, service to the public and other metrics used in the US News Methodology (as listed above).*

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$22,410	$23,084	$23,776	$24,488	$25,224	$25,980	3.0%	$674	3.0%	$692	3.0%	$712	3.0%	$736	3.0%	$756
Prof. Degr. Suppl. Tuition (Nonresident)	$22,410	$23,084	$23,776	$24,488	$25,224	$25,980	3.0%	$674	3.0%	$692	3.0%	$712	3.0%	$736	3.0%	$756
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$946	$974	$1,004	$1,034	$1,065	$1,097	3.0%	$28	3.0%	$29	3.0%	$30	3.0%	$31	3.0%	$32
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)***	$4,623	$4,722	$4,844	$4,969	$5,099	$5,232	2.1%	$99	2.6%	$121	2.6%	$125	2.6%	$130	2.6%	$134
Total Fees (CA resident)	**$40,550**	**$41,747**	**$42,991**	**$44,279**	**$45,607**	**$46,979**	3.0%	$1,197	3.0%	$1,244	3.0%	$1,287	3.0%	$1,329	3.0%	$1,372
Total Fees (Nonresident)	**$52,795**	**$53,992**	**$55,236**	**$56,524**	**$57,852**	**$59,224**	2.3%	$1,197	2.3%	$1,244	2.3%	$1,287	2.4%	$1,329	2.4%	$1,372

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry. Includes Summer Quarter Fees.

Additional comments: 2019-20 UC Davis M.D. program proposed <u>quarterly</u> PDST rate is $5,771 (4 Quarters) for both Resident and Nonresident. All of the other years are also based on quarterly rates.

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

The University of California Davis School Of Medicine is one of six University of California medical schools in California. Founded in 1966, the UC Davis School of Medicine graduated its first class of physicians in 1972. UC Davis School of Medicine embraces a long tradition of excellence in education, research, and patient care. The educational mission of the UC Davis School of Medicine is to provide excellent learner-centered education to a diverse body of medical students and graduate students, cultivating in them the passion to improve lives and transform the health of the communities they will serve as physicians, scientists, and health care leaders. We offer a number of unique clinical and outreach experiences, including seven student-run clinics and the Saturday Academy, as well as several international rotations, including the highly successful MEDICOS program in Nicaragua. Notable student research opportunities include: the MIND Institute, an international, multidisciplinary research center committed to understanding and treating neurodevelopmental disorders such as autism; the Center for Reducing Health Disparities; and the NIH-funded Clinical and Translational Science Center.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The expiring multi-year plan was for AY 2017-18 until 2019-20 and PDST funds were used for the following goals, which all pertain to enhancing program quality:

1. **Improve M.D. program curriculum** – PDST funds were used to re-envision and renew our curriculum to better prepare our graduates for the practice of medicine in the 21st century. Specifically, PDST helped advance the goals listed below by providing support to faculty and staff. Below is a list of major goals achieved during the last multi-year plan:

a. We enhanced cultural sensitivity in faculty by launching a Supporting Educational Excellence in Diversity (SEED) Task Force to develop a required curriculum of all course directors. The program was piloted this past academic year with 21 key faculty leaders in education. In addition, Committee on Education Policy has adapted this and mandated that all Instructors of Record within medical education undergo this program, which we plan to roll out this coming academic year.

b. We converted our Doctoring course into longitudinal content threads in order to better prepare students more systematically for clinical clerkships.

c. We created a Transition to Residency course in the fourth year of medical school to improve student preparation for residency programs.

2. **Enhance Electronic Systems** – PDST helped advance the specific goals listed below by providing financial resources necessary to research, analyze, and implement these systems.

a. We transitioned from a home-grown admissions system to a commercial system called ZAP/AMP, which is used by most of our UC medical schools to better meet all our application processing needs.

b. We transitioned to a new Canvas system for course management. This system helps meet our student needs in terms of accessing course syllabuses, course assignments, grades, etc.

c. We transitioned from an old vendor system to a more user-friendly commercial system called MedHub for evaluations. This system is used to evaluate learners, educators, courses, and the programs.

d. Lastly, we were successful in obtaining past graduates data from the AAMC to better analyze our graduate outcomes.

3. **Support Basic Academic and Administrative Services** – PDST helped us provide the necessary funding to recruit, train, develop, and retain high quality staff. The staff in the Office of Medical Education (OME) are continuously ranked highly by our students in our annual survey (3.42 on a scale of 0-4 or 86.75% with high satisfaction in 2018). In fact, during our most recent accreditation visit by the national accrediting body (Liaison Committee on Medical Education), OME staff were one of three major institutional strengths they noted in their final report.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Our primary goals of this proposal revolve around increasing access through improved pipeline programs, enhancing program quality, and helping to address California's emerging physician shortage, as detailed below. Employee compensation costs are expected to increase each year. The revenue generated from the professional fee increase will support the staff and faculty who are needed to sustain and grow the program.

#	What goals are you trying to meet and problems you are trying to solve with your proposed PDST levels?	How will quality of program change as a consequence of additional PDST revenue?	What will be the consequence(S) if proposed PDST not approved?	What will be the essential benefits for students given the new PDST revenue?
1	*Continue to improve and grow our Pipeline Programs through the Office of Student & Resident Diversity (OSRD) – specifically, <u>add two pre-medical school outreach programs </u>that will help applicants who are historically under-represented in medicine and/or socio-economically disadvantaged prepare for and succeed in getting to medical school (This goal correlates with the following expense rows in the*	*OSRD is critical to our mission to produce doctors that California needs most and the PDST revenue will help us improve our pipeline and applicant pool through staff support and necessary supplies.*	*Given the rising cost of benefits, we would not be able to continue with the current staffing model and would have to cut services in the outreach areas. This will have direct impact on our applicant pool, especially on those who are under-represented in medicine and/or socio-economically disadvantaged. Many students from these populations go on to address healthcare shortage needs in*	*Students from low socio-economic backgrounds and who are under-represented in medicine will have a supportive pathway to make it to medical school and get through medical school.*

	expenditure table below: Providing student services, UCRP contributions, and benefits cost increases).		*key areas such as rural California.*	
2	*Continue to provide strong support services and Student Advising – add more advising services, including <u>16 new faculty Academic Coaches</u> who will help a small cohort per class in clinical and professional development both in small groups and one on one coaching. (This goal correlates with the following rows in the expenditure table below: Faculty salary adjustments, UCRP contributions, and benefits cost increases).*	*The revenue will help offset some of the cost to meet the longitudinal advising needs of our students, specifically by helping us hire 16 new academic coaches.*	*If the PDST is not approved, we will not be able to fully address the advising needs of our students and this will have a negative direct impact on their graduation, career choice, and other professional development.*	*Students will have a formal strong advising system to help navigate medical school, finding a right career path and becoming a successful doctor meeting society healthcare needs.*
3	*Continue to provide student and faculty support through the Office of Medical Education (OME) – <u>add an assessment unit and instructional designer</u> to help our faculty better prepare to teach their courses. (This goal correlates with the following expense rows in the expenditure table below: UCRP contributions, benefits*	*OME is critical in implementing our leadership and faculty mission to help medical students succeed in their path to becoming physicians.*	*Given the rising cost of benefits, we would not be able to continue with the current staffing model and would have to cut services.*	*Students and faculty will have strong administrative support systems in place to help them succeed as students and teachers.*

	cost increases, providing student services and expanding instructional support staff)			
4	***Improve Curriculum – <u>draft a new curriculum proposal</u> that is integrated both horizontally and vertically (courses are integrated both within the individual years as well as longitudinally across the curriculum in all four years), and will better serve our students and ultimately our patients. In addition, share it with key stakeholders and revise as necessary. Lastly, per our bylaws, campaign throughout the medical school to <u>get the necessary faculty approval and implement the curriculum</u>. (This goal correlates with the following expense rows in the expenditure table below: Faculty salary adjustments, UCRP contributions, benefits cost increases, providing student services, instructional equipment***	*The additional revenue will help us modernize our curriculum through support of faculty time as they development, campaign, and implement this new curriculum.*	*IF the PDST is not approved, we will not be able to take on additional expenses that the new curriculum will require*	*Students will be well equipped to do well on national exams, match into specialty/programs of their choice, and become excellent physicians*

	purchases, and expanding instructional support staff)			
5	*Increase Class Size – increase class size to 144 (maximum capacity our current education facilities can hold) to meet physician shortage in California. We plan to increase in increments by adding 8 additional students each year to ensure our resources are able to take on the additional students without affecting our current study body.(This goal correlates with the following rows in the expenditure table below: Faculty salary adjustments, UCRP contributions, benefits cost increases, providing student services, instructional equipment purchases, and expanding instructional support staff)*	*The additional revenue will help us increase necessary faculty, staff, and educational resources to meet the needs of additional students, thereby also improving the student-faculty ratio, which is part of our expenditure table below. Specifically, we plan on hiring several additional faculty as master clinical educators to work with the curriculum dean in meeting student teaching needs systematically. In addition, we plan on hiring 16 faculty as academic coaches to help in small group teaching as well as well individual student's longitudinal personal and professional development. Combined, hiring more master clinical educators and academic coaches will help increase faculty to student ratio. We also plan on hiring two staff: an instructional designer to help faculty in planning and presenting teaching material to students and a director of assessment*	*If the PDST is not approved, we will not be able to increase the class size and thus address the physician shortage.*	*Increasing the class size directly addresses physician shortage in California, specifically communities hit hard in rural, central and urban California.*

	to capture, analyze and report trends within our education program. The funding for these additions will come partially from PDST revenue but in addition from the School of Medicine Dean's Office and Vice Chancellor's Office.			

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$2,577,150	$181,388	$219,406	$254,472	$248,496	$208,248	$3,689,160
Benefits/UCRP Cost	$1,030,860	$72,554	$87,764	$101,788	$99,397	$83,302	$1,475,665
Providing Student Services	$1,546,290	$108,833	$131,643	$152,684	$149,097	$124,949	$2,213,496
Improving the Student-Faculty Ratio	$309,258	$21,767	$26,328	$30,537	$29,819	$24,990	$442,699
Expanding Instructional Support Staff	$1,030,860	$72,555	$87,763	$101,788	$99,399	$83,299	$1,475,664
Instructional Equipment Purchases	$309,258	$21,767	$26,328	$30,537	$29,819	$24,990	$442,699
Providing Student Financial Aid	$3,401,838	$239,437	$289,615	$335,900	$328,015	$274,890	$4,869,695
Other Non-salary Cost Increases	$103,086	$7,251	$8,777	$10,182	$9,942	$8,324	$147,562
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	$10,308,600	$725,552	$877,624	$1,017,888	$993,984	$832,992	$14,756,640

Additional Comments:

N/A

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

We continuously prioritize creating administrative, student affairs, and instructional efficiencies that will nonetheless meet student needs and increase student satisfaction while reducing costs. For example, by implementing a web-based system starting in 2010 (100% paperless admission system), this resulted in staff reduction over time (decreased budget) while improving process time (satisfied all stakeholders). In addition, every budget item is reviewed annually to target potential areas for cost savings. Finally, student scholarships have been a major focus of fundraising in the past few years and will continue to be in the future. Our Development Office has added staff and continues to make increasing the number and amount of student scholarships a priority.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	460	478	501	528	552	568
Domestic Nonresident						
International						
Total	460	478	501	528	552	568

Additional Comments

See details below:

YEAR	2018	2019	2020	2021	2022	2023
M1	120	128	136	144	144	144
M2	117	120	128	136	144	144
M3	113	117	120	128	136	144
M4	110	113	117	120	128	136
TOTAL	460	478	501	528	552	568

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
University of Colorado - Public	$39,512	$40,697	$41,918	$43,176	$44,471	$45,805	3%	$1,185	3%	$1,221	3%	$1,258	3%	$1,295	3%	$1,334
University of Michigan - Public	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	3%	$1,136	3%	$1,170	3%	$1,205	3%	$1,241	3%	$1,279
University of Oregon - Public	$44,984	$46,334	$47,724	$49,155	$50,630	$52,149	3%	$1,350	3%	$1,390	3%	$1,432	3%	$1,475	3%	$1,519
University of Pittsburg - Public	$56,896	$58,603	$60,361	$62,172	$64,037	$65,958	3%	$1,707	3%	$1,758	3%	$1,811	3%	$1,865	3%	$1,921
University of Washington - Public	$36,801	$37,905	$39,042	$40,213	$41,420	$42,662	3%	$1,104	3%	$1,137	3%	$1,171	3%	$1,206	3%	$1,243
Harvard Medical School - Private	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
Johns Hopkins - Private	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford - Private	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania - Private	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
USC - Private	$63,844	$65,759	$67,732	$69,764	$71,857	$74,013	3%	$1,915	3%	$1,973	3%	$2,032	3%	$2,093	3%	$2,156
Washinton-St. Louis - Private	$65,004	$66,954	$68,963	$71,032	$73,163	$75,357	3%	$1,950	3%	$2,009	3%	$2,069	3%	$2,131	3%	$2,195
Public Average	$43,212	$44,509	$45,844	$47,219	$48,636	$50,095	3%	$1,296	3%	$1,335	3%	$1,375	3%	$1,417	3%	$1,459
Private Average	$61,384	$63,225	$65,122	$67,075	$69,088	$71,160	3%	$1,842	3%	$1,897	3%	$1,954	3%	$2,012	3%	$2,073
Public and Private Average	$53,124	$54,718	$56,359	$58,050	$59,791	$61,585	3%	$1,594	3%	$1,642	3%	$1,691	3%	$1,741	3%	$1,794
Your Program - UC Davis	$40,550	$41,747	$42,991	$44,279	$45,607	$46,979	3%	$1,197	3%	$1,244	3%	$1,287	3%	$1,329	3%	$1,372
Nonresidents																
University of Colorado - Public	$65,467	$67,431	$69,454	$71,538	$73,684	$75,894	3%	$1,964	3%	$2,023	3%	$2,084	3%	$2,146	3%	$2,211
University of Michigan - Public	$56,968	$58,677	$60,437	$62,250	$64,118	$66,042	3%	$1,709	3%	$1,760	3%	$1,813	3%	$1,868	3%	$1,924
University of Oregon - Public	$67,244	$69,261	$71,339	$73,479	$75,684	$77,954	3%	$2,017	3%	$2,078	3%	$2,140	3%	$2,204	3%	$2,271
University of Pittsburg - Public	$59,078	$60,850	$62,676	$64,556	$66,493	$68,488	3%	$1,772	3%	$1,826	3%	$1,880	3%	$1,937	3%	$1,995
University of Washington - Public	$66,753	$68,756	$70,818	$72,943	$75,131	$77,385	3%	$2,003	3%	$2,063	3%	$2,125	3%	$2,188	3%	$2,254
Harvard Medical School - Private	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
Johns Hopkins - Private	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford - Private	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania - Private	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
USC - Private	$63,844	$65,759	$67,732	$69,764	$71,857	$74,013	3%	$1,915	3%	$1,973	3%	$2,032	3%	$2,093	3%	$2,156
Washinton-St. Louis - Priviate	$65,004	$66,954	$68,963	$71,032	$73,163	$75,357	3%	$1,950	3%	$2,009	3%	$2,069	3%	$2,131	3%	$2,195
Public Average	$63,102	$64,995	$66,945	$68,953	$71,022	$73,153	3%	$1,893	3%	$1,950	3%	$2,008	3%	$2,069	3%	$2,131
Private Average	$61,384	$63,225	$65,122	$67,075	$69,088	$71,160	3%	$1,842	3%	$1,897	3%	$1,954	3%	$2,012	3%	$2,073
Public and Private Average	$62,165	$64,030	$65,950	$67,929	$69,967	$72,066	3%	$1,865	3%	$1,921	3%	$1,979	3%	$2,038	3%	$2,099
Your Program - UC Davis	$52,795	$53,992	$55,236	$56,524	$57,852	$59,224	2%	$1,197	2%	$1,244	2%	$1,287	2%	$1,329	2%	$1,372

Source(s): 2018-19 tuition fees gathered from campus web sites. Inflation factors based on 3%
Additional Comments: For private medical schools, we selected Harvard Medical School, Johns Hopkins, Stanford, University of Pennsylvania, University of Southern California, and University of Washington-St. Louis. For public medical schools, we selected University of Colorado, University of Michigan, University of Oregon, University of Pittsburg, and University of Washington.

CA Resident

Univ of Colorado	http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/SOM-TuitionFees.aspx
Univ of Michigan	https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=28&full_half_term=35&level_of_study=38
OHSU	https://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/upload/2018-19-Tuition-Fees_Final_Amended-8-30-2018.pdf and https://www.ohsu.edu/xd/education/student-services/registrar/registration-information/academic-calendar/Copy-of-index.cfm (includes Summer)
Univ of Pittsburg	https://www.medadmissions.pitt.edu/financial-aid/cost-attendance
UWash	http://opb.washington.edu/graduate-tuition-dashboard
Harvard	https://meded.hms.harvard.edu/md-cost-attendance
JHU	https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html
Stanford	https://registrar.stanford.edu/students/tuition-and-fees
Upenn	https://www.med.upenn.edu/admissions/tuition-fees.html
USC	https://financialaid.usc.edu/graduates/keck/how-much-wil-my-education-cost.html
UWash-St Louis	https://mdadmissions.wustl.edu/how-to-apply/financial-aid/cost-of-education

Nonresident

Univ of Colorado	http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/SOM-TuitionFees.aspx
Univ of Michigan	https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=28&full_half_term=35&level_of_study=38
OHSU	https://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/upload/2018-19-Tuition-Fees_Final_Amended-8-30-2018.pdf and https://www.ohsu.edu/xd/education/student-services/registrar/registration-information/academic-calendar/Copy-of-index.cfm (Includes Summer)
Univ of Pittsburg	https://www.medadmissions.pitt.edu/financial-aid/cost-attendance
UWash	http://opb.washington.edu/graduate-tuition-dashboard
Harvard	https://meded.hms.harvard.edu/md-cost-attendance
JHU	https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html
Stanford	https://registrar.stanford.edu/students/tuition-and-fees
Upenn	https://www.med.upenn.edu/admissions/tuition-fees.html
USC	https://financialaid.usc.edu/graduates/keck/how-much-wil-my-education-cost.html
UWash-St Louis	https://mdadmissions.wustl.edu/how-to-apply/financial-aid/cost-of-education

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The list of comparable institutions was created in collaboration with leadership from other UC medical schools. Each of these medical schools is ranked in the top 20 research oriented medical school and/or top ranked primary care-oriented medical school in the US News & World Report national survey. These schools share the excellence in educational, research, and clinical programs exemplified by the UC Davis School of Medicine (UCDSOM). They also reflect top quality educational, research and clinical programs. We compete with many of these schools for the same student, resident, and faculty applicant pool. Specifically for the M.D. program, we compete with all the schools listed for the same students who are underrepresented in medicine and/or socio-economically disadvantaged.

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

UCDSOM program resident fees are lower than the averages of our public and private school peer institutions. Annually, nearly all of the incoming first year students are in-state residents, much higher than many of the comparable public school peer institutions. Similar to resident fees, UCD program nonresident fees are below both for the private and public school peer institution averages. Our fee structure, which has increased over the past decade at an annual rate of a little over 3%, has not affected application numbers, as we have almost doubled our applications in the last decade, from a little under 4,000 to over 7,000 applications in the 2017-18 admission cycle.

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

In addition to accepting nearly 99% of incoming students from California, our program is unique among our comparators because approximately 60% of our incoming students are underrepresented in medicine or from socio-economically disadvantaged backgrounds, and nearly 60% are female medical students. Also, nearly 50% of our graduates go into primary care (compared to approximately 10% nationally), and we are above the 90th percentile nationally in those who plan to practice in medically

underserved communities. We were ranked in the top 10 in primary care by *US News and World Report* in 2018. The average ranking of the comparative schools is 16.2 with University of Washington as the 3rd best school and University of Southern California as the 53rd best school in primary care. The current student body diversity and graduates practicing in medically underserved communities data are not available for the comparative schools.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	7.5%	8.3%	7.5%	6.6%	5.0%	7.0%
Chicano(a)/Latino(a)	21.1%	23.2%	21.2%	22.9%	5.0%	6.0%
American Indian	1.1%	1.1%	0.5%	0.7%	0.0%	0.0%
Subtotal Underrepresented	*29.7%*	*32.6%*	*29.2%*	*30.2%*	*10.0%*	*13.0%*
Asian/East Indian	35.4%	35.1%	37.0%	37.2%	18.0%	33.0%
White	29.9%	28.2%	30.0%	30.2%	58.0%	38.0%
Other/ Unknown	5.1%	4.1%	3.6%	2.2%	13.0%	13.0%
International	0.0%	0.0%	0.2%	0.2%	1.0%	4.0%
Total	100%	100%	100%	100%	100%	101%
Socioeconomic						
% Pell recipients	61.8%	55.9%	55.8%	60.0%	N/A	N/A
Gender						
% Male	43.1%	42.2%	40.1%	37.4%	47.0%	53.0%
% Female	56.9%	57.8%	59.9%	62.6%	51.0%	50.0%

Sources:
Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis
UC socioeconomic status and Gender: UC Corporate data
Comparison institutions: Publics/Privates comparison data: Table B-5, Total Enrollment by U.S. Medical School and Race/Ethnicity, 2017-18. For private medical schools, we selected Harvard Medical School, Johns Hopkins, Stanford, University of Southern California, and University of Washington-St. Louis. For public medical schools, we selected University of Colorado, University of Michigan, University of Oregon, University of Pennsylvania, University of Pittsburg, and University of Washington

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The UC Davis School of Medicine (UCDSOM) compares very favorably to both public and private schools in terms of the enrollment of underrepresented minorities, with the total percentage of underrepresented students more than double or triple that of our counterpart public and private schools. In particular, we exceed national statistics in the Chicano/Latino group for underrepresented minorities and for the Asian/East Indian group. At UCDSOM, we attract a relatively high number of socioeconomically disadvantaged students who received Pell Grants as an undergraduate, as demonstrated by the 60 percent who were recipients in the fall 2018 class. The percent of underrepresented students has remained consistently above the average of our comparators in each of the past three years, and we expect this trend to continue based on our outreach efforts, which are outlined below in Section V.e. Our nine free student-run clinics and tailored clinical tracks are also appealing factors of our school. The free student-run clinics provide care to the underinsured and uninsured patient populations of the Sacramento region. The tailored clinical tracks prepare students for various underserved areas of California (urban, rural, and central valley); an accelerated 3-year track to address the primary care shortage is among these clinical track opportunities. Finally, we are appealing to students from underserved backgrounds because our region has a lower cost of living than many of the other UCs.

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?

UCDSOM has an ongoing and strong commitment to diversity, especially to underrepresented groups. Due to pipeline/outreach efforts and holistic admission initiatives over the past six years, the diversity of our incoming students has increased as highlighted in the table below. As a result of improvement in our efforts in outreach, recruitment, and retention of medical students, diversity of

our medical student body has continued to improve, outpacing our current student body diversity each year. Both the under-represented in medicine (those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population) and socio-economically disadvantaged (SED) data below are based on Health Resources and Services Administration (HRSA)'s definition.

MEDICAL STUDENTS MATRICULATION DIVERSITY

ENTERING CLASS	CLASS SIZE	URM[1]	SED[2]	FEMALE
2016	110	54%	58%	56%
2015	110	45%	58%	63%
2014	110	43%	55%	58%
2013	104	37%	42%	54%
2012	110	42%	42%	55%
2011	100	29%	28%	50%
AVERAGE	**107**	**42%**	**47%**	**56%**

1: Under-Represented in Medicine
2: Socio-Economic Disadvantaged

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 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?

Over the past six years, the UCDSOM entering medical student class has been more than 50% women. This trend compares favorably to our partner schools. Recruitment of women is bolstered by our holistic approach to admissions, use of the Multi-Mini Interview and a recruitment team that includes incredible women role models. At the SOM, representation of women in leadership roles and programs designed for women (American Medical Women's Association (AMWA), Women in Medicine and Health Sciences (WIMHS), Spouse-support programs, dedicated lactation nursing facilities) support women medical students at the SOM. In California, female doctors are less than 40% of the physician workforce. To help address the female physician shortage and provide necessary support systems, we have several support programs for female medical students, residents, and faculty. Spouse-support programs help with the transition to medical school, and provide peer to peer support systems, lists of resources, and other support services.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect that the composition of our medical students will continue to include a diverse representation of minority students, Pell Grant recipients, and students of binary and non-binary genders. We expect the composition of student body diversity to continue to increase, especially among students underrepresented in medicine, students who are socio-economically disadvantaged, and female students. As a campus, we are participating in an effort to recruit and celebrate first generation students. At the admissions level, we consider a student's "distance traveled" in our holistic approach. The SOM also has a new Health Resources and Services Administration (HRSA) -funded Center for a Diverse Healthcare Workforce that conducts research, supports a community of practice, and disseminates best practices focused on advancing workforce diversity.

The Dean's Office recently created the Office of Diversity, Inclusion and Community Engagement. This Office focuses on increasing the diversity of Post baccalaureate students, medical students, residents, fellows, staff, and faculty to ensure a welcoming and respectful climate in which all members can provide and teach culturally and linguistically appropriate care. All of these missions are closely related. To increase the number of underrepresented medical students, we must make progress on all of these missions simultaneously. Additionally, the UCDSOM created an Office of Student and Resident Diversity (OSRD) almost a decade ago. Below are examples of OSRD's specific efforts to increase the number of underrepresented students in our medical school class:

1) K-12 program: These programs provide academic preparation and skill building opportunities for high school students from disadvantaged backgrounds who have expressed an interest in medicine. One program, for example, is a 3-day summer experience with follow-up programs during the school year called, "Summer Scrubs and Beyond." Another is a 4-day program called, "Saturday Academies," which is offered during the school year. The Medical Explorers program takes place at the UC Davis School of Medicine for a three-month curriculum that includes information about the application process, studying skills, clinical vignettes, and the use of medical terminology and equipment. Students are exposed to multiple professions in health care through these programs. We also offer interactive exposure and motivational workshops through our anatomy labs and campus tours. We hosted approximately 2000 K-12 students last academic year. Additionally, our K-12 coordinator participates in college and career classroom and outreach opportunities year-round.

2) Undergraduate program: We offer an intensive 9-month Medical School Preparatory Enrichment Program in which socio-economically and/or disadvantaged undergraduates from UC Davis and Sacramento State take a for-credit course in which they learn about the medical school application process, build study skills, and receive psychosocial support along with a summer

MCAT preparation course. We also provide academic advising and campus tours to community college, CSU, and UC students and their pre-medical advisors.

3) Post baccalaureate program: We offer a year-long program for 20 students who are from socio-economically disadvantaged backgrounds and who have demonstrated a commitment to practice medicine in underserved communities in California. The curriculum includes: help with medical school application, study skills, psychosocial support, MCAT preparation, and enrollment in upper division science classes. Last year students improved from a science GPA of 3.0 at admission to the program, to 3.7 in their upper division science classes during their post baccalaureate year. UC Davis is also responsible for the UC Post Baccalaureate Consortium. The consortium serves as a collaboration of 5 UC post baccalaureate programs, working together to achieve best practices, and advocate for their students. Since these programs have been in existence, 835 students have completed the programs, approximately 83% have matriculated to medical or osteopathy schools, and approximately 80% are underrepresented in medicine.

4) OSRD supports chapters of national medical student organizations such as Latino Medical Student Association (LMSA), Student National Medical Association (SNMA), and Asian Pacific American Medical Student Association (APAMSA). In addition, Filipino-American in Medicine (FAIM), Gender and Sexual Diversity (GSD), Middle Eastern & South Asian Community (MESA) and Southeast Asians in Medicine (SEAM) are other student groups for which OSRD fosters support, mentorship, and scholarly opportunities. Coordination involves assisting students to plan their own outreach programs, and encouraging K-14 and undergraduate underrepresented students to enter medical school.

5) Participation in statewide and national conferences aimed at encouraging community college and college students to attend medical school.

6) Involving the Office of Diversity, Inclusion and Community Engagement and the Office of Student & Resident Diversity with admissions decisions. Our Office provides faculty to act as advocates for disadvantaged applicants in the medical school class. OSRD hosts a visit for underrepresented and disadvantaged students who have been admitted to UCD, during which we address any particular concerns they may have, as well as introduce them to our underrepresented faculty, community physicians of color, current students of color, and student-run clinics.

Measures of success:
1) Increase in the diversity of medical school class at UC Davis.
2) Increase in the diversity of medical schools elsewhere.

3) Increase in the interest and educational capacity of disadvantaged K-12 students to enter a pathway for matriculation to medical school.

In addition, awarding our most in need and disadvantaged students with Title VII HRSA funding helps to ensure that our program is more affordable to our lower income students. Providing these students with desirable Title VII funding helps lessen debt load with the goal of enhancing their desire to work in underserved communities. For this reason, we expect enrollment of students from lower socioeconomic backgrounds to increase through the course of this multi-year plan.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.3%	1.0%	1.2%
	International			
Chicano(a)/Latino(a)	Domestic	4.3%	4.2%	4.8%
	International			
American Indian	Domestic	0.2%	0.2%	0.2%
Asian/Pac Is	Domestic	29.6%	29.7%	30.1%
	International			
White	Domestic	64.2%	64.5%	62.8%
	International			
Other/Unknown	Domestic	0.4%	0.3%	0.9%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	37.1%	37.7%	40.5%
	Male	62.9%	62.3%	59.5%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.0%	0.9%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	5.7%	5.6%	6.2%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	21.1%	23.0%	24.6%
	International			
White	Domestic	72.2%	70.4%	69.2%
	International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	30.1%	30.0%	33.2%
	Male	69.9%	70.0%	66.8%

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

Overall, our data indicates that the diversity of the UC Davis faculty does not reflect that of its students or California's community (Tables 1 & 2 below). Our data on retention (Table 3 below) reveals that our URM faculty, once recruited, tend to stay longer than our White faculty (3.9 years to 6 faculty departures vs. 1.4 years), suggesting that recruitment may be a bigger barrier to faculty diversity. To that end, we have implemented programs to improve diversity in recent years, which have led to a 31% increase in URM faculty numbers over the past two years. We aim for our recruitment and retention programs to continue to significantly improve our faculty diversity in the long term.

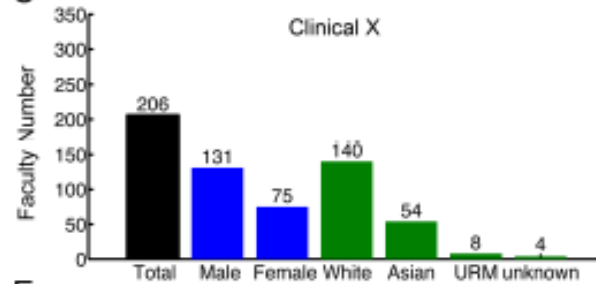## Table 1: UCDSOM Faculty Diversity by Academic Series 2016-17

A

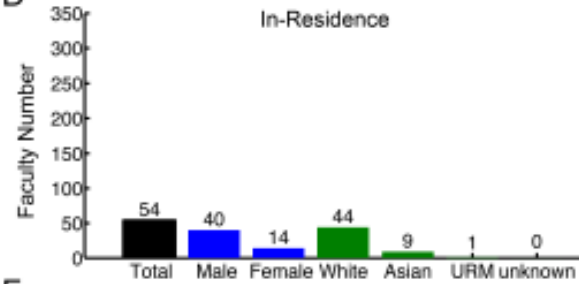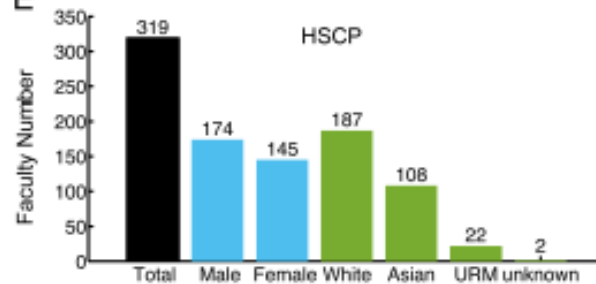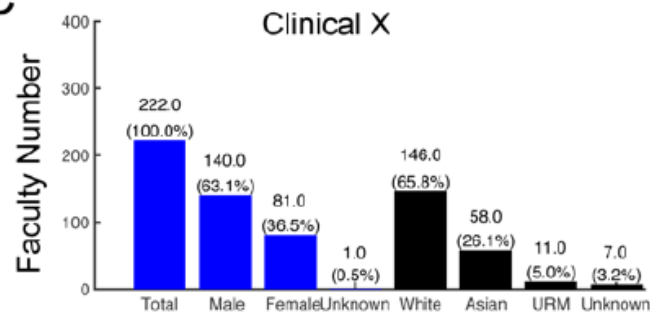| Total Faculty	844
% of Ladder Rank	24.88%
% of In-Residence	6.4%
% of Clinical X	24.4%
% of HSCP	37.8%
% of Adjunct	6.5%
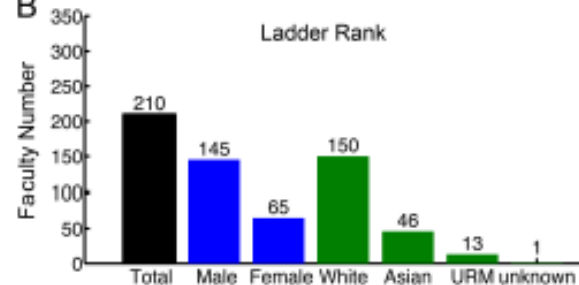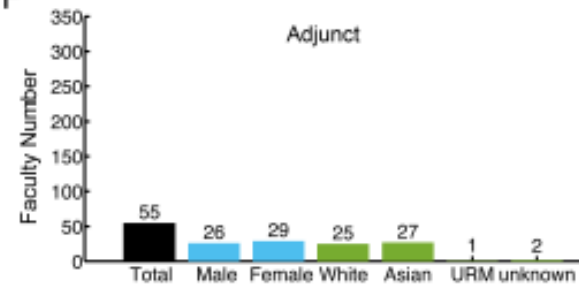
Table 2: UCDSOM Faculty Diversity by Academic Series 2017-18

A

Total Faculty	922
% of Ladder Rank	23.8%
% of In-Residence	5.6%
% of Clinical X	24.1%
% of HSCP	40.1%
% of Adjunct	6.4%

B — Ladder Rank

Total 219.0 (100.0%), Male 148.0 (67.6%), Female 71.0 (32.4%), Unknown 0.0 (0.0%), White 150.0 (68.5%), Asian 53.0 (24.2%), URM 15.0 (6.8%), Unknown 1.0 (0.5%)

C — Clinical X

Total 222.0 (100.0%), Male 140.0 (63.1%), Female 81.0 (36.5%), Unknown 1.0 (0.5%), White 146.0 (65.8%), Asian 58.0 (26.1%), URM 11.0 (5.0%), Unknown 7.0 (3.2%)

D — In-Residence

Total 52.0 (100.0%), Male 38.0 (73.1%), Female 14.0 (26.9%), Unknown 0.0 (0.0%), White 39.0 (75.0%), Asian 11.0 (21.2%), URM 1.0 (1.9%), Unknown 1.0 (1.9%)

E — HSCP

Total 370.0 (100.0%), Male 188.0 (50.8%), Female 179.0 (48.4%), Unknown 3.0 (0.8%), White 204.0 (55.1%), Asian 130.0 (35.1%), URM 28.0 (7.6%), Unknown 8.0 (2.2%)

F — Adjunct

Total 59.0 (100.0%), Male 26.0 (44.1%), Female 33.0 (55.9%), Unknown 0.0 (0.0%), White 29.0 (49.2%), Asian 27.0 (45.8%), URM 1.0 (1.7%), Unknown 2.0 (3.4%)

Table 3: Improved Retention of URM Faculty (2013-2017)

Study Group	White		Asian		URM	
	Cohort Size	Years until **6 faculty** departures	*Cohort Size*	Years until **6 faculty** departures	*Cohort Size*	Years until **6 faculty** departures
Age < 60						
Faculty	*637*	1.4	*318*	2.7	*64*	3.9

Table 4: Growth of SOM Underrepresented Minority Faculty
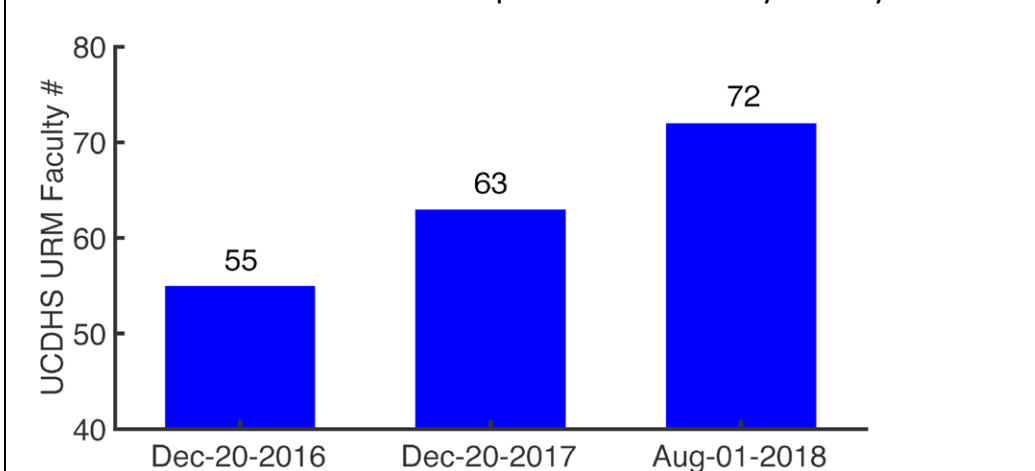
V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The SOM has a multipronged approach to improving the recruitment and retention of diverse faculty. We have three leadership positions specifically accountable to diversity and inclusion, although multiple other leaders collaborate significantly to promote diversity. There are efforts focused specifically on faculty recruitment, particularly the Excellence in Diversity Pilot program that has led to increases in diverse faculty recruitment. We have several initiatives focused on diverse faculty recruitment including faculty

development, mentorship, and networking. In addition, in-depth interviews of diverse faculty are underway to learn how to better support diverse faculty within our School of Medicine, and health system as a whole.

Diversity Practice	Description
Leadership	
Senior-level diversity leaders	Senior-level positions that advance institutional priorities for diversity, equity, and inclusion as essential ingredients of academic excellence in higher education: Associate Vice Chancellor of Diversity and Inclusion, Associate Dean for Student and Resident Diversity, Associate Dean for Faculty Development and Diversity (newly created in 2016)
Faculty Recruitment	
Advertising	We have established diversity outreach guidelines to chairs about incorporating additional language about commitment to diversity, equal opportunity, and work-life integration into advertisements' position descriptions. We have also worked with search firms to better extend advertisement into diversity networks.
Federal and other programs to support URM preparation, recruitment, hiring	Given the challenge of recruiting diverse faculty, the SOM is a recipient of an Institutional Transformation ADVANCE grant that began in September 2012. This provides federal funding to support faculty diversity in research.
Candidate contributions to diversity statements	Since 2006, the Academic Personnel Manual has included contributions to diversity statements in the review criteria for appointment, promotion, and appraisal (state if this is optional or required and where in the search process the statement is considered). Diversity statements are now required of all SOM candidates and all search committee members are trained to review diversity statements.
Excellence in Diversity Pilot Program	Opt-in program with tight coordination between the AVC for Academic Personnel, the Office of Equity, Diversity and Inclusion and the Department Chairs and Search Committees. Specialized bias training for search committees in the program, AVC serves as an equity advisor, best practices in identifying objective criteria for candidates and corresponding evaluation, structured interviews, diversity and inclusion outreach (letter, email and phone) by AVC to candidates to encourage application, inclusion groups during interview, funding for advertising in diversity venues.

Diversity Practice	Description
Faculty Retention	
Faculty of color networks	We have several initiatives to enhance opportunities for informal networking, dialogue on campus issues, senior-junior mentoring, and other community building and support Spring 2018 Gathering of Black/African American Women in Health Sciences at Chancellor's Residence, planning for Fall 2018 Gathering of Latino Faculty in Health Sciences at Chancellor's Residence. The CAMPOS Initiative, part of the UC Davis ADVANCE Program, hosts a series of Cafecitos (coffee breaks) throughout the academic year, for faculty to network and discuss topics relevant to promoting, and sustaining a diverse community of STEM faculty.
Diversity DRIVE Initiative	SOM Faculty Development and Diversity is conducting interviews with URM and first generation faculty members to identify factors that lead to recruitment, retention, and increased satisfactions for diverse faculty with the intent of enhancing these factors in faculty development programming.
Mentoring Diverse Faculty	SOM Faculty Development and Diversity offers a robust Mentoring Academy. This year, the Academy will collaborate with the Vice Chancellor's Advisory Committee of Faculty Equity and Diversity to develop mentoring supports for diverse new faculty. We have also prioritized diversity in our faculty development programs
Improve Faculty "D&I IQ"	
Implicit/unconscious bias training in faculty recruitment and selection	The SOM offers (compulsory) Enhanced Training for Faculty Search Committee Members that must be repeated every three years intended to mitigate impact of implicit bias on recruitment and retention of attitudes or stereotypes that affect understanding, actions, and decisions in an unconscious manner. See: http://www.ucdmc.ucdavis.edu/facultydev/faculty-search-committee-training.html
Diversity training for faculty educators	The Office of Faculty Development and Diversity piloted a "Supporting Educational Excellence in Diversity" 3 hour "flipped classroom" series for teaching faculty to enhance inclusion in the learning environment. Plans have been made to require all course directors to attend future trainings.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our primary goal for financial aid is to ***provide prospective and enrolled students with information and resources to facilitate access to their educational needs.*** We award aid to students based on financial need and merit, ensuring federal, state, and university compliance. We also strive to provide a substantial number of other funding opportunities by announcing numerous internal and external scholarship and research openings throughout the year. In addition, our goal is to offer scholarships to at least 2/3 of the medical students (which is above the national mean for medical schools), with high priority given to socio-economically disadvantaged medical students. One of our measures of success, therefore, is the total number of students who receive scholarships, particularly those from low income backgrounds. The AAMC 2018 Graduation Questionnaire (GQ) annually surveys graduating medical students across the country and our students consistently rank financial aid services high in many categories. For instance, financial aid administrative services were highly rated by our students (85.5% satisfied/very satisfied compared to 75% nationally). Our financial aid staff provides annual workshops on loan repayment strategies, exit loan counseling, and promotes AAMC's monthly Friday FIRST (Financial information, Resources, Services, and Tools) financial workshops. FIRST program provides free resources to help medical students and graduates make wise financial decisions. Services include whether one can afford medical school, applying for student loans, determining your loan repayment options, buying house, etc. Overall our educational debt management counseling on the GQ was also highly rated (73.8% satisfied/very satisfied compared to 67.5% nationally). The UCD Office of Medical Education (OME) surveys all medical students annually – a student satisfaction survey of the various UCD OME units. This survey confirms that our Financial Aid unit consistently ranks amongst the highest performing units in OME for the last decade. Of the over 30 units within OME, the Financial Aid unit has scored on average a 3.52 (scale of 0-4) as compared to all other units having an annual average ranking of 3.41 for the last decade.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	88%	91%	91%	95%	88%	91%	86%
Cumulative Debt among Students with Debt	$118,285	$125,402	$132,348	$129,252	$138,227	$146,177	$149,509

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?

While we do see the trend of student debt rising, we are working hard to help students keep their debt as low as possible. Beginning in 2017-18, we changed the way we award scholarships to our matriculating students. These scholarships are promised for four years, and the larger awards are targeted to our neediest students (those coming from lower income families). These scholarship awards are coming from both the return-to-aid allocation funds as well as our general SOM endowment funds. After funding all our promised students, if there are funds left over, we target these funds to our highest debt students – awarding them some grant funds to reduce their loans. While we expect student debt to continue to grow, our focus is to strive to have our average medical student debt total less than the national public school average. Our "standard" cost of living tends to be lower than that of other UCs, but we are also quite aware that the Sacramento regional area is becoming more competitive with rental prices rising as the region grows. As shown in the table above, our student debt on average has historically grown at approximately 3% each year. Additionally, our PDST and overall medical school tuition has grown roughly 3% every year. Combining the average tuition and fee increases with expected annual cost of living increases, we hope to remain competitive with our comparative schools, again striving to ensure our M.D. program will continue to yield lower average debt levels among students relative to national private/public mean as shown in table below.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	86%	$149,509	$55,974	38%
Public comparisons	77%	$181,179	$55,974	46%
Private comparisons	72%	$206,204	$55,974	52%

Sources:
UC: Corporate data
Comparison institutions: Using national public and private averages as comparators debt information not available. AAMC 2017 Debt Fact Card
(https://members.aamc.org/iweb/upload/2017%20Debt%20Fact%20Card.pdf)
Additional Comments: Please see AAMC's 2018-19 Survey of Resident/Fellow Stipends and Benefits Report, page 7 for median salary at graduation:
https://www.aamc.org/download/493114/data/2018stipendsurveyreportfinal.pdf

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 conduct two different loan counseling sessions for our medical student graduates - one covers strategies for managing debt while in residency and the other offers a detailed review of the student's obligations and loan repayment options, covering required Dept. of Education exit topics. Granted we have seen the level of student debt rise, but we also witness that with the numbers of flexible repayment plans and loan repayment programs offered, our graduates are able to make payments that fit with their budget and income (or lack thereof) during the lean years of residency. Upon completion of residency, students are more aggressive and better equipped to pay down their debt if not participating in a loan repayment program. This is validated by our campus' particularly low loan default rate relative to the national average, which hovers around 10 to 11%, whereas ours is around 2%.

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

We promote all types of loan repayment programs for our students. For example, we have a good number of students who tend to apply and be selected for the National Health Service Corps Loan Repayment Programs (LRPs) – namely the Students To Service LRP. These plans help place graduates in jobs working with underserved populations. As well, oftentimes past graduates are applying for NHSC LRP programs and come back to our Financial Aid staff validating that they met the definition of "disadvantaged" (either environmentally or economically) while enrolled. A number of our prior graduates are accepted for these competitive LRPs. In addition, we target awarding Title VII funds – both Loans for Disadvantaged Students and Scholarships for Disadvantaged Students – to those students who are committed to working in both primary care and with medically underserved patient populations. We have some Title VII Primary Care Loan (PCL) funds and also help to promote these funds, potentially awarding "Super" PCLs to those 4th year students' who matched into primary care residencies. Funding these Title VII monies helps to reduce a student's debt load and allows the graduate to defer interest-free much of their debt during residency.

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?

Despite rising debt burdens, many of our graduates choose public interest careers. UCDSOM is known for having matriculates who intend to work with the medically underserved. We encourage this type of work through our numerous student-run free clinics, and our tailored clinical tracks: (Rural-PRIME program, San Joaquin Valley Prime program, Transforming Education and Community Health for Medical Student program, and Accelerated Competency-based Education for Primary Care), and our Global Health electives. Indeed, the UCD-SOM Tailored Clinical Tracks offer students additional curricula designed to equip students with the tools to practice in primary care (ACE-PC: Accelerated Competency-based Education in Primary Care), rural (RP: Rural PRIME), central valley (SJV PRIME: San Joaquin Valley PRIME), and urban underserved settings (TEACH-MS: Transforming Education and Community Health for Medical Students). Combined, the tailored clinical tracks encourage our students to provide services to underserved populations by:

- Attracting medical students from diverse backgrounds who have a strong interest in practicing in the track's focused areas
- Providing an experience that leverages community-academic collaboration to improve the health of populations
- Increasing the number of UCD-SOM graduates who are leaders in the provision of high quality, equitable healthcare services.

Students accepted into these "track" programs, are awarded additional UCDSOM scholarship support. They are also given extra consideration for our various Title VII funds – "track" students who are extremely financially needy and confirm interest in working in primary care and for a medically underserved community are fairly certain to be awarded Title VII funds.

Both during students' final year of medical school and again just before graduation, we emphasize the broad range of loan repayment programs offered by a number of different agencies, (e.g. National Health Service Corp, Indian Health Service, and state options). We also provide in-depth information to our graduates regarding Public Service Loan Forgiveness and to consider making payments under an income-driven repayment plan. Providing this information allows our graduates the ability to give thorough consideration to the choice of public service as a possible career path, and highlights these incredible opportunities as a way to handle their significant debt load.

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

Our Office of Diversity team provides financial aid information to prospective applicants as part of their outreach programs. This outreach reaches over thirty K-12 schools annually in the surrounding Sacramento counties. Additionally, the office team outreaches to several hundred undergraduate students at UC Davis and CSU Sacramento. Lastly, these outreach efforts continue throughout the state through promotion of our UCD Post Baccalaureate program. More than 500 students attend our Post Baccalaureate outreach sessions annually – students from all the UC, CSU, and Community Colleges.

Financial aid information is also shared with applicants during their interview day orientation. Information includes general financial aid, scholarship information and how to better prepare financially for medical school by getting credit card debt paid off and/or adverse credit history cleared up or improved. The week after the applicant's interview, each and every interviewee is sent an individual email from our financial aid staff with more thorough information about applying for aid, debt information and resources, and scholarship information.

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

Information about both average historical debt levels and median salary information is on our financial aid website and provides links to more detailed salary information on AAMC's website. We also share this information in our required Exit Loan Counseling sessions.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

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

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

☒ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): In addition to this focus group with 24 peer-elected student leaders from all four years, the information presented was shared with student leaders and emailed to all students across the four classes.

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The MD program leadership consulted in-person with 24 peer-elected student leaders (2 class presidents, 2 curriculum representatives, and 2 representatives of the Committee on Student Promotion from each of the four medical school classes), the Education Council (which includes all key educators such as deans, directors, Instructors of Record, and faculty elected representatives), and administrators during a lunch meeting on October 17, 2018. In addition, through these peer-elected leaders,

all four classes received the topics discussed via email and feedback was solicited. Since we began the consultation with medical students a few years back, a town-hall style meeting has garnered very low attendance and almost no feedback. We have had similar mixed results with email communication to the entire medical student body at large. Instead, these smaller focus group consultations, followed by having student leaders share the information with their classmates, have improved the consultation and feedback collection processes. The following topics were discussed during the meeting:

- Different types of fees
- Distribution of revenues
- Annual approval process
- 2018-19 fees and proposed 2019-20 fees as well as future plans for increases
- 2018-19 actual UCDSOM cost of medical education
- Impact on diversity/corresponding plan for more strategic distribution of "return to aid" monies
- Match results and graduate outcomes
- 2017-18 accomplishments
- 2018-19 goals

The student leaders actively participated in the discussion with many good questions, comments, and suggestions. The student leaders shared the presentation with their respective classes via private student-run email listserv and attached is feedback from students. While there was constructive feedback from students on all topics shared, there was nothing specific suggested that required changes to this proposal.

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

☒ Plan shared with   Jonathan Minnick   on 11/9/2018.
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 ___24 peer elected representatives (Class Presidents, Curriculum Representatives, and Committee on Student Promotion representatives___ on __10/17/2018.__

  ☒ Comments or feedback was provided.

  ☐ Comments or feedback was not provided.

  Nature of feedback or full comments: Summarized above.

Consultation with faculty

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

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☒ Convened focus groups of faculty in the 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 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 MD program leadership consulted with the Education Council (medical educators including deans, directors, Instructors of Records, School of Medicine faculty elected representatives, and School of Medicine Education Council – a key committee for Medical Education), and administrators during a lunch meeting on October 17, 2018. The following topics were discussed during the meeting:

- different types of fees
- distribution of revenues
- annual approval process
- 2018-19 fees and proposed 2019-20 fees, as well as future plans for increases
- 2018-19 actual UCDSOM cost of medical education
- impact on diversity/corresponding plan for more strategic distribution of "return to aid" monies

- Match results and graduate outcomes
- 2017-18 accomplishments
- 2018-19 goals

The faculty and administrative leaders actively participated in the discussion with several good questions, comments, and suggestions. They appreciated the ongoing annual efforts to enhance communication and transparency around operational updates and fiscal funds flow and changes in medical education. The faculty were supportive of the proposed increase in PDST for 2019-20, understanding that the increase is needed to sustain growth and innovation in the medical education program. Faculty were particularly supportive of proposed efforts to improve the curriculum and more effectively integrate content. They were also supportive of plans to increase class size to address the physician workforce shortage in California. They appreciated the efforts to find alternative funding sources for medical education, the efforts to control costs, and the total cost of medical education at the school relative to the cost of medical education at other schools. An email was sent to the Education Council, as well, and no written feedback was submitted.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Jean-Pierre Delplanque   on November 08, 2018.
                       Graduate Dean

☒ Plan endorsed by   Gary S. May   on November 26, 2018.
                       Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

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Nurse Practitioner and Leadership tracks
Established program
Established PDST

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee		Increases/Decreases			
	2018-19	**2019-20**	**2020-21**	**2019-20**		**2020-21**	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Prof. Degr. Suppl. Tuition (Nonresident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	3.2%	$396	3.1%	$402
Campus-based Fees**	$1,000	$1,030	$1,061	3.0%	$30	3.0%	$31
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***							
Total Fees (CA resident)	**$25,177**	**$26,182**	**$27,224**	4.0%	$1,005	4.0%	$1,042
Total Fees (Nonresident)	**$37,422**	**$38,427**	**$39,469**	2.7%	$1,005	2.7%	$1,042

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* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry. Students enrolled in NSHL-MS summer courses are assessed Mandatory Summer Quarter Systemwide Fees at a cost of $4,091 per student for 2018-19 (PDST is not applicable during the summer term).

Additional comments:

The decision to increase fees in order to sustain our academic programs is not made lightly. As discussed below, consideration was given to debt load and recruitment of diverse students.

The historically low PDST for nursing among UC's clinical programs has resulted in a worsening of the school's financial position, with a critical juncture projected in just a few years. In conjunction with the three other UC Schools of Nursing and UC Office of the President staff, UC Davis will continue to develop and conduct thorough cost modeling with multi-year projections for the programs, in order to close the gap on unfunded costs of delivering the Nursing Science and Health Care Leadership- Master of Science degree. A new multi-year plan will be submitted accordingly, once this projection is complete.

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

The Nursing Science and Health-Care Leadership M.S. (hereafter referred to as NSHL-MS or "the program") degree is a full-time, professional degree program. The degree can be completed in five quarters or eight quarters, depending on which track a student takes. A bachelor's degree and RN licensure are prerequisites, and many students continue to practice as nurses while attending the program.

The NSHL-MS prepares graduates for health-care leadership roles in a variety of healthcare, education, community-based and not-for-profit organizations. The first cohort matriculated in Fall 2010 and graduated in Winter 2012. Some examples of post-graduate employment opportunities include:

- Leaders of health organizations and agencies—such as community clinics, trade associations, advocacy groups—improving quality of care and work environments, and advancing health outcomes and health-care effectiveness and efficiency.
- Community college and other pre-licensure nursing faculty—teaching the next generation of nurses.

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- Legislative and governmental agency staff and leadership – developing, influencing, and implementing policy to improve access and outcomes (both in health agencies and organizations that provide public infrastructure, such as transportation, planning, or parks and recreation).
- Careers across the health-care sector, such as insurance, pharmaceutical, hospital, home health, aging support services, adoption services, chronic illness support services, and medical equipment industries fostering the integration of excellence in clinical care, management, policy, education and research.
- Delivery of care as certified Family Nurse Practitioners (FNP). In alignment with the school's vision to advance health, Family Nurse Practitioners lead clinical programs in collaborative teams and help improve the availability of culturally relevant primary health care to underserved populations throughout California. As a result of health care reforms and an increasingly aging population with advanced chronic illnesses, millions more people require primary-care services, exceeding the number of providers currently available. The NSHL-MS provides a partial solution to this growing problem by educating and preparing primary-care providers versed in preventive measures, who advance health through health promotion and disease prevention, practice in ambulatory and community-based settings and enhance the existing workforce.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

This is the first time a multi-year plan under the revised Regent's PDST policy has been submitted for the NSHL-MS. The UCD School of Nursing's last multi-year plan pertained to the years 2016-17 through 2018-19 and included the following goals:

Goal 1: utilize evidence-based teaching methods to adopt a multipronged approach for engaging students around active learning experiences in their classroom and clinical settings.
- The program invested in developing and deploying integrated case-based learning experiences where students engage in different types of learning modalities, such as small group case discussions, online branching scenarios with immediate feedback, interactions with standardized patients, and written history and physical exam notes. This diverse portfolio of experiences helped engage different learning styles and modalities, to ensure the school met the learning needs of our diverse student population.

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- An instructional designer who is an expert in designing graduate program curriculum was hired in February 2018. This employee has designed graduate-level experiences for our students, while maintaining national accreditation competencies and learning objectives for each of the programs.
- Construction was completed on Betty Irene Moore Hall and the Administrative Support Building, providing a permanent home for the highly specialized clinical simulation and active learning facilities utilized by NSHL-MS students. A portion of the PDST contributes to maintenance of these spaces, including A/V equipment, custodial services and schedule management.

Goal 2: recruit students who reflect the diversity of the communities we serve
- Thirty three percent of the PDST increase was returned directly to the students, in the form of financial aid. Strong aid packages are critical in order to attract and retain a diverse cohort.

Goal 3: recruit and retain top faculty
- In the past two years, the school has used PDST to recruit 11 new faculty, with market-competitive compensation. Two of them are experts in online graduate education and come with experiences as both learners and educators in this arena. One of them is entirely focused on building distance-friendly content around family caregiving, a top research priority for the school, and an area of differentiation among master's-level nursing programs. There is a growing body of evidence to show that family caregiving affects every household in our state and when caregivers are identified and assessed early on, the healthcare outcomes of the patient are greatly increased. By focusing on this important area of research, we are ahead of the curve by educating NSHL-MS students to be able to address this financial burden on our state and our healthcare system.

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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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The primary goals of this proposal are **to maintain program quality and, in the case of instruction, enhance program quality**. PDST is a critical source of revenue for maintaining the staffing and facilities necessary to deliver this degree until a solution can be implemented to achieve financial sustainability at steady-state. The majority of the program costs are fixed— including personnel, utilities, building maintenance and financial aid; therefore a primary goal of this proposal is to maintain program quality by covering the forecasted increases associated with these costs. An additional goal is to enhance program quality by supporting what we call "the active learning approach" (described in more detail below), and responding to student requests to increase the number of faculty available to provide clinical instruction in the simulation labs (see Part B Section IX.). Nursing incurs particularly high costs for faculty and requires close individual supervision for students as they develop proficiency in delivering complex and high-risk health care.

One consequence if the PDST increase is not approved will be divestment in active learning education, a key strategy in reaching NSHL-MS students with diverse learning styles. Active learning includes case-based problem solving in teams, clinical simulations, and community partnership projects, and is a proven approach to preparing practitioners who are capable of critical thinking and who have a high comfort level with patient interaction. However, reaching students with diverse learning styles is resource-intensive, requiring instructional designers, additional faculty time, and highly specialized facilities, as described in Section II.a. More traditional—and less costly—lecture-style approaches are not as effective in producing nurse leaders who are immediately ready to assess organizations for quality improvement and who are comfortable with the patient/provider interaction. Given the critical role of nurses as leaders in meeting California's healthcare demands, eliminating the active learning approach could decrease our student's job-readiness and delay the deployment of healthcare providers in some of the most underserved regions of California.

This proposal also aims to increase the amount of time students have to practice skills learned in the active classroom. This goal is the direct result of feedback received from students (see Part B, Section IX), requesting additional time in the clinical simulation labs. To meet this request, the program must have more faculty who can be physically present in the simulation labs, provide instruction,

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and give feedback to the students. A portion of the PDST will go toward recruiting an additional clinical faculty role in the school of nursing. A percentage of this faculty role (equivalent to the percentage of the Nursing School composed of NSHL-MS students) will be allocated to the NSHL-MS degree to support clinical skills training. If the PDST is not approved, hiring of that FTE will be suspended.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue		
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$225,000	$9,563	$9,969	$244,531
Benefits/UCRP Cost	$119,500	$4,429	$4,597	$128,526
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$32,500	$1,381	$33,881
Expanding Instructional Support Staff	$100,000	$3,000	$3,090	$106,090
Instructional Equipment Purchases	$25,180	($22,722)	$9,246	$11,704
Providing Student Financial Aid	$314,085	$15,668	$16,480	$346,233
Other Non-salary Cost Increases	$0	$0	$0	$0
Facilities Expansion/Renewal	$168,009	$5,040	$5,191	$178,241
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0
Total use/projected use of revenue	$951,774	$47,477	$49,955	$1,049,206

Additional Comments:
Not applicable.

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.

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The School of Nursing has an in-house Advancement Team dedicated to fund-raising efforts that directly benefit students, including those in the NSHL-MS. Donations for student scholarships as well as philanthropy help to offset operational costs. As an example, the SON received $375,000 in gifts and pledges for named spaces in the newly completed Betty Irene Moore Hall, the facility in which the NSHL-MS students partake in active learning and clinical skills training. Gifts such as these mitigate some facilities expenses from being passed along to students during this proposal period.

In addition, the School of Nursing has adopted a number of shared-services MOUs benefiting the NSHL-MS infrastructure. These MOUs increase operational efficiency and decrease staffing costs by "buying out" time from existing teams at UCD, rather than creating duplicative teams internal to the School of Nursing. These include:

- Financial transactions and accounting: The SON provides funding to the School of Medicine (SOM) finance team for account management services for our Gordon and Betty Moore Foundation (GBMF) grant and support for many of our financial services such as purchasing agreements, grant account management, and invoicing on business contracts.

- Staff personnel services: Staff payroll is provided by the UCD Health (UCDH) payroll team, and UCDH human resources provides infrastructure support to the SON in the areas of recruitment, Employee and Labor Relations, benefits, and compensation. This allows the SON to administer staff HR with a single HR Business Partner.

- Information Technology: An MOU with UCDH IT provides FTE support for hardware and software utilized by the SON, including the NSHL-MS students.

- Facilities/simulation operations: An MOU with the Center for Virtual Care provides FTE support for facilities scheduling and management, and simulation services used by the NSHL-MS students.

- Academic Personnel: An MOU with the Associate Vice Chancellor for Academic Personnel provides FTE support for review, consultation and approval of Academic Personnel actions for faculty teaching in the NSHL-MS.

- Financial Aid: The SON provides funding to the SOM financial aid team to support administration of aid packages for our students.

- Evaluation: The SON provides funding to the Schools of Health Evaluation team to conduct an arms-length review of success, including admissions, student progress, alumni outcomes, and research impact.

The SON is also actively pursuing a partnership with a medical supplies vendor to reduce the cost of clinical supplies and decrease resources required to manage inventory in the clinical simulation labs.

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

Not applicable.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment		
	2018-19	**2019-20**	**2020-21**
Resident	81	81	81
Domestic Nonresident	1	1	1
International			
Total	82	82	82

Additional Comments

This degree requires an RN license, as well as regular in-classroom attendance. The difficulty in participating from a distance prohibits it from being highly marketable to students outside California. The school is currently analyzing options for a delivery mechanism that will be more distance-friendly, particularly to working professionals from the Central Valley and northern California regions where there is a shortage of healthcare providers. These options include adding instructional designers, or partnering with an online program manager.

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IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

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	First Year Annual Charges						
	Actuals	Projections		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
Residents				%	$	%	$
Penn State (Public)	$22,578	$23,255	$23,953	3%	$677	3%	$698
University of North Carolina - Chapel Hill (Public)	$19,234	$19,811	$20,405	3%	$577	3%	$594
University of Michigan (Public)	$24,176	$24,901	$25,648	3%	$725	3%	$747
University of Southern California (Private)	$35,397	$36,459	$37,553	3%	$1,062	3%	$1,094
University of Pennsylvania (Private)	$47,286	$48,705	$50,166	3%	$1,419	3%	$1,461
Georgetown (Private)	$39,267	$40,445	$41,658	3%	$1,178	3%	$1,213
Public Average	$21,996	$22,656	$23,336	3%	$660	3%	$680
Private Average	$40,650	$41,870	$43,126	3%	$1,220	3%	$1,256
Public and Private Average	$31,323	$32,263	$33,231	3%	$940	3%	$968
Your program - UC Davis	$25,177	$26,182	$27,224	4%	$1,005	4%	$1,042
Nonresidents							
Penn State (Public)	$38,012	$39,152	$40,327	3%	$1,140	3%	$1,175
UNC-Chapel Hill (Public)	$38,173	$39,318	$40,498	3%	$1,145	3%	$1,180
University of Michigan (Public)	$48,492	$49,947	$51,445	3%	$1,455	3%	$1,498
University of Southern California (Private)	$35,397	$36,459	$37,553	3%	$1,062	3%	$1,094
University of Pennsylvania (Private)	$47,286	$48,705	$50,166	3%	$1,419	3%	$1,461
Georgetown (Private)	$39,267	$40,445	$41,658	3%	$1,178	3%	$1,213
Public Average	$41,559	$42,806	$44,090	3%	$1,247	3%	$1,284
Private Average	$40,650	$41,870	$43,126	3%	$1,220	3%	$1,256
Public and Private Average	$41,105	$42,338	$43,608	3%	$1,233	3%	$1,270
Your program - UC Davis	$37,422	$38,427	$39,469	3%	$1,005	3%	$1,042

Source(s):
https://cce.ais.psu.edu/tuition-calculator-ui/, https://nursing.unc.edu/academic-programs/msn/cost-to-attend/, https://ro.umich.edu/tuition-residency/tuition-fees, https://nursing.usc.edu/fnp/tuition-financial-aid/, https://www.nursing.upenn.edu/admissions/tuition-and-fees/masters-post-masters-costs/, https://finaid.georgetown.edu/graduate/NHS-online/graduate-nhs-online-cost

Additional Comments: Used University's recommended escalation factor of 3% annually for comparator year over year increases.

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IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Due to shifting recommendations by the American Association of Colleges of Nursing and anticipated changes to licensure certification requirements, many schools are moving away from offering master's level degrees and toward Doctor of Nursing Practice (DNP) level FNP degrees. This trend makes it difficult to find comparators. For instance, the University of Washington and Oregon Health and Science University were public comparators used in the 2016-17 PDST proposal, but both have moved to a DNP. UC Davis is currently evaluating this option, but in the meantime continues to offer the master's level degree.

The public university comparators were chosen because they have similarly-ranked master's level nursing programs, according to *U.S. News and World Report*. For private comparators, Georgetown and University of Pennsylvania are also both similarly ranked by *U.S. News*. University of Southern California was included as a well-regarded private university whose online modality and California presence makes it easily accessible to the same prospective students for whom UC Davis competes. In addition, UC Davis competes against all the comparator schools listed for faculty and students.

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

For residents, 1st academic year costs for the NSHL-MS with the proposed increase will be $26,182 in 2019-20. This is above the public comparator average of $22,656, but below the average of $32,263 for all comparator schools, including privates. The main contributor for this cost differential is described below.

The key drivers for nursing program costs are faculty salary and benefits (staff costs are also a significant factor), which are tied closely to the cost of living in the Sacramento region. In order to attract and retain faculty, nursing schools are competing for nurses who are, or could be, practicing in the regional healthcare marketplace. The top-10 paying metropolitan areas in the U.S. for

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registered nurses are all located in California[1], driving up salary and benefits costs to attract qualified faculty members to teach the next generation of healthcare providers. A comparison between the cost of living indices for the regions holding each of the comparator schools reveals the realities of the marketplace for NSHL-MS faculty. Each of the public schools is located in an area with lower cost of living indices than the Sacramento region.

School/College	Cost of Living Index for Region[2]
Penn State	69.91[3]
University of Michigan	70.01
UNC-Chapel Hill	71.4
UC Davis (Sacramento)	78.75
University of Southern California	82.3
University of Pennsylvania	83.46
Georgetown	91.94

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

Seeking to close the gap in nurse leadership in the clinical setting, the Gordon and Betty Moore Foundation founded the UC Davis School of Nursing in March 2009. The NSHL-MS was the first degree launched by the SON, and what distinguishes the UC Davis NSHL-MS from most of its comparators is its focus not just on graduating technically-skilled clinical providers, but also on creating nurses who are leaders within healthcare teams and advocates for their patients. Indeed, the NSHL-MS program has a unique focus on the following:

- **Igniting leadership** through innovative education, transformative research, and bold system change.

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[1] Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes291141.htm

[2] https://www.numbeo.com/cost-of-living/region_rankings.jsp?title=2018&region=019. The cost of living index is a relative indicator of consumer goods prices, including groceries, restaurants, transportation and utilities. Costs are based against New York City as a 1.0, meaning an index of 70 is 30% less expensive than New York City (https://www.numbeo.com/cost-of-living/cpi_explained.jsp).

[3] www.numbeo.com Based on Harrisburg COL; closest metropolitan area data available

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- **Delivering inter-professional/interdisciplinary education** – health professionals learn multiple perspectives to work and communicate as teams. **NSHL-MS** students participate in learning experiences throughout their program with medical, physician assistant and pre-licensure nursing students
- **Teaching cultural inclusiveness** – with a focus on underserved and rural populations, the school teaches culturally appropriate approaches to care and involves communities to design and conduct relevant research. For example, students may participate in a "Community Connections" course, in which they partner with a local agency (such as a food bank or refugee relocation non-profit) to more fully understand local communities and the health systems that serve them. The focus is not just on physical symptoms and conditions, but rather the complete context that contributes to a person's health.
- **Deploying innovative technology** – the school uses technology to create an engaged and interactive approach to nursing education, research and practice. An example is active learning classrooms, in which groups of seven students are seated in pods to work as a team on sample cases and leadership challenges. Rather than stand at the front of the room lecturing, faculty move from group to group, facilitating discussion and encouraging groups to share their solutions with the entire room through the use of coordinated technology.

A robust evaluation process to determine the quality of the program is conducted and reported annually by a team of UC Davis staff who are separate from the School of Nursing. Graduation rates since the school's first NSHL-MS cohort matriculated in 2010 are between 93-98%. The quality of the program is measured by student success (100% of alumni in the last three cohorts who sat for the American Academy of Nurse Practitioners certification exam post-graduation passed, with scores on each section exceeding the national average) and impact after graduation (97-100% of alumni report working in the healthcare field post-graduation). Evaluation conducted of all alumni as of Spring 2018 indicates NSHL-MS students rank the program very high in developing skills to work inter-professionally and practice cultural inclusiveness, which distinguishes our program from our competitors.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

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	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented					*see v.b. below*	*see v.b. below*
African American	9.4%	6.2%	11.3%	8.7%		
Chicanx/Latinx	11.8%	10.3%	14.3%	13.0%		
American Indian	0.0%	0.0%	0.0%	0.0%		
Subtotal Underrepresented	*21%*	*17%*	*26%*	*22%*	*0%*	*0%*
Asian/East Indian	35.3%	38.1%	24.8%	30.4%		
White	43.5%	39.7%	48.3%	46.7%		
Other/ Unknown	0.0%	4.1%	1.3%	1.1%		
International	0.0%	1.5%	0.0%	0.0%		
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	50.0%	41.5%	42.6%	N/A		
Gender						
% Male	21.5%	26.0%	20.9%	22.0%		
% Female	76.9%	72.6%	77.9%	78.1%		

Sources: Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis

　　　　　UC socioeconomic status and Gender: UC Corporate data

Comparison institutions: No data available publicly for 2016-17. See section V.b. and V.d.

Additional Comments: These data capture students enrolled in the Nurse Practitioner and Leadership tracks (the only two tracks) of the NSHL-MS degree program.

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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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Comparison:

According to the Bureau of Labor Statistics, the population of registered nurses, which makes up the pool of potential students for the NSHL-MS program, is 12% Black/African American and 7% Hispanic or Latino[4]. The total enrollment of under-represented groups in the NSHL-MS has been 21%, 17%, and 26% respectively over the previous three years, consistent with the national pool.

Demographic data from individual comparator schools were not available; however, the American Association of Colleges of Nursing publishes an annual report of nursing school statistics, which is used as a benchmark for UC Davis. For additional context, a comparison of AACN statistics to NSHL-MS students is provided in the table below:

Race/Ethnicity Breakdown of students enrolled in master's programs in nursing	AACN Benchmark 2017[5]	NSHL-MS students 2017-18
Black/African-American	14.7%	11.3%
Hispanic or Latino	8.2%	14.3%
American Indian or Alaskan Native	.6%	0%
Asian, Native Hawaiian or Other Pacific Islander	8.3%	24.8%
White	66%	48.3%
Unknown	-	1.3%

Although UC Davis Betty Irene Moore School of Nursing exceeds the national average for Hispanic or Latino, and Asian, Native Hawaiian, or Pacific Islander graduate students, the School lags the national average for Black/African-American and American

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[4] Bureau of Labor Statistics, Household Data/Annual Averages/Employed persons by occupation, sex, race. Data is for Registered Nurses. Data for American Indian populations not available.

[5] American Association of Colleges of Nursing report, "Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing", Table 11a, 2018.

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Indian or Alaskan Native graduate students. The School acknowledges and plans to address these lags using the strategies outlined below.

Strategies for creating a robust level of racial and ethnic diversity:

1. Outreach and recruitment:

The NSHL-MS invests in outreach to prospective students with a diversity of backgrounds. This includes advertising in the special Nursing Schools edition of INSIGHT into Diversity (a national publication connecting businesses with potential employers to better reflect diversity in our communities), Diversity Nursing, Journal for Blacks in Higher Education, Hispanic-Serving Health Professions Schools, and Minority Nurse magazines. The program also sponsors the Sacramento Black Nurses Association, OCA Women in Leadership Conference, and the African American Women's Health Legacy Conference; and tables at the meetings of the National Black Nurses Association, the California Forum for Diversity in Graduate Education, and the National Association of Hispanic Nurses meetings.

2. Admissions:

The NSHL-MS is committed to building and sustaining a diverse academic community of faculty, staff and students and to ensuring that access to education and preparation is open to learners from all segments of society. The Nursing Science and Health-Care Leadership Admissions Committee acknowledges a particular responsibility to the diverse populations within the region. Faculty and leaders value diversity and inclusion and are committed to building and sustaining an academic community in which teachers, researchers and learners achieve the knowledge, skills and attitudes that appreciate and embrace inclusiveness, equity and cultural awareness as a way to unleash creativity and innovation.

In support of the overall mission and vision of the school, the NSHL-MS seeks to attract and admit students from diverse backgrounds with the potential for clinical excellence, advanced leadership, and/or transformative research in an inter-professional environment.

The NSHL-MS's admissions process addresses biases common in graduate programs that reduce the diversity of the incoming class. The GRE is not required, due to evidence that it can be discriminatory and does not sufficiently predict academic success. Instead, admission is based on a portfolio review of the experiences and academic metrics of each applicant and recognition of unique potential as a future clinician, leader, or researcher. The ultimate goal is to admit a culturally and cognitively diverse cohort of students for each program, whose interests are compatible with the vision of the school in order to leverage the university's

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strengths in interdisciplinary learning, innovative technology, state-of-the-art evidence-based practice and transformative leadership.

The admissions statement outlining these strategies is displayed on the School of Nursing's website, with the intention of attracting candidates with diverse backgrounds.

3. Inclusion:

A key component to maintaining a diverse academic culture is ensuring an inclusive environment where people from all backgrounds feel comfortable and thrive. The NSHL-MS program conducts a comprehensive, 3-day immersion to orient new students to the program and expose them to the various systems in place to provide support. This includes content ranging from sexual violence prevention training to student safety, to implicit bias training, to a discussion on professionalism. Students are also introduced to contacts in support programs such as financial aid, student services and student wellness. Once class begins, students have access to counseling and wellness urgent care staff, as well as spiritual support through the Pastoral Services office. Students have access to more than 800 clubs, including ethnic, cultural and identity-based organizations.

Each year, the SON sponsors travel awards to support NSHL-MS program students presenting at qualifying professional conferences and to encourage student's professional development in the field. These awards include representing the School of Nursing and the NSHL-MS at the National Association for Hispanic Nurses and the National Black Nurses Association, and offer opportunities for professional networking.

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 of Pell recipients in the last three years is 50%, 42%, and 43%. This trend is consistent with the 2015-16 national average of 45.8% of first-year graduate students who were former Pell recipients[6]. The school's strategy for promoting access for students from low socioeconomic backgrounds include:
*   Not requiring the GRE as part of the admissions process

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[6] Data source: US Dept of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2007-08, 2001-12 and 2015-16, as reported at https://cgsnet.org/data-sources-increasing-number-graduate-and-professional-students-are-former-pell-recipients-0.

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- Awarding a minimum non-loan aid package equivalent to 33% of PDST and tuition to all Pell recipients in the NSHL-MS. Some Pell recipients in the NSHL-MS receive as much as 90% of the cost of tuition and PDST fees in non-loan aid, as a result of additional scholarships.

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 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?

Nursing is historically a female-dominated profession: in California, the population of registered nurses eligible for admission to this degree program is 89.90% female.[7] As shown below, the Betty Irene Moore School of Nursing achieves greater gender parity than the national average, using the California statistics and AACN data as a benchmark.

Gender Breakdown of students enrolled in master's programs in nursing	AACN Benchmark 2017[8]	NSHL-MS students 2017-18
Male	12%	21%
Female	87%	78%
Unknown	1%	-

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

As a result of the outreach/recruitment, admissions and inclusions strategies outlined above, we anticipate that in 2020 (the final year of this plan) the representation of underrepresented minority students, Pell grant recipients, and males in the program will increase, recognizing that with such a small cohort matriculating each year, admission of one or two students in any single category may represent a substantial swing in the percentage data.

The NSHL-MS program is committed to combining academic excellence with a passion for social justice to transform health care and improve health for all. It aims to foster a strong culture of inclusion and increase the diversity of faculty, staff, students, and leaders.

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[7] Bureau of Labor Statistics, Household Data/Annual Averages/Employed persons by occupation, sex, race. Data is for Registered Nurses.
[8] American Association of Colleges of Nursing report, "Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing", Table 11a, 2018.

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The program is dedicated to transforming health-care systems and the workforce to reduce the unconscionable disparities that characterize our nation and improve the health status of underserved populations. As part of the School of Nursing, the NSHL-MS has a Diversity and Inclusion Advisory Committee appointed by the Dean. The committee is responsible for ensuring visibility, accountability, and progress toward the School's diversity and inclusion outcomes, which are:

1. **All individuals in the School of Nursing, including those in the NSHL-MS, are accountable for maintaining and fostering a culture of inclusion.**
2. **A strong infrastructure exists to support diversity and inclusion.**
3. **Faculty, staff, students and leadership reflect the diversity of our community.**
4. **Student strengths and multiple intelligences are recognized and fostered through an inclusive learning environment.**
5. **Sustainable partnerships in the community are mutually beneficial and collaborative.**

The Advisory Committee has partnered with the faculty and staff involved in the outreach and admissions process to establish metrics for the NSHL-MS cohorts. Recruitment of the 2019 cohort is currently underway, and the strategies for attracting a diverse pool, such as targeted advertising, outreach at conferences, and creating networks in underserved communities are actively being implemented. Admissions metrics will be tracked to monitor the progress and success of these strategies.

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.)

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.

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All Faculty (School or Department)**						Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18		Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	12.0%	13.3%	12.5%		Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International						International			
Chicano(a)/Latino(a)	Domestic	12.0%	12.0%	12.0%		Chicano(a)/Latino(a)	Domestic	22.2%	22.2%	25.0%
	International						International			
American Indian	Domestic	0.0%	0.0%	0.0%		American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	12.0%	10.0%	12.5%		Asian/Pac Is	Domestic	22.2%	22.2%	25.0%
	International						International			
White	Domestic	64.0%	66.7%	65.6%		White	Domestic	55.6%	55.6%	50.0%
	International						International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%		Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International						International			
Percentage by Gender		2015-16	2016-17	2017-18		Percentage by Gender		2015-16	2016-17	2017-18
Female		76.0%	76.7%	71.9%		Female		88.9%	88.9%	87.5%
Male		24.0%	23.3%	28.0%		Male		11.1%	11.1%	12.5%

Sources: UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Diversity and inclusion is a strategic priority of the SON and the NSHL-MS, and a set of goals and strategies related to diversity have been established. A key strategy relates to the development of programs and systems to foster the retention of a diverse faculty. Actualization of these goals and strategies is underway.

Recruitment
- Advertising and outreach to a diverse and national audience is deliberated in the search plan development phase. Leadership and recruitment committee members actively identify, contact and cultivate diverse potential candidates, taking advantage of

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national conferences and networks to reach out and encourage applicants. Open positions are widely advertised in order to attract a diverse pool, with postings in publications such as Minority Nursing, Hispanic Serving Health Professions Schools, Insights into Diversity, and Journal for Blacks in Higher Education. The SON, including the NSHL-MS, also promotes in National Black Nurses Association and National Association of Hispanic Nurses conference programs when recruitments are open during conferences.

- The Vice Provost's office maintains workforce utilization analysis reports which are considered in the search plan development stage. These reports signify hiring goals for the NSHL-MS program.
- All faculty recruitment advisory committee members are required to complete STEAD (unconscious bias) training, led by personnel from the UCD Health Office for Equity, Diversity and Inclusion, prior to participating on a search committee.
- The SON requires and reviews diversity statements from each applicant, and these are given consideration by the search committee along with more traditional elements such as teaching evaluations and publication lists. If a pool with a strong commitment to diversity and inclusion does not result, more advertising and outreach may be conducted.

Retention, Inclusion and Progression
- The SON, including NSHL-MS faculty, underwent a rigorous review of faculty salary equity in 2015, in partnership with the office of the Associate Vice Chancellor for Academic Affairs. A number of salary actions were implemented to address inequities, including some faculty in historically underrepresented groups. Salary equity review has been conducted annually thereafter for faculty as part of annual career planning meetings with the Executive Associate Dean.
- All faculty in the NSHL-MS receive an annual allocation of $2,000 for professional development. This can be used for attendance at diversity and inclusion-related conferences or seminars.
- NSHL-MS faculty are provided both a formal and informal mentor upon arrival at the SON, to facilitate onboarding and foster a sense of community and support. A formal onboarding process was developed in 2015 and continues to undergo revision as faculty are added. It is designed to ensure newcomers to the school have the information they need to perform the duties of the job, and to create networks that will promote collaboration both within the School and with external departments. A survey of the onboarding process is conducted with new faculty after six months, to identify opportunities to improve a sense of inclusion.
- NSHL-MS faculty have access to-- and are encouraged to join-- a wide array of Employee Resource Groups (ERGs). Many faculty are involved in ERGs, which strive to create a sense of inclusion as well as provide education and visibility for ERG issues. ERGs include racial/ethnic groups as well as groups focused around abilities, gender/gender identity, veterans, and sexual orientation.
- Nursing Science and Health-Care Leadership program faculty have access to a number of inclusion and retention programs. These include the Faculty Development and Diversity Program, a coordinated and centralized effort administered through the Office of Academic Personnel, with programs including the Interprofessional Teaching Scholars Program, UC Davis Schools of

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Health Mentoring Academy, and Women in Medicine and Health Sciences, in addition to career advancement, leadership development and other learning opportunities.

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 primary goal for financial aid is to ensure that **financial issues do not prevent enrolled students from enrolling in and graduating** from the NSHL-MS program. To this end, each student offered admission is also offered some form of non-loan aid. To measure our success in meeting this goal, the SON tracks the rejection rate of students who are offered admission, to identify whether applicants turn down the UCD School of Nursing. A high rejection rate would suggest the financial aid packages are insufficient. The program's rejection rate is low, averaging just 9% in the previous two years; and graduation rates are also high, ranging between 93-98% annually (see IV.d).

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	N/A	13%	14%	25%	29%	41%	34%
Cumulative Debt among Students with Debt	N/A	$17,187	$31,246	$16,106	$29,998	$33,568	$49,585

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 first NSHL-MS class graduated in 2012, and the table above represents gradual growth in the numbers of students matriculating and graduating each year. With this sample size, it is difficult to draw trending conclusions, as a single student's circumstance can have substantial impact on the average.

Students in the NSHL-MS program receive a minimum of 33% of their tuition and PDST as non-loan aid. Some students are eligible for a non-loan financial support package totaling $40,000, as a result of the initial grant funding from the Gordon and Betty Moore Foundation (GBMF). Note: the cohort matriculating in 2019 will be the final group eligible for this funding.

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The 2012, 2013 and 2014 graduating classes all received the $40,000 support packages from the GBMF grant. Subsequent classes included some students who did not qualify for this package, resulting –expectedly—in a higher level of indebtedness. It is anticipated indebtedness will remain relatively steady during the period of time covered by this proposal, growing slightly by ~$400/year (amount equivalent to the proposed annual PDST increase minus 33% RTA).

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Mean* Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	34%	$49,585	$116,170	6%
Public comparisons	69%	$47,500	$75,270	9%
Private comparisons	69%	$47,500	$94,020	7%

Sources:
This program: UC Corporate data for average debt at graduation. See comment, below
Comparison institutions: See comment, below

Additional Comments: *A search of publicly-available data revealed Average Debt at Graduation and Median Salary at Graduation figures were not available for individual schools. However, data is available for both figures in aggregate.*

For average debt, this table uses data from the 2017 loan survey conducted by the American Association of College of Nursing (AACN), http://www.aacnnursing.org/Portals/42/Policy/PDF/Debt_Report.pdf.

*This table uses BLS statistics on the annual mean wage of registered nurses (https://www.bls.gov/oes/current/oes291141.htm) for the Sacramento region and for the following areas most closely located to the comparator universities: Harrisburg, PA; Raleigh/Durham, NC; Ann Arbor, MI; Los Angeles, CA: Philadelphia, PA; Oakland, CA; Washington, DC.

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.

For those who need loans, the program anticipates average loan indebtedness for the two-year program to be approximately $50,000. Since this program requires an RN license, license, many of the students remain employed as nurses part or full-time, reducing reliance on loans while in school. The academic and clinical strengths of the NSHL-MS ensure that students are sought-after in the job market and command competitive salaries when they start working. The job outlook for registered nurses in the U.S.

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is projected to grow 15% from 2016 to 2026, much faster than the average for all occupations[9]. On average, nursing professionals with graduate degrees command salaries that enable them to manage loan repayment programs for the portion of student support that is not awarded as RTA or scholarships. Students graduating from this program are prepared for leadership positions, such as Executive Directors of non-profits (see VI.e., below) or those identified by the Employment Development Department (EDD) as Nurse Practitioners and Medical and Health Services Managers. People in these careers earn a reported mean salary of $116,170 in the Sacramento/Roseville area. A debt of approximately $50,000 (in today's dollars) is considered manageable, given the earning potential of graduates from the NSHL- MS.

Studies have shown that nursing graduates are among the highest earners upon graduation and they have one of the lowest percentages of earnings used for debt repayment in the first year post-graduation[10]. A 5% increase applied to the PDST component of the program's tuition and fees represents a $579 increase per academic year. Of this, 33% will be returned to aid. The NSHL-MS recognizes that fee increases are never welcome, and that they have a significant impact on students. Given the market for nurse leaders, we believe the PDST increase will not negatively affect student affordability or the program's ability to meet goals for student enrollment and diversity.

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 NSHL-MS has developed a variety of service-focused student opportunities that include coursework and research projects. One example is a partnership between the UCD SON and the healthcare community in the Humboldt region. This partnership provides temporary housing for clinical students in the program to do a rotation at local clinics, providing hands-on clinical training in an underserved community with a largely rural population. Another example is a year-long course called Community Connections, where students partner with local community services and non-profits to examine a health system issue, including data collection and assessment. Through experiences like these, the program actively promotes public interest employment, serving underrepresented communities and practicing in rural or remote communities.

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[9] https://www.bls.gov/ooh/healthcare/registered-nurses.htm?&utm_medium=facebook&utm_campaign=supply_chain&utm_content=growth_opportunities_key_to_retaining_supply_chain_professionals_january_2017&campaignid=70161000000RN1x&vid=2120481#tab-6

[10] *Sources:* [1]http://www.hamiltonproject.org/papers/major_decisions_graduates_earnings_growth_debt_repayment/

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Students in graduate nursing education programs are eligible for targeted financial aid programs in addition to those available to all UC Davis students, and we encourage students to compete for campus, state, federal and foundation awards and fellowships. These include: U.S. Department of Health and Human Services (DHHS) and Health Resources and Services Administration (HRSA) programs that provide traineeships, scholarships, and loan repayment programs for graduate students in nursing.

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 are prepared for leadership positions in public service (as well as academia and health care delivery). The long-term vision for the program is to continue to provide student support that makes it possible for students to focus on their scholarly work and graduate with minimal debt. In addition to external grants and scholarships, the school provides funding to partially or fully support tuition and fees for master's degree students. By helping to remove some of the financial burden, the program allows graduates the opportunity to make career choices without financial reimbursement to cover loan obligations being a primary motivation for job choice. Thus, students are in a position to pursue careers in many different settings, including not-for-profit or government opportunities that might pay less than healthcare delivery/practice organizations. PayScale.com reports a broad range of salaries for not-for-profit executive directors (positions for which these graduates will be prepared). Such positions generally command salaries from $70,000-$143,000 in the Sacramento region. Teaching positions are another viable option to students graduating from this program, with Nurse Educator salaries averaging $94,670, according to the Bureau of Labor Statistics[11]. Given the debt load of most students, a public service career path is a viable option.

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

Staff and faculty from the Betty Irene Moore School of Nursing work very closely with staff in the Financial Aid Office to describe financial aid opportunities to prospective, admitted and enrolled students. Marketing is via the School of Nursing and program-specific websites, collateral material, a listserv of student prospects maintained by the School of Nursing, the Health System Financial Aid office, sessions during interview days, and one-on-one conversations with admitted and enrolled students.

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[11] https://www.bls.gov/oes/current/oes251072.htm#st

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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?

This has not been considered as a potential talking point with prospective students because it has not surfaced as a question from them. Prospective students have expressed more interest in hearing about actual cost (tuition & fees), and learning about funding opportunities offered by the school, and the school is considering how to provide this information in the context of complying with UC policy on advertising tuition and fees.

VII. OTHER

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

N/A

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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 only 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 2018-19 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.

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

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The program convened a focus group in October 2018, which consisted of three student cohort representatives from the year 1 and year 2 cohorts. Summary information containing details of the increase and how the program proposes to invest it were also shared via email with all students in October 2018. Focus group representatives gathered information from their cohort and shared

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questions and feedback with the Assistant Dean for Administration. The following questions and concerns were surfaced in the student feedback (*responses provided to students are in italics*):

- Will the PDST increase be covered by increased aid, or be an additional cost to the student? *33% will be returned as aid and the remainder will be additional costs to the students.*
- Will current students be affected by the increase? *Students graduating prior to Summer 2019 will not be affected, but all students enrolled thereafter will be affected.*
- What specifically does the supplemental tuition pay for? *PDST contributes to specialized facilities and support staff, as well as market-rate faculty salaries that exceed costs of a traditional graduate program. These fees allow for the adoption of active learning classrooms and simulation labs.*
- Cohort representatives shared that, in general, students are not supportive of increases because the program is already costly and morale among some students is low. *The NSHL faculty and leadership are reviewing the school's clinical programs to identify curricular changes that will directly address the morale issues expressed by students. It is anticipated these changes will be submitted to the UCD Graduate Council for consideration during its fall, 2019 cycle.*
- Students asked for information about what other UC professional schools charge, and whether the NSHL-MS is comparable. *UC professional schools establish separate PDST proposals based on their own funding circumstances and projected expense increases; and nursing lags the other clinical programs, since the nursing PDST was established later (than Medicine, Dentistry, e.g.) and at a lower rate. Therefore, the NSHL-MS 5% proposal may be a higher percentage than other clinical professions, but the overall dollar amount is lower (see Section III.a). The four UC Schools of Nursing are submitting the same 5% per year proposal.*
- Students asked whether the physician assistant M.S. will be subject to the same proposal. *The physician assistant program is a self-supporting degree program (SSDP), subject to a different fee increase proposal process, which will come later in the academic year.*

Changes to the proposal resulting from feedback:
- Students expressed dissatisfaction with the level of access to the simulation labs, and amount of time available to practice clinical skills. *As a result of this feedback, leadership is assessing how students can be provided more access to simulation facilities, including allocating a portion of new faculty FTE to the program, as outlined in Section III.a.*
- Students expressed that they were unhappy with their clinical rotation experiences, and felt the curriculum is heavily geared toward the physician assistant model rather than the nursing model. *The NSHL faculty and leadership are reviewing the*

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school's clinical programs to identify curricular changes that will directly address this student concern. It is anticipated these changes will be submitted to the UCD Graduate Council for consideration during its fall, 2019 cycle.

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 must be provided by the program.**

☒ Plan shared with   Jonathan Minnick   on 11/09/2018.
<div align="center">Campus graduate student organization (i.e., your campus' GSA president)</div>

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

☐ If applicable, plan shared with   _____ .
<div align="center">Program graduate student organization (i.e., your program council or department GSA)</div>

      ☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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

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IX.e. Below, please 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.

An overview of the PDST increase proposal was presented at the July 26, 2018 SON faculty meeting, who had no relevant comments or questions. Resulting questions from the faculty, summarized below, were generally focused on the school-wide budget, rather than specific to PDST, so no changes to the proposal resulted from the feedback.

- Will there be an increase to Self-supporting degree programs also, and if so, when? *The SSDP program increases are typically due in January/February, and faculty input will be solicited separately at that time. The SON's budget model does include forecasting for an annual increase, and will have to take into account any new expenses such as assessments by campus, etc.*

- What is the total cost to the students of each of the school's programs? *Information on total cost and RTA was provided in a follow-up communication.*

- What is the school's total projected revenue at steady-state? *Information on total projected revenue was provided in a follow-up communication.*

- Does each degree program have a budget? *There was discussion about the different program budget templates the school must use for PDST versus self-supporting degree programs. The school also maintains a 5-year budget forecast that looks at all programs in aggregate to plan for long-term sustainability. This was shared at the 7/26/18 faculty meeting, and is presented at least annually to the faculty and approximately quarterly to the Council of Leaders, which includes all Deans and Program Directors.*

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with ___Jean-Pierre Delplanque_____ on November 08, 2018.
　　　　　　　　　　　Graduate Dean

☒ Plan endorsed by ___Gary S. May_____ on November 26, 2018.
　　　　　　　　　　　Chancellor[12]

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[12] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$6,060	$6,060	$6,060	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$6,540	$6,540	$6,540	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	3.2%	$396	3.1%	$402
Campus-based Fees**	$1,000	$1,030	$1,061	3.0%	$30	3.0%	$31
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)	$0	$0	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	$19,630	$20,056	$20,489	2.2%	$426	2.2%	$433
Total Fees (Nonresident)	$32,355	$32,781	$33,214	1.3%	$426	1.3%	$433

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments:

The MPVM leadership is undertaking a strategic planning effort in 2018-19, so we propose two years of no fee increases in the MPVM program while we work on curricular and programmatic design. We may return in 2019-20 with an updated multi-year plan.

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

Our school's primary goal is to: educate world leaders in academic veterinary medicine, veterinary medical practice, and public and environmental health. Through outstanding MS, MPVM, and PhD graduate studies, we provide top quality educational experiences to support our students and colleagues as leaders in veterinary medicine. We specifically engage our collective community in the advancement of the profession through the broad spectrum of career opportunities in academia, private practice, and in public health. The MPVM/environmental health piece of our profession is a unique and growing area of veterinary medicine, which bridges animal and human ecosystems and their dependence upon the same environment. Our strategies are: (1) attract, mentor, and support the best and the brightest students and trainees; (2) design curriculum and training programs to meet current future societal needs; and (3) lead the field of veterinary medicine by sharing educational expertise and best practices locally, nationally, and internationally.

Using state-of-the-art methods in epidemiology, the MPVM program prepares veterinarians to investigate and evaluate disease and production problems in animal populations and to design, evaluate, and implement disease control or other veterinary services programs. Our program is an applied epidemiology program established in 1967 targeted to health professionals including practicing veterinarians. Our program is designed for those with a Doctor of Veterinary Medicine degree (DVM). Graduates often choose careers in: (1) public service taking positions in state, federal, and international public health and international development agencies; and (2) non-governmental international health organizations. Our program is somewhat similar to a Master of Public Health (MPH) program – though the level of preparation and knowledge required for our program is higher than for a typical MPH degree which requires a BA/BS as preparation – but has a different target audience (veterinarians or practicing health professionals) and has a very rigorous epidemiological focus to the curriculum. The program is a three quarter program (1 academic year). At times, students may take an extra quarter to finish their capstone research project.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Last year, we submitted a new plan and it was approved for one year, AY 2018-19. In alignment with our plan, new PDST funds have been budgeted this year **to maintain instructional and student service support levels**, specifically paying for inflationary increases in the salaries and benefits of our graduate coordinator and teaching assistants. Students will continue to benefit from the graduate coordinator's expertise to navigate the program. Students also will continue to benefit from the academic support of teaching assistants, as they provide insight on in-depth data intensive assignments and projects in our applied epidemiology program

Prior to the plan that was approved for one-year, the primary goal from our prior multi-year plan, which covered the period from 2011-12 through 2013-14, was to fund staff to assist in the teaching of the MPVM program, particularly the laboratory classes. The requested increase only covered the inflationary increase associated with funding these positions. Due to budget cuts, the number of faculty available to teach this program has been reduced. If we had not received the requested increase, we would not have been able **to continue funding these teaching assistants, the quality of teaching would have been significantly diminished, and the workload on faculty would have been unreasonably high**. With the additional PDST funds, we accomplished our goal. Teaching assistants have been integral to the program to assist students on their coursework throughout the program.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We propose to keep our PDST levels flat for the next two years while we undertake a strategic planning process. A primary goal of our planning process is to capitalize on our strength as a rigorous, evidence-based veterinary science program while exploring

student demand for veterinary science and public health programs. It's still early in the process, but we know our faculty are considering updates to the curriculum and revisions to the admission requirements. We plan to use our current fees for the same purposes as described in Section II.a.: to **maintain instructional and student service support levels** by funding Teaching Assistants and a portion of our program coordinator's salary and benefits.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue		
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$0	$0	$0	$0
Benefits/UCRP Cost	$8,837	$2,634	$2,629	$14,100
Providing Student Services	$15,757	$5,165	$5,113	$26,035
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$26,700	$0	$700	$27,400
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$25,266	$3,841	$4,158	$33,265
Other Non-salary Cost Increases	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0
Total use/projected use of revenue	$76,560	$11,640	$12,600	$100,800

Additional Comments:
The proposal is for a two-year plan. This is a small program and the PDST is allocated to financial aid, student services and instructional support salaries and benefits. Any increases in expenditures for 2019-20 and 2020-21 are associated with enrollment growth only and not PDST increases (which remain flat at currently approved levels for both years).

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

We have aimed to keep the PDST low over the past seven years and have only increased it twice in 2015-16 by 2.5% and in 2018-19 by 3%. We have not kept pace with fixed cost increases associated with the salaries and benefits for staff who provide student services and instructional support. We have established four endowments for the MPVM program over the past several years that yield about $25,000 annually. The SVM has three endowments that are for joint DVM/MPVM students that yield approximately $30,000 per year. Our school continues to fundraise for the MPVM program. Fundraising for student scholarships is one of the highest priorities for our advancement team.

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

Our proposal is for no PDST increase for two years.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	4	7	8			
Domestic Nonresident						
International	8	7	8			
Total	12	14	16	0	0	0

Additional Comments

We often have more international students than domestic students. Our program has a long history of attracting international professionals. We are aiming to attract more domestic applicants in future years.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges						
	Actuals	Projections		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
				%	$	%	$
Residents							
Colorado School of Public Health/CSU	$25,237	$25,994	$26,774	3%	$757	3%	$780
Ohio State University	$26,514	$27,309	$28,129	3%	$795	3%	$819
Unversity of North Carolina	$37,146	$38,260	$39,408	3%	$1,114	3%	$1,148
Virginia Tech/VA-MD College of Vet Med	$32,070	$33,032	$34,023	3%	$962	3%	$991
Public Average	$30,242	$31,149	$32,083	3%	$907	3%	$934
Private Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Public and Private Average	$30,242	$31,149	$32,083	3%	$907	3%	$934
Your program - UC Davis	$19,630	$20,056	$20,489	2%	$426	2%	$433
Nonresidents							
Colorado School of Public Health/CSU	$54,891	$56,538	$58,234	3%	$1,647	3%	$1,696
Ohio State University	$71,522	$73,668	$75,878	3%	$2,146	3%	$2,210
Unversity of North Carolina	$70,054	$72,156	$74,320	3%	$2,102	3%	$2,165
Virginia Tech/VA-MD College of Vet Med	$60,308	$62,117	$63,981	3%	$1,809	3%	$1,864
Public Average	$64,194	$66,120	$68,103	3%	$1,926	3%	$1,984
Private Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Public and Private Average	$64,194	$66,120	$68,103	3%	$1,926	3%	$1,984
Your Program - UC Davis	$32,355	$32,781	$33,214	1%	$426	1%	$433

Source(s): Websites from the respective schools and colleges:
[Colorado School of Public Health](#)
[Ohio State University](#)
[University of North Carolina](#)
[Virginia Tech/VA-MD College of Vet Med](#)

Additional Comments: Used University's recommended escalation factor of 3% annually for comparator year over year increases.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The following four programs have been chosen as comparators for our MPVM program:

Colorado State University MPH with focus area in Animals, People, and the Environment;
Ohio State University MPH with Veterinary Public Health concentration;
University of North Carolina MPH with Veterinary Epidemiology concentration; and
Virginia Tech MPH with Infectious Disease concentration.

It has been difficult to find close comparators; our Director of the UC Davis MPVM program has chosen these comparators because they have either an epidemiological, infectious disease, global health, or veterinary public health emphasis. Our program is designed for those with a Doctor of Veterinary Medicine degree (DVM), so the level of preparation and knowledge required for our program is higher than for a typical MPH degree which requires a BA/BS as preparation. Also, our program is designed for students who want careers in research, the health sciences including public health, or as a practicing veterinarian. So, while similar to MPH programs in some ways, our program could be considered targeted to an audience with a more rigorous educational expectation. These four programs were, according to our faculty, closest to our program; they did not believe there were private programs that were fair and appropriate comparators.

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

Both the resident and non-resident MPVM are less expensive than the comparison institutions.

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

QS World University ranked UC Davis number one in veterinary science for the last three years. The MPVM program is part of the veterinary sciences offerings in our school in addition to the Doctor of Veterinary Medicine (DVM) program. Our MPVM program has been internationally recognized for the last 50+ years since its inception in 1967. Our program is distinguishable from its comparators given that it is designed for students with a DVM degree. Students enter the program with more advanced training and typically pursue careers in leadership in the areas of clinical veterinary medicine or epidemiology. Students in MPH programs would more likely pursue careers in management or in the public policy arena in human health. MPVM students would be characterized as typically more technical or clinical, and MPH students would be typically public human health generalists. As mentioned above, our program is designed for those with a Doctor of Veterinary Medicine degree (DVM), so the level of preparation and knowledge required for our program is higher than for a typical MPH degree which requires a BA/BS as preparation.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	7.7%	0.0%	0.0%	N/A	N/A
Chicanx/Latinx	13.0%	0.0%	11.1%	29.4%	N/A	N/A
American Indian	0.0%	0.0%	0.0%	0.0%	N/A	N/A
Subtotal Underrepresented	*13%*	*8%*	*11%*	*29%*	*0%*	*0%*
Asian/East Indian	4.3%	7.7%	11.1%	0.0%	N/A	N/A
White	65.2%	17.9%	14.8%	17.6%	N/A	N/A
Other/ Unknown	0.0%	0.0%	0.0%	0.0%	N/A	N/A
International	17.4%	66.7%	63.0%	52.9%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	0.0%	25.0%	0.0%	N/A	N/A	N/A
Gender						
% Male	33.3%	50.0%	30.0%	35.3%	N/A	N/A
% Female	66.7%	50.0%	70.0%	64.7%	N/A	N/A

Sources: Ethnicity and Gender (fall 2018 only): UCD Academic Affairs
UC socioeconomic status and gender: UC Corporate data
Comparison institutions: No data available publicly.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The MPVM program is unique, with total enrollment of only 12 students currently but ranging from 7-14 students in recent years, including a fairly significant number of international students. While URM enrollments have improved particularly with our fall 2018 class, the size of our program means that the composition of each cohort is subject to significant fluctuation, making it difficult to comment on trends. Nonetheless, we are concerned about overall enrollment, and are conducting recruitment outreach to attract domestic students including domestic students with diverse racial/ethnic backgrounds. Note, comparison figures regarding racial and ethnic diversity for our comparator schools were not available publicly.

We recruit at other veterinary schools around the US, at State and Federal agencies, through our alumni network, at professional conferences, and through the American Veterinary Medical Association website. New for this year, we also advertised our program in journals with diverse readership. We have established four endowments for the MPVM program over the past several years that yield approximately $25,000 annually for fellowships. The SVM has three endowments that are for joint DVM/MPVM students that yield approximately $30,000 per annually for fellowships. We will use these endowments in a more targeted way to attract students from under-served populations.

One thing to note is that our students are drawn from the population of individuals with Doctor of Veterinary Medicine (DVM) degrees. Because our MPVM program also draws students with international backgrounds, we are able to capture diversity in international experience which has proven valuable for our program. We have over 900 alumni and they have gone on to work in 74 countries around the world often returning to their home country to work for their government or an international agency.

We are continuing ambitious efforts to diversify our DVM student population (the pipeline for MPVM students) and expect in the future for this to impact the diversity of our MPVM program's domestic student diversity. In order to diversify our DVM Program, which serves as a pipeline to our MPVM Program, we employ a variety of approaches.

A diversity officer works with our admissions office to conduct outreach to under-represented individuals for our DVM program. In addition, we recently added an outreach program to enhance the pipeline of diverse and socioeconomically disadvantaged potential

students: our SMASH program (Summer Math And Science Honors) is a college preparation program we offer at UC Davis for thirty 8th grade students from underrepresented groups and disadvantaged socioeconomic backgrounds. In addition to our fairly new SMASH program, we offer our Summer Enrichment Program (SEP) which began over 25 years ago and has welcomed college students from around the world. It is designed to provide disadvantaged students with activities that will enhance their preparation to veterinary school. This is a five-week intensive summer program designed for college level students. The program accommodates 12 students each summer. We usually receive between 30-40 applicants to the SEP. Our admissions and diversity officer estimates that approximately 2-4 of the 10-12 students that enroll in the program each year ultimately attend veterinary school. The school has had several SEP graduates obtain a DVM degree from UC Davis.

Students have the opportunity to obtain some veterinary experience through rotations at the UC Davis Veterinary Medicine Teaching Hospital. Some of the rotations previously featured in SEP rotations include Community Medicine, Small Animal Surgery, Equine Medicine, Equine Surgery, CAPE (Exotics), Behavior, Dermatology, Ophthalmology, and more. The SEP students shadow the faculty and veterinary students. Students will be required to make presentations, participate in mock MMI situations, and come to all lectures provided. All students are expected to complete the entire five weeks (Monday through Friday) and all components of the program. The day begins with clinical rotations and ends with lectures/labs/field trips.

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?

Based on the data, it is difficult to discern a trend in the percentage of our students who received Pell grants as undergraduates. Given the size of the program (currently 12 students, but ranging from 7-14 in recent years) and our enrollment of international students who are not eligible for Pell grants as undergraduates, we expect variation in the Pell %. The small size of our program can lead to variances in data over time and make trend analysis difficult. Nonetheless, we include financial aid information in our outreach efforts. We also allocate our return-to-aid funding and our USAP funding to all students who are admitted to the program in an effort to be equitable. We know that affordability is key to attracting students to our program. As we mentioned above, we have established four endowments for the MPVM program over the past several years that yield approximately $25,000 annually for fellowships. The SVM has three endowments that are for joint DVM/MPVM students that yield approximately $30,000 per year. We will use these endowments in a more targeted way to attract a more diverse applicant pool.

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 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 mentioned above our population is somewhat similar to the DVM population, largely female. Given the extremely small size of the program (currently 12 students but ranging from 7-14 in recent years) we do have variations. The program fluctuates between a 50/50 split between males and females to a 30/70 split. With a larger population, we would aim for a more even split. Since our program is designed for students with a DVM, the gender composition of our program may reflect gender proportions typically found in DVM programs. Currently, our DVM program is 85% female. We suspect that our comparators that are Master in Public Health programs in the US do not largely attract from the DVM population in the same way that our program does. In our outreach efforts and online presence, we include perspectives from both women and men in our program. We must state that veterinary science is in fact a STEM field and the fact that there are more women than men in the profession is not a poor outcome. STEM fields are noted for their underrepresentation of women.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our goal is to have increased gender parity approaching an even split; increased URM students of between 30-40% of our student population; and to have at least 25% of our students as Pell Grant recipients. This year we experienced an uptick in enrollment to 12 students. Our target is to get to 20 students annually in this program, and sixteen within the next two years. We are working to increase underrepresented minority students, and have taken active measures as described above in our advertising and recruitment efforts to do so. We have a unique situation regarding gender parity with a largely female student population that largely reflects the DVM population. As reflected in the 2017 CVMA Economic Survey (also cited below in VI.b.), industry-wide about 70% of DVMs are female. While we expect the student population to increase in the next two years to sixteen students, that is still a small enough number to be subject to annual variability in gender, URM, and Pell Grant percentages.

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.)

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.

All Faculty (School or Department)**						Ladder Rank and Equivalent Faculty (School or Department)					
Ethnicity		2015-16	2016-17	2017-18		*Ethnicity*		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.2%	2.1%	2.7%		Black/Afr-American	Domestic	0.9%	0.9%	0.9%
	International						International			
Chicano(a)/Latino(a)	Domestic	7.1%	6.9%	5.9%		Chicano(a)/Latino(a)	Domestic	6.2%	6.0%	6.0%
	International						International			
American Indian	Domestic	1.1%	1.1%	1.1%		American Indian	Domestic	0.9%	0.9%	0.9%
Asian/Pac Is	Domestic	3.8%	4.8%	4.8%		Asian/Pac Is	Domestic	3.5%	3.4%	3.4%
	International						International			
White	Domestic	83.6%	82.4%	82.4%		White	Domestic	85.0%	85.3%	84.5%
	International						International			
Other/Unknown	Domestic	2.2%	2.2%	3.2%		Other/Unknown	Domestic	3.5%	3.4%	4.3%
	International						International			
Percentage by Gender		2015-16	2016-17	2017-18		*Percentage by Gender*		2015-16	2016-17	2017-18
Female		45.9%	47.3%	48.9%		Female		40.0%	40.7%	42.0%
Male		54.1%	52.7%	51.1%		Male		60.0%	59.3%	58.0%

Sources: UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Veterinary Medicine works with our campus to diversify our faculty. Chancellor May has released the campus strategic plan in 2018 and Goal 3 of the plan is to: embrace diversity, practice inclusive excellence, and strive for equity. Our campus appreciates that diversity in all its dimensions ensures that our faculty will bring a full range of backgrounds and perspectives to its teaching, research, and service responsibilities.

The campus Office of Academic Affairs helps our school in setting diversity goals for our faculty recruitments in accordance with our Affirmative Action plans. To further continue to diversify our faculty, our school is partnering currently with our campus Office of Academic Affairs in a centralized recruitment of eight faculty (one of whom would be selected for our school) with the aim to create a diverse applicant pool. The program is Advancing Faculty Diversity 2018-19. UC Davis' Office of Academic Affairs is receiving funding from UC Office of the President for this pilot program. This is a new program to expand diverse faculty in the ladder ranks at UC Davis. Our school is considered an early adopter of this novel approach.

Our Dean has made diversity among faculty a high priority as evidenced by the SVM's Goal Five of our recently adopted Strategic Plan for 2018-2023: promote a vibrant and diverse community of faculty, staff and students to advance the mission of the school in an engaged and respectful community. Note, we recruit for faculty at the school level, not specifically for a particular degree program. When our school recruits, we consider the school's research, teaching, service, and clinical needs and we aim to create the most diverse applicant pools consistent with the campus' and school's strategic plan. We require all faculty search committees to take unconscious bias training as part of the STEAD training program offered by UC Davis. Our school has participated in hiring faculty through the Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) program. Our clinical faculty tend to be slightly more diverse than our ladder rank faculty members. There has been a slight uptick in our clinical faculty diversity over the last three years. We have a significant population of faculty with international backgrounds that teach in our program, which adds a diverse perspective. We have annual Calvin Schwabe Lectureships and Dyar Memorial Lectureships (https://www2.vetmed.ucdavis.edu/mpvm/about/mpvm50.cfm) that emphasize the diverse international nature of our program.

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 provide financial aid and scholarship support to ensure the program is affordable to all our students. We believe our program is affordable and is reasonably priced compared to our comparators. Our students generally have not accumulated a large amount of debt. They do have debt; however, as can be seen from the table below, over the last five years our student debt load has been fairly low. Because the program is extremely small, it is inherently subject to some volatility and the percentage fluctuates from year-to-year. Those with debt have less than $50,000 in cumulative debt for the last six years. We draw largely from an international student population and have less ability to track starting salaries than our DVM program. We do allocate 33% of our PDST revenue to Return-to-Aid to all students in our program and 33% of our USAP funds to all of our students. We allocate financial aid funds to all students enrolled for a total of $5,796 per student in 2018-19 (combined USAP and RTA allocations). We also have teaching assistantship opportunities given that several of our classes in the program are epidemiology courses requiring TAs to support our faculty. Our low student debt load is a strong indicator of the affordability of our program.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	43%	33%	14%	27%	20%	0%	100%
Cumulative Debt among Students with Debt	$84,986	$43,747	$36,509	$29,145	$18,500	$0	$27,333

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?

Our student population in this program is fairly low, ranging from 7-14 students per year in recent years, so the student debt numbers may vary significantly year over year. Since we are not planning any increases, we do not expect any changes to this trend.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	100%	$27,333	$100,000	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: Data were not available for comparison institutions. Our program's starting salary source is the CVMA Economic Survey Report 2017.
Additional Comments: N/A

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

While we are definitely concerned about the pricing of our program we are not as concerned about our student's debt load for this program. As can be seen from the tables above, debt load is very low over the past few years. We expect indebtedness to remain relatively low among our MPVM student population who are sensitive to the cost of the program. Additionally, we admit health professionals into the program and not typically recent graduates from an undergraduate program, so student debt tends to be relatively low. We draw students typically from a group of working health professionals. The debt payment as a percentage of median starting salary is fairly low and, accordingly, we believe debt levels are manageable in light of our graduates starting salaries at graduation.

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

We believe that since our program cost is reasonable and our student population are largely health professionals that our graduates would be able to take public service positions without the burden of a large student debt load. Many of our graduates are employed in public agencies within the US and abroad. As mentioned above, our school provides significant financial aid, including scholarships from endowment earnings, to support our students so that debt is not a significant issue.

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?

Our students often work for state, federal, and international agencies serving the public and they typically earn similar salaries than students who enter the private sector. We estimate that much like our DVM professional positions, there is not much difference in median average salary for public (agency positions) versus private sector careers. In light of our students' indebtedness levels, either careers paths are available to our graduates.

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

As mentioned above we recruit through our alumni network, professional conferences, state and federal agencies, and the American Veterinary Medical Association website. Our school allocates recruitment funds to the MPVM program staff and affiliated faculty to attend conferences to promote the program. At these events we explain the entrance requirements, career opportunities, and financial aid and tuition and fees information to prospective students. We refer students to our website which describes our financial aid program (and how all students receive financial aid from the professional fees and USAP funds), federal loan programs, and the fellowship application process.

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?

Student debt and median salaries have not been a focus of our communications with our students. Students that graduate from our program pursue a variety of different careers including practicing veterinarian; state, federal, and international health agency professional work; or research positions at Universities. We do not track data on salaries because our students' professions span the globe and it has been difficult to do so. If prospective students were to inquire about student debt in our program, we would state that it's moderate and provide more information on the financial aid and fellowships available to students admitted to our program.

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.).

We think of our program as an applied epidemiology program that is targeted to health professionals. This program is not quite the same as a Master of Public Health program, but we want to emphasize that those programs are approximately comparable to ours, but not a complete match. Our MPVM program serves a niche and has for the last 50 years.

<u>PART B</u>

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 only 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 2018-19 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).

<u>Consultation with students in the program (or likely to be in the program)</u>

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

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited 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 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.

This year we emailed our students that we are proposing no fee increases while we undergo strategic planning process for the MPVM program. No feedback was provided.

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 must be provided by the program.**

☒ Plan shared with   Jonathan Minnick   on 11/09/2018.
            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   Tara Marie Urbano   on 10/1/2018   .
            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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

Our graduate group faculty are involved in a strategic planning process for this program and are aware that we are proposing no fee increases. The faculty were told at the strategic planning retreat on September 6, 2018 that there would be no professional fee increases for the next two years, and the feedback was favorable.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   <u>Jean-Pierre Delplanque</u>   on <u>November 08, 2018</u>.
                       Graduate Dean

☒ Plan endorsed by   <u>Gary S. May</u>   on <u>November 26, 2018</u>.
                       Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$8,100	$8,343	$8,592	$8,850	$9,117	$9,390	3%	$243	3%	$249	3%	$258	3%	$267	3%	$273
Prof. Degr. Suppl. Tuition (Nonresident)	$8,616	$8,343	$8,592	$8,850	$9,117	$9,390	-3%	($273)	3%	$249	3%	$258	3%	$267	3%	$273
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$1,000	$1,030	$1,061	$1,093	$1,126	$1,159	3.0%	$30	3.0%	$31	3.0%	$32	3.0%	$33	3.0%	$34
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)***	$2,706	$2,787	$2,871	$2,957	$3,046	$3,137	3.0%	$81	3.0%	$84	3.0%	$86	3.0%	$89	3.0%	$91
Total Fees (CA resident)	**$24,376**	**$25,126**	**$25,892**	**$26,688**	**$27,508**	**$28,356**	3.1%	$750	3.0%	$766	3.1%	$796	3.1%	$820	3.1%	$848
Total Fees (Nonresident)	**$37,137**	**$37,371**	**$38,137**	**$38,933**	**$39,753**	**$40,601**	0.6%	$234	2.0%	$766	2.1%	$796	2.1%	$820	2.1%	$848

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry. MPH program students attend Summer Session and pay a per-unit rate.

Additional comments:.
Currently, the UC Davis MPH PDST level for nonresidents is slightly more than residents. The program is now proposing to make PDST levels the same amount moving forward for all students and, accordingly, proposes a 3% decrease in the nonresident PDST in 19-20, but will then increase the nonresident PDST by 3% in subsequent years matching the resident PDST.

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

The MPH program at the University of California, Davis (U.C. Davis) was established in 2002 with a class of 5 students and one specialty in General Public Health. Since then, the program has grown to a class of 35 students and offers specialties in General Public Health, Epidemiology, and Biostatistics.

The mission of the Masters of Public Health Program is to develop the public health leaders of the future by providing a high-quality Master's degree curriculum in partnership with the public health community. We accomplish this through the collaborative efforts of the UC Davis community, including the Schools of Medicine, Veterinary Medicine, Management, Law, Education, and Nursing and the Colleges of Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters & Science. These collaborations offer students content expertise in general public health and health disparities, agricultural and rural health, nutrition, reproductive and women's health, chronic diseases, epidemiologic and biostatistical methodology, informatics, infectious and zoonotic diseases, health economics, health-care quality and outcomes, and others.

The 56-unit MPH program is an accelerated 12 month program (with an option to stay longer), which assigns 40 units to required courses, including the five core public health courses, an informatics course, a four-quarter seminar featuring guest speakers from the public health practice community, and a practicum course. Sixteen units are allotted for electives and/or one of the specialties. The program has several unique features that appeal to prospective students and employers.
- A close relationship with the California Department of Public Health means that practicing public health officials regularly lecture in MPH classes and serve as preceptors for practicum placements. This provides students regular contact with working professionals from a wide variety of public health disciplines.
- The interdisciplinary nature of graduate education at UC Davis allows MPH students to take elective courses outside of the MPH program in subjects such as toxicology, epidemiology, health services research, health communications, and nutrition.
- As mentioned, this academically accelerated program can be completed in 12 months, although students may stay for as long as two years if they choose to take more electives or pursue a part-time degree. Approximately 85% of the MPH students are full-time, and about the same proportion of students complete the degree within 12 months.

- Within six months of graduation approximately 80% of students find career positions in public health, and a handful go on to medical, nursing, or law school or pursue a PhD degree. This indicates a high degree of success in preparing students for public health practice.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The expiring multi-year plan was for AY 2016-17 through AY 2018-19; PDST funds were used for the following goals:

1) **Maintain the quality of the program –** We expanded our course offerings to grow the educational goals of the department. This included recruiting faculty to develop and teach new courses. In 2017, the program hired a 50% lecturer position that specifically teaches the practicum course and oversees the capstone experience. This position works with the public health community to ensure students have practicum placements. Each year all students have been successful in obtaining a practicum placement. The program also supported a 10% position to offer a SAS statistical course to the curriculum for the students. The program also employed a student assistant to help improve student services by assisting with social media sites, updating program fliers, collecting data for campus and accreditation reports, and compiling a career newsletter.

2) **Expand outreach opportunities to recruit a high caliber diverse student body -** The program strives to recruit and enroll a student body that reflects the racial and ethnic diversity of the state of California. For accreditation reporting, the MPH program used the diversity of the University of California students receiving a bachelors' degree as a benchmark because our program requires a bachelors' degree for admission. In 2015-16, 21% of the graduating class across all ten U.C. campuses were Latino/Chicano, 4% were African American, and 1% were American Indian; among all graduates, 42% were the first generation in their family to attend college.

   Starting in 2011, the MPH program adopted several changes to improve diversity among students: formally adopted a holistic review process that emphasizes many qualities, not solely G.P.A. and GRE scores; recruited more diverse members for the

Admissions Committee; and provided an orientation to Admissions Committee members on diversity policies in the UC system and on unconscious bias. As a result, in the last three years the proportion of American Indian students consistently met our benchmark of 1% of the class; for two of the three years, close to 4% of the class was African American; and 21% were Hispanic/Latino students.

More details regarding our recruitment and outreach effort can be found below in section V.

3) **Continue to meet accreditation requirements for the Council on Education for Public Health (CEPH)** –The UCD MPH Program admitted its first class in the summer of 2002. The program received full accreditation from the Council on Education for Public Health in 2005 and seven-year re-accreditation in 2010. The program just underwent an accreditation review and site visit. Funds have been used to support staff who provided accreditation support. In addition, funds were used to maintain accreditation annual fees.

4) **Create career and professional development networking opportunities supplemental to those already offered on campus -** Funds were used to provide MPH specific quarterly networking events. Events included former MPH alumni, current students, faculty, and members of the local public health community. Students had an opportunity to network with individuals to seek out possible practicum and job opportunities. All current students were placed in practicum sites each year. The program also employed undergraduate student assistants who collected job announcements and drafted a weekly career newsletter of current opportunities. From the 16-17 cohort of 37 students, 28 have secured employment and 9 are continuing their education. From the 17-18 cohort of 34 students, 17 have secured employment and 13 are continuing their education.

5) **Develop distance-learning opportunities so the MPH program is accessible to employees at the UC Davis Medical Center, as well as, the other academic graduate program housed in Sacramento** - UC Davis covers two campuses – Sacramento and Davis. The majority of instruction for the degree program is offered in Davis. Other programs we collaborate with and share courses with are the Graduate Group in Health Informatics, School of Nursing and the Masters of Advance Study in Clinical Research. All three programs are based at the Sacramento campus. To provide more opportunities for program collaboration, the MPH program invested in new video conferencing equipment (2 laptops, microphones and speakers) so courses can be video conferenced between the two campuses. This improved the collaboration between the health professional programs. There is also an interest to offer the MPH degree to working public health professionals. Improving our distance education technologies allowed us to continue to work towards that goal. Distance learning will also create a more diverse experience for our program by allowing staff and faculty to participate remotely.

6) **Meet all University expectations for student financial aid** – PDST revenue set aside for return-to-aid has been completely spent for various financial aid purposes: a) need-based grant awarding, b) merit stipends, or c) Spring practicum stipends.

> **2015/2016**: PDST was about **$87K** based on a headcount of 37 students enrolled; 100% was awarded
> **2016/2017:** PDST was about **$102K** based on a headcount of 42 students enrolled; 100% was awarded
> **2017/2018:** PDST was about **$95K** based on a headcount of 38 students enrolled; 100% of was awarded

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

With an initial adjustment to the nonresident PDST level to be identical to the resident PDST level, the program has proposed 3% annual increases for five years. The revenue generated from the professional fee increase will continue to support staff and faculty who are needed to **sustain and grow the program**. Employee benefits are expected to increase by 3% each year. In addition, fee increase will continue to be used for **instructional support** such as continued support for a SAS course, new computer and audio visual equipment, and TA and Reader support.

The MPH program will also continue to offer **practicum stipends to support students in their projects**. This award is for students in need of funds to assist them with their practicum projects. The UC Davis MPH Program provides up to 14 practicum stipends of $300 each. The funds can be used for travel and supplies or services related to your project. Students are encouraged to ask for matching funds from their preceptor. The practicum stipend will be disbursed in the form of grant aid.

To continue **sustaining and growing the quality of the program**, PDST funds will continue to be used to support accreditation efforts; student services that facilitate career and professional development, networking opportunities, and ensure 100% practicum placements; and a 50%-time lecturer position, initially funded in 2017, to teach the practicum course required for MPH students (SPH 297). This course was previously taught by the former MPH program director who retired. The 10-unit course spans the academic year, and provides professional development for new public health professionals with an emphasis on communication

skills. The course also encompasses the students' search for and completion of a 300-hour practicum placement and the capstone experience, which includes a report, poster, and presentation at a public symposium. SPH 297 teaching duties include class preparation and delivery of lectures, organization of small group projects, and identification of guest speakers; commenting on forms and papers; and grading class assignments.

If the plan is not approved, the program will need to evaluate its course offerings and teaching needs. The program is accredited by the Council on Education for Public Health (CEPH) and has curriculum requirements it has to meet. Recently, CEPH revised its requirements, which increased the workload for staff and faculty to analyze the curriculum and to make a plan for areas we were deficient in. The program relies on the 50% lecture position to meet these accreditation requirements. In addition, the SAS course offering mentioned above is supplemented by the program. Without these positions offering the required curriculum the program would not meet accreditation requirements.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$14,400	$1,552	$476	$493	$511	$522	$17,954
Benefits/UCRP Cost	$57,237	$6,170	$1,892	$1,961	$2,029	$2,075	$71,364
Providing Student Services	$23,497	$2,533	$777	$805	$833	$852	$29,297
Improving the Student-Faculty Ratio	$24,763	$2,669	$819	$848	$878	$898	$30,874
Expanding Instructional Support Staff	$45,187	$4,871	$1,494	$1,548	$1,602	$1,638	$56,340
Instructional Equipment Purchases	$15,062	$1,624	$498	$516	$534	$546	$18,780
Providing Student Financial Aid	$99,412	$10,716	$3,287	$3,406	$3,524	$3,604	$123,948
Other Non-salary Cost Increases	$6,627	$714	$219	$227	$235	$240	$8,263
Facilities Expansion/Renewal	$15,062	$1,624	$498	$516	$534	$546	$18,780
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$301,248	$32,472	$9,960	$10,320	$10,680	$10,920	$375,600

Additional Comments: N/A

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

The MPH program administration has worked with the School of Medicine development office in the past to increase fundraising opportunities. Being a small department, there is not enough staff resources to keep following on these efforts. In addition, program staff continue to take advantage of campus opportunities to receive additional funds for the students, such as nominating admitted students for internal fellowships through the Office of Graduate Studies. The program also requests and receives recruitment funds from the Office of Graduate Studies to help support recruitment efforts.

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

After the first year of our plan to get PDST levels identical for all students, the program is proposing equal increases each year for the remaining four years of our plan.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	34	35	35	35	35	35
Domestic Nonresident	2	3	3	3	3	3
International	1	2	2	2	2	2
Total	37	40	40	40	40	40

Additional Comments: The MPH program expects enrollment to stay about the same each year for the next 5 years.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☒ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Total Charges to Degree Completion Projections						Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
San Francisco State (public) 5 semesters	$20,945	$21,573	$22,221	$22,887	$23,574	$24,281	3%	$628	3%	$647	3%	$667	3%	$687	3%	$707
Fresno State (public) 6 semesters	$24,063	$24,785	$25,528	$26,294	$27,083	$27,896	3%	$722	3%	$744	3%	$766	3%	$789	3%	$812
Univeristy of Washington (public SPH) 2 year	$43,674	$44,984	$46,334	$47,724	$49,155	$50,630	3%	$1,310	3%	$1,350	3%	$1,390	3%	$1,432	3%	$1,475
Boston University (private SPH) 2 year	$79,224	$81,601	$84,049	$86,570	$89,167	$91,842	3%	$2,377	3%	$2,448	3%	$2,521	3%	$2,597	3%	$2,675
Public Average	$29,561	$30,447	$31,361	$32,302	$33,271	$34,269	3%	$887	3%	$913	3%	$941	3%	$969	3%	$998
Private Average	$79,224	$81,601	$84,049	$86,570	$89,167	$91,842	3%	$2,377	3%	$2,448	3%	$2,521	3%	$2,597	3%	$2,675
Public & Private Average	$41,977	$43,236	$44,533	$45,869	$47,245	$48,662	3%	$1,259	3%	$1,297	3%	$1,336	3%	$1,376	3%	$1,417
Your Program - UC Davis	$24,376	$25,126	$25,892	$26,688	$27,508	$28,356	3%	$750	3%	$766	3%	$796	3%	$820	3%	$848
Nonresidents																
San Francisco State (public) 5 semesters	$37,181	$38,925	$39,624	$40,312	$41,019	$41,748	5%	$1,744	2%	$700	2%	$688	2%	$707	2%	$728
Fresno State (public) 6 semesters	$38,085	$39,949	$40,749	$41,539	$42,351	$43,188	5%	$1,864	2%	$799	2%	$790	2%	$813	2%	$837
Univeristy of Washington (public SPH) 2 year	$74,436	$76,669	$78,969	$81,338	$83,778	$86,292	3%	$2,233	3%	$2,300	3%	$2,369	3%	$2,440	3%	$2,513
Boston University (private SPH) 2 year	$79,224	$81,601	$84,049	$86,570	$89,167	$91,842	3%	$2,377	3%	$2,448	3%	$2,521	3%	$2,597	3%	$2,675
Public Average	$49,901	$51,848	$53,114	$54,396	$55,716	$57,076	4%	$1,947	2%	$1,266	2%	$1,282	2%	$1,320	2%	$1,360
Private Average	$79,224	$81,601	$84,049	$86,570	$89,167	$91,842	3%	$2,377	3%	$2,448	3%	$2,521	3%	$2,597	3%	$2,675
Public & Private Average	$57,232	$59,286	$60,848	$62,440	$64,079	$65,767	4%	$2,055	3%	$1,562	3%	$1,592	3%	$1,639	3%	$1,688
Your Program - UC Davis	$37,137	$37,371	$38,137	$38,933	$39,753	$40,601	1%	$234	2%	$766	2%	$796	2%	$820	2%	$848

Source(s): Data on program costs were found at each institutions website.

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Tuition & Fee Links:
Univ. of Washington: https://epi.washington.edu/tuition-residency
Fresno State Fees: http://fresnostate.edu/adminserv/accountingservices/money/regfee-fall.html
SFSU Fees: http://bulletin.sfsu.edu/fees-financial-aid/fees-expenses/#graduatescheduleoffeestext
Boston University: http://www.bu.edu/sph/admissions/financing-your-education/tuition-fees/

Additional Comments: The UC Davis MPH program is an academically accelerated program that can be completed in 12 months, although students may stay for as long as two years if they choose to take more electives. Our comparators range in their time to degree as indicated in the table above; therefore, we looked at the total charges of each program to degree completion.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Among our chosen comparators, UC Davis competes with programs in private and public institutions for the same applicant pool of students (many of our applicants who decline our admissions offer also attend other UC's that offer an accredited MPH). For the purpose of this proposal we selected three public institutions and one private institution that we see as comparator programs, who are also accredited by Council for Education in Public Health (CEPH), and compete for the same applicant pool of students. All CEPH-accredited programs follow the same criteria and standards for their degree offerings.

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

Factoring in the time to degree completion, the UC Davis MPH program is less expensive for resident and nonresidents than our public comparators and significantly less expensive when compared our private comparator.

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

UC Davis MPH students take less time to complete their degree than students in our peer programs. We find that students are attracted to the MPH program at Davis, specifically, for the opportunity to graduate sooner than other programs, and, generally, for the flexibility of when they can complete the program.

Other unique features that appeal to prospective students and employers includes our close relationship with the California Department of Public Health, which means that practicing public health officials regularly lecture in MPH classes and serve as preceptors for practicum placements. This provides students regular contact with working professionals from a wide variety of public health disciplines. Also, the interdisciplinary nature of graduate education at UC Davis allows MPH students to take elective courses outside of the MPH program in subjects such as toxicology, epidemiology, health services research, health communications, and nutrition.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	4.9%	5.4%	10.3%	9%	8%
Chicanx/Latinx	10.8%	20.5%	18.0%	25.6%	25%	6%
American Indian	2.7%	2.5%	0.0%	0.0%	0%	0%
Subtotal Underrepresented	*14%*	*28%*	*23%*	*36%*	*34%*	*14%*
Asian/East Indian	40.5%	35.2%	29.7%	38.5%	20%	12%
White	43.2%	34.4%	44.1%	23.1%	34%	69%
Other/ Unknown	0.0%	0.0%	2.7%	0.0%	7%	0%
International	2.7%	2.5%	0.0%	2.6%	5%	5%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	41.0%	40.0%	51.0%	N/A	N/A	N/A
Gender						
% Male	25.6%	28.6%	29.7%	18.4%	17%	24%
% Female	74.4%	71.4%	67.6%	81.6%	83%	76%

Sources: Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis; Socioeconomic status and Gender: UC Corporate data
San Francisco State University (public): 2016-2017 Demographic Data
Fresno State University (public): 2012-2013 Demographic Data* - more current data not provided.
Boston University (private): 2017-2018 Demographic 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

For accreditation reporting, the UC Davis MPH Program strives to recruit and enroll a student body that reflects the cultural and ethnic diversity of the state of California. According to California Department of Finance demographic projections for 2020, of 41 million Californians, 40% will be Hispanic; 38% White non-Hispanic; 13% Asian; 6% Black; 3% Multiracial; and less than 1% American Indian, Alaska Native, Native Hawaiian, or Pacific Islander. [Source: http://www.dof.ca.gov/Forecasting/Demographics/Projections/]

The MPH program defines the following groups as underrepresented: Hispanic, Black, and American Indian students; first generation college students; and men (who are traditionally underrepresented in public health). In relation to our comparator programs, the Davis MPH program compares well based on fall 2018 data, in which the numbers of underrepresented minorities have increased in the last year. In fall of 2018, 36% of the our program was underrepresented minorities compared to 34% from public comparators and 14% for private comparators.

Since AY 2015-16, the UC Davis MPH Program has established new policies and procedures designed to recruit and admit a diverse student body. This includes clearly stated goals for recruitment; active recruitment at UC Merced and UC Riverside, two designated Hispanic Serving Institutions; and the implementation of new admissions review procedures. The result has been an improvement in student diversity.

Throughout the academic year, UC Davis MPH students, faculty, and staff work to increase the pipeline of applicants from underrepresented and other groups through frequent on-campus engagement programs including information nights, presentations with the UC Davis Colleges and related undergraduate courses, and advising office hours at Health Professions Advising (HPA); California community college and university outreach at graduate fairs and diversity education forums; and other various pipeline programs at various UCs, CSUs, and in-state locations. The purpose of the visits is to connect with students from diverse populations and to inform them about the program and opportunities available to them. MPH program staff target institutions and events that have high visibility with underrepresented minorities, such as the California Diversity Forum in Graduate Education. Through these targeted events the program is able to connect with diverse populations.

In addition to graduate fairs, the MPH program held presentations to student interest groups (e.g., American Medical Student Association at American River College, Chicanos/Latinos in Health Education, Minority Association of Pre-Medical Students, Shifa Clinic, Imani Clinic and Clínica Tepati).   Specific to underrepresented student recruitment, the program presents at the California Forum for Diversity in Graduate Education and a number of Hispanic-serving institutions defined by the Hispanic Association of Colleges and Universities. The program also works in concert with the Graduate Diversity Officers in the Office of Graduate Studies with increasing diversity in graduate education by recruiting at colleges and universities.

For prospective students who are not located in the state of California, the program hosts monthly admission webinars that highlight the program mission, values, and admission requirements. All activities are marketed using the UC Davis MPH Program website, social media – Facebook, Instagram, & Twitter – and targeted email campaigns.

Also, we provide services aimed at admit yield-improvement, retention, and providing additional funding:

➢ **Admit Yield-Improvement Outreach:** Once our student applicants have been notified that they have been admitted to attend the MPH Program, staff make personal contact with the admitted students to encourage them to attend UC Davis. The contact includes a letter from the Graduate Group Chair, supplemental information on housing and external fellowships, as well as information on our prospective student visit day. The UC Davis MPH Program Visit Day aligns with National Public Health Week and prospective students have the opportunity to engage with current students, faculty, and alumni to assess if UC Davis MPH Program is the right fit for them. As part of this outreach program, the admitted students additionally have the opportunity to connect with current students, alumni, and faculty with the same or similar ethnicities, backgrounds and interests on an ongoing basis.

➢ **Mentoring & Student Services:** To serve and support our current students, the MPH Program identifies a faculty member mentor to help guide and inform students one-on-one through the academic program, including their culminating experience project. Students meet quarterly with advisors to talk about academics and career plans. In addition, MPH Program staff meet quarterly with the students to review academic requirements and check-in on student progress toward the degree. This provides consistent and ongoing support to the students and is reflective in the retention and graduation rates. The program has consistently been above 90% for its graduation rates since 2010. The program is able to track students and quickly address any deficiencies or issues that may come up. The MPH Alumni Board also provides mentoring to newly admitted students during the academic year. Being in close proximity to the Sacramento and central valley, we have many alumni who stay involved in the program. The program provides quarterly networking events on and off campus for the students and alumni to engage each other.

➢ **External Fellowship Recipients:** We advise MPH admitted students to apply for eight external scholarships that increase affordability for underrepresented groups and specifically focused to MPH students: https://health.ucdavis.edu/phs/education/mph/documents/Outside%20Funding%20and%20Scholarship%20Opportunities%202018-19.pdf

Future Diversity Recruitment Efforts:
The MPH program plans to expand recruitment efforts with Hispanic Serving Institutions and others to more effectively recruit a diverse pool of applicants, and to continue working with alumni on recruitment efforts. We are examining admissions data on the applicants to our program who are offered admission, but are not choosing to enroll in our program. We are increasing our efforts to better understand this population, particularly, URMs, and their rationale for choosing to enroll in another program, which we believe is due in part to the limited fiscal resources we have at our disposal in providing competitive financial aid packages compared to our competitor schools who are more able to provide more generous internal fellowships and funding resources to underrepresented students. To address the need for student financial support, the MPH program will continue to work with the new undergraduate public health minor to secure teaching assistant positions for MPH students. Several new courses will be added in 2018-19, and enrollment in most undergraduate public health courses is expected to expand, providing more opportunities for MPH student support.

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

The percentage of students in our program that have been Pell Grant recipients fluctuates each year based on class size and the diversity of the cohort, at 41% in 15-16, dropping to 40% in 16-17, and rising to 50% in 17-18. To recruit and enroll students from low socioeconomic backgrounds, MPH Program staff visit graduate and professional fairs across the state of California, including those hosted at Hispanic Serving Institutions and those that target underrepresented groups. During on-campus visits as well as on our program website, prospective applicants are provided program brochures as well as fee and financial aid, admission requirements, and curriculum materials. By educating prospective students of our program costs and resources for scholarships, students who come from low socioeconomic backgrounds are informed on the program's affordability.

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 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?

Public Health is a primarily female dominated profession. As men are traditionally underrepresented in the field, the UC Davis MPH Program includes this in its definition of underrepresented students when outreaching to prospective applicants. From 2015-2017, the UC Davis MPH Program increased the number of enrolled males in its program by 4.1%. In 2018, the program saw a drop in the number of enrolled male students and an increase in female students. To continue to recruit a diverse applicant pool across ethnicities, races, and genders, the UC Davis MPH Program has rebranded its website, brochures, and handouts to be more inclusive. Notable changes include a larger presence of current male students and alumni spotlights, as well as condensed and succinct information that is more clear to read and which highlight post-graduation outcomes and program strengths.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our goal continues to be to recruit and admit academically qualified students who represent the diversity of California, and who will be able to bring their personal and professional experiences into the classroom setting. The MPH program defines the following groups as underrepresented: Hispanic, Black, and American Indian students; first generation college students; and men (who are traditionally underrepresented in public health). While each year varies somewhat due to the small size of the program, we expect that we will continue to meet this goal and improve our proportions of underrepresented students based on our outreach, admit yield-improvement, retention, and financial aid efforts described in our responses above.

V.f. In the following 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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.3%	1.0%	1.2%
	International			
Chicano(a)/Latino(a)	Domestic	4.3%	4.2%	4.8%
	International			
American Indian	Domestic	0.2%	0.2%	0.2%
Asian/Pac Is	Domestic	29.6%	29.6%	29.6%
	International			
White	Domestic	64.2%	64.5%	62.8%
	International			
Other/Unknown	Domestic	0.4%	0.3%	0.9%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		37.1%	37.7%	40.5%
Male		62.9%	62.3%	59.5%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.0%	0.9%	0.0%
	International			
Chicano(a)/Latino(a)	Domestic	5.7%	5.6%	6.2%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	21.1%	23.0%	24.6%
	International			
White	Domestic	72.2%	70.4%	69.2%
	International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		30.1%	30.0%	33.2%
Male		69.9%	70.0%	66.8%

Sources: UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The UC Davis MPH Program remains dedicated to building a more diverse faculty, particularly those from underrepresented racial and ethnic populations. The Department of Public Health Sciences, the administrative home of the UC Davis MPH Program, has prioritized recruiting and retaining diverse faculty over the last several years. Since the 2015-2016 school year, the percent of faculty who are underrepresented minorities and Asian/Pacific Islander has increased from 35.8% to 36.7% (for academic federation faculty) and from 27.8 to 30.8% (for senate faculty). During this timeframe, the number of female faculty at the federation and senate levels have also increased by 3.4 % (federation) and 3.1 % (senate). We will use several strategies to continue these efforts including: a) ensuring that we recruit diverse pools of applicants by posting faculty positions broadly (e.g. through HSI and HBCU networks), and b) committing to diverse representation on search committees and equitable search procedures.

The UC Davis School of Medicine's [Faculty Development and Diversity Program](#) offers a wide variety of programs to ensure that all faculty have the opportunity to succeed, including an annual series of workshops designed for early and mid-career faculty. There is also a mentoring academy and an annual series of workshops on preparing for merit and promotion reviews. The School offers scholarships to the Association of American Medical Colleges leadership development programs and hosts the *Women in Medicine and Health Sciences* group, which convenes women faculty across the school for educational and networking events.

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 goal of the UC Davis MPH program is to **provide financial aid to as many students with financial need as possible and to ensure no students leave the program due to financial hardship**. We still may lose potential applicants who cannot afford the cost of attendance, but we try to work with them before making that decision. PDST revenue set aside for return-to-aid, per policy, is spent for various financial aid purposes: a) need-based grant awarding; b) merit stipends; or c) Spring practicum stipends. Below are figures from the last three years on the use of PDST funds that were set aside for financial aid purposes.

2015/2016: PDST was about **$87K** based on a headcount of 37 students enrolled; 100% was awarded
2016/2017: PDST was about **$102K** based on a headcount of 42 students enrolled; 100% was awarded
2017/2018: PDST was about **$95K** based on a headcount of 38 students enrolled; 100% was awarded

Starting in 2013, the MPH program reserved a portion of the funds to offer merit-based awards to admitted students. This was to help increase recruitment efforts to top-achieving students, as well as underrepresented minorities. The program also uses all financial aid funds available to offer as many students as possible a package that is comprehensive, consistent, equitable, and covers as much of the cost as possible. For example, in academic year 2017-18, the MPH Program offered fourteen students merit-based awards in the amount of $5,300. Of the fourteen students to which the awards were given, eight students identified as underrepresented minorities. In academic year 2018-19, the MPH Program recruited a cohort comprised of thirty-seven students. Of the students enrolled, twenty students were Pell recipients, and received grants to offset the costs of the program.
The MPH program administration and faculty continue to look for funded practicum experiences and other paid opportunities to offer new students additional resources.

Among the measures we use to evaluate progress toward our affordability goals include indebtedness levels and proportion of students who graduate without debt.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	71%	82%	68%	47%	62%	56%	55%
Cumulative Debt among Students with Debt	$29,683	$20,276	$20,095	$21,029	$28,412	$24,753	$41,626

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 cumulative debt numbers have fluctuated up and down in the last 7 years. There was a large jump from 2015-6 to 2016-17, which we think students from that cohort came in with less resources to cover their expenses.

The program expects the numbers to stay about the same each year. The hope is to continue to offer generous grants and or fellowships from the program, and to help students find student employment while they are in the program.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	55%	$41,626	$90,000	7%
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: Not available
Additional Comments: N/A

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

With student debt at 7% of median salary, we believe debt levels are and will continue to be manageable in light of our proposal, loan repayment programs, and services available to students to help them plan ahead in managing their debt (discussed more below).

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.

All MPH students complete a public health practicum where they complete 300 hours working on a project and the majority of these projects address health disparities or engage directly with underserved populations. The program provides funding, including from PDST sources, to help fund these projects.

The program promotes all types of loan repayment programs that are available to them. These plans help place graduates in jobs working with underserved populations. In July, prior to entering the program the School of Medicine Financial Aid office hosts a webinar specific to the MPH program. This webinar covers how financial aid eligibility is funded, outside loans, federal loans and loan repayment programs. UC Davis Health also partners with SALT to help students plan for, pay for, and repay the cost of their degree, while preparing the student for a successful financial future. SALT offers money management advice, personalized student loan help, and straightforward budgeting tools.

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?

While the salary varies by area, type of industry, etc., we do know that a large number of alumni pursue careers in government and nonprofit positions, which are typically lower paid positions than the private sector. Prior to completing the program, we emphasize the broad range of loan repayment programs offered by a number of different agencies, (e.g. National Health Service Corp, Indian Health Service, and state options). Current students and alumni are sent a career newsletter monthly that summarizes open positions and opportunities available to them. We also provide in-depth information to our graduates regarding Public Service Loan Forgiveness and to consider making payments under an income-driven repayment plan. Providing this information allows our

graduates the ability to give thorough consideration to the choice of public service as a possible career path, and highlights these incredible opportunities as a way to handle their significant debt load. In addition to loan repayment programs, quarterly the MPH program hosts networking events with our community members in public health, alumni and faculty. Students are encouraged to attend so they can network and hear firsthand about career opportunities.

MPH students are offered scholarship support during the practicum projects. Students complete an application which is reviewed by program faculty. The funds can be used for travel and supplies or services related to their project. Students are encouraged to ask for matching funds from their preceptor as well. In 2018, 14 stipends were awarded in the amount of $250 per student. In addition, during the course of the program student are able to hold academic positions such as teaching assistantships and reader positions. These positions offer fee remissions and a salary, which can reduce the student's debt.

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

Information regarding financial aid is provided on the MPH website (https://health.ucdavis.edu/phs/education/mph/prospective.html). The website states that financial Aid is awarded on the basis of demonstrated financial need and is administered by the UCD Health System Financial Aid Office. Students have access to a number of options and this is also explained at recruitment events hosted by the program

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 MPH program has not provided this information or made it available to students before. Moving forward we will add this information to our recruitment efforts and materials.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* **requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A town hall meeting was held on Tuesday, October 16th. This meeting took place after a core course to ensure all students would be in attendance. There were was discussion at this meeting and an online survey was sent out following the meeting. Fourteen students responded to the online survey. There were no changes to the report after the student feedback came in. One student asked for an individual visit. Some comments from the students are as follows:

- I'm not savvy at all with creating budgets like this or forecasting cost increases but 5% annual increases seem a bit much. I am judging this increase purely from my own personal context in that I've never received more than a 2% raise even when coupled with an exemplary evaluation. I'm also still paying off my undergrad loans and I'm not yet sure if the value of the UC Davis MPH is justified for the cost, especially since this program sometimes seems to be a little haphazardly put together. We keep talking about how expensive education is in this country and yet we find few solutions to making it more affordable. I know public health is always one of the most underfunded sectors and I assume the same is true whether it's government or academics, so I'm trying to take that into consideration as well...
- If the professional degree supplemental tuition increases, I would like to see more resources and improvements with the program. Some examples would be staff/faculty who understand and are more helpful with downloading SAS and operating SAS. Many students in our cohort are very lost when it comes to SAS and biostats and are provided minimal resources when it comes to troubleshooting. We are told to "Google it" and "Think about it". Even providing videos or a workshop on how to use SAS and SAS basics before summer session. Additionally, we have many complaints with having classes in the basement of the library when we pay this amount for tuition. I think if the tuition were to increase, I would like to see improvements on where our classes are held. Carlson library classrooms has no outlets for us to use (and we took SPH 298 there - which requires our computers) and it is a very uncomfortable space. If possible, there should be an effort to provide spacious classrooms with outlets if our tuition increases. I think the MPH program is great. The accelerated portion and tuition costs of this program is attractive for potential candidates. I don't believe increasing it will defer students from applying. However, I believe the program has areas to grow to make it feel like we are getting our money's worth.
- I'm fine with the proposed increase.
- The handout is thorough and clear.
- We pay a professional fee yet there is always conflict with our classroom location because the other grad/professional programs have priority over the MPH students, some of the faculty teaching some of the courses are not interested in teaching and making it difficult for us to learn the material. Tuition is already quite high and increasing the professional fee for future cohorts won't improve the program.
- Although it shows where the money is being spent, I feel like it doesn't need to be increased. Higher education shouldn't be restricted to only those that can afford it. I applied to the program with barely enough to afford this year. I would have definitely not been able to afford next year.
- I do not think the tuition increase is necessary as graduate students are already paying a lot of money for education now.
- Is there a possibility to discuss that those of us that are doing the 1.5-2 year track lock in the tuition of our entrance year?
- The costs will be prohibitive to completing the degree. The proportionally low salaries of public health professionals should be heavily considered. It appears that the cost to obtain the degree may soon outstrip its financial benefits.

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 must be provided by the program.**

☒ Plan shared with   <u>Jonathan Minnick</u>   on <u>11/9/2018</u>.
<div style="margin-left:2em">Campus graduate student organization (i.e., your campus' GSA president)</div>

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

☒ If applicable, plan shared with   <u>Kylee Homecillo and Wesley Yang (MPH Representative)</u>   on <u>10/26/2018</u>   .
<div style="margin-left:2em">Program graduate student organization (i.e., your program council or department GSA)</div>

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

The plan was shared with the MPH GSA reps on 10/16. The students were sent an email asking if they want to meet separately regarding the plan. Both MPH representatives met with the MPH Program Director, and the Education Director.

Students expressed concern over the PDST increases and the quality of the program. They want better classroom space for their courses. The Education director explained to them how classroom space is allocated on campus and that we use the Carlson Library Classroom to keep them close to the other courses scheduled in the Health Sciences district. They said another added value to the program would be recording classes and having them saved on Canvas. The MPH Director said she would explore that possibility and talk to core course instructors about it. Overall the students want to make sure the program continues to offer a quality program with the increase in fees.

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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback
☒ Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe):

IX.e. Below, please 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.

MPH Faculty were sent an email on October 18th from Amber Carrere, PHS Education director, asking them to review the proposed fee increases and to complete the online survey.

Six faculty responded to the online survey. No one requested an individual meeting. Below are the comments from the survey:
• 2018-2019 Professional Degree Supplemental Tuition is too high for CA residents, and too low for nonresidents.
• Given the growing costs of educating students, I unfortunately don't see a way around these fees.
• I understand the need for the increases. I hope some of the increases can be countered by additional student support.
• It seems a little high over the course of 2018-2023?

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with ___Jean-Pierre Delplanque_____ on __November 08, 2018__.
              Graduate Dean

☒ Plan endorsed by ___Gary S. May_____ on __November 26, 2018__.
              Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,568	$12,147	$12,753	$13,392	$14,061	$14,763	5%	$579	5%	$606	5%	$639	5%	$669	5%	$702
Prof. Degr. Suppl. Tuition (Nonresident)	$11,568	$12,147	$12,753	$13,392	$14,061	$14,763	5%	$579	5%	$606	5%	$639	5%	$669	5%	$702
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$774	$778	$783	$787	$792	$797	0.6%	$4	0.6%	$5	0.6%	$5	0.6%	$5	0.6%	$5
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)***	$1,577	$1,626	$1,676	$1,730	$1,784	$1,838	3.1%	$49	3.1%	$50	3.2%	$54	3.1%	$54	3.0%	$54
Total Fees (CA resident)	$26,489	$27,517	$28,580	$29,697	$30,857	$32,068	3.9%	$1,028	3.9%	$1,063	3.9%	$1,118	3.9%	$1,160	3.9%	$1,211
Total Fees (Nonresident)	$38,734	$39,762	$40,825	$41,942	$43,102	$44,313	2.7%	$1,028	2.7%	$1,063	2.7%	$1,118	2.8%	$1,160	2.8%	$1,211

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
***Includes a four-unit summer course paid to the Division of Continuing Education (DCE). Annual increases for the summer course are subject to the DCE's budget adjustments and are escalated at 3%, per the DCE.

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

For the past three decades, the NIH has noted an alarming 70% drop in the number of clinicians who undertake a career in research. Scientists and those doing clinical research are acutely needed to translate laboratory discoveries to care at the bedside. **The MS-BATS program prepares students to address this gap by providing training in clinical research methodology, biostatistics, health policy, comparative effectiveness, and other critical principles of clinical research. Graduates will be able to independently design a clinical trial, and conduct, interpret, evaluate, and apply clinical research.** The Masters of Science in Biomedical and Translational Science (MS-BATS), established in 2011, grew out of a national need to train researchers at the interface between medicine and traditional basic sciences to facilitate the integration of new discoveries in the laboratory into clinical practice and ultimately support rapid and lasting improvements in health and healthcare. The initial program focus emphasized comparative effectiveness research (CER) and evidence-based medicine. Intended as a mechanism for obtaining better value for healthcare expenditures, CER is a mandated initiative in the Affordable Care Act. CER is an integral component of the new medical informatics effort to improve healthcare through the greater and more effective use of medical information. For more information, see (http://www.amia.org). The rapidly expanding interest in improving the outcomes of healthcare by personalizing medicine has CER and associated heterogeneity of treatment effects at its core. The UCI MS-BATS program is therefore particularly timely for patient care, research, and policy communities. The convergence of government mandated research in CER, the emergence of new fields (e.g. medical informatics), and the rapidly expanded interest of industry in 'personalized medicine' afford trainees of our program a diversity of career opportunities (detailed below). The increased demand for such trainees will also offer opportunities for greater compensation.

The MS-BATS program is **aimed at junior faculty in clinical departments, as well as fellows, residents, fourth-year medical students, physicians and others with a solid basic science foundation who are interested in developing the skills needed to conduct, interpret, evaluate and apply clinical research.** The program offers a two-year track and a one-year accelerated track for those with proven clinical experience. Both tracks require a minimum of 50 units. Two-year track students are those with no clinical

research experience or less than two years of experience. Those in the one-year track take all the same courses but are able to complete the program in less time, as their clinical experience typically includes already-established connections to mentors and research projects. They are able to start their research project immediately, whereas students who do not have the background need additional quarters to develop professional relationships to researchers, and to develop a research project. The MS-BATS program also accepts transfer courses from the Clinical Research Certificate Program. The average time to degree is four quarters. PDST charges apply to all students enrolled in the Fall, Winter, and Spring quarters.

The MS-BATS program responds to the rapidly growing market needs of the healthcare industry by preparing trainees to enter employment and serve as leaders in a range of work settings:

• Healthcare financing and delivery systems: health services delivery organizations (hospitals, health plans, and medical groups) meet the community's preventive, acute, and chronic health needs, including provision of care to indigent populations. Schools of Medicine are responsible for the total health and treatment needs of their population and also contribute to the health of the communities they serve. Physicians who receive MS-BATS training are specifically studying methods to improve clinical practice and meet community needs.

• Governmental health agencies: Local, state and national level government health agencies seek physician-investigators trained in interdisciplinary and translational clinical research to respond to the public's need for service, assess and improve clinical practice, and monitor the health and well-being of the public. Such agencies include the National Institutes of Health, the Food and Drug Administration, and the Centers for Disease Control. California's Integrating Medicine and Public Health Initiative is an example of emerging job opportunities for physicians trained in a blended paradigm of biomedical and translational science.

• Non-governmental health agencies and organizations: Funded through public and private sources, organizations involved in the assessment and assurance of healthcare for the American public range from quality assessment and improvement organizations (e.g. the National Committee on Quality Assurance, the Joint Commission on Accreditation of Healthcare Organizations), national physician licensing and certification organizations (such as specialty societies, the American Medical Association, the American College of Physicians) and advocacy groups such as the March of Dimes and the American Heart Association as well as localized groups such as community asthma prevention coalitions.

• Private for-profit organizations: Opportunities in the rapidly expanding for-profit healthcare sector include working to support advocacy groups that articulate the interests of scientific and medical organizations to Congress, biotechnology firms, biomedical marketing firms, contract research organizations. MS-BATS students are also equipped to work in the fields of consulting, health

insurance, healthcare institutions, information technology, intellectual property, investment, medical devices and equipment, occupational medicine and environmental science, pharmaceuticals, scientific publishing, and technology transfer.

• Academic health care institutions: Graduates of the MS-BATS program are also in a strong position to obtain leadership positions in academic health care institutions. We train educators, practitioners, managers, policy makers, and researchers to fill every aspect of the biomedical arena, from the discovery of key laboratory-based discoveries that affect medicine to their development as viable and useful applications for the prevention, diagnosis, and treatment of disease, along with the implementation and assessment of these applications for the benefit of society.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The MS-BATS program's last approved multi-year plan included proposed PDST increases from 2016-17 through 2018-19 to be used for the following goals:

Goal 1: Maintain and enhance the quality of the MS-BATS program by:
a. Hiring Faculty with key skills to expand and diversify the program teaching portfolio

PDST funds were used to provide salary support for four faculty members with diverse expertise.

b. Adding faculty expertise/additional faculty advisers to support student learning

Two MS-BATS faculty members, who are also co-Directors of the Health Policy Research Institute, developed a proposal called Faculty Hiring for Leveraged Research Excellence (FHLRE). This proposal requested funding from the UCI Office of Research in January 2018 to hire four faculty positions to enhance collaborative multidisciplinary research and teaching within MS-BATS. Specifically, this request detailed the need for 1) a clinical geneticist, 2) a researcher in neighborhood-level contributors to health disparities and community engagement in interventions to reduce disparities, 3) a researcher in stress as a modifier of treatment effectiveness and direct contributor to health and well-being, and 4) a computational statistician with experience in modeling health

outcomes. This competitive application was unfortunately not selected for funding. Although this was a substantial setback in our goal to enhance our faculty portfolio, we continued to seek to diversify faculty expertise (and will reapply again in 2019).

Over the past year, our program hosted two experts as guest speakers, who have since also been recruited to teach in the current 2018-19 academic year on the topic of Development of Inpatient Outcome Measures for the Merit-based Incentive Payment System. The program also hosted a guest lecturer on the topic of "Disparities in Transgender Health."

Goal 2: Revise and update course content and expand the pool of instructors, particularly for the Quality and Safety curriculum
The program has spent the past three years cultivating professional relationships with faculty and researchers nation-wide to provide expertise for new course content and expand to the pool of MS-BATS instructors. These efforts, funded in part by PDST funds, have led to the addition of nationally-recognized researchers and physicians who will soon serve as MS-BATS instructors, including one expert who has been developing over the past year a Quality and Safety Practicum for MS-BATS students focusing on attribution of quality of individual providers as merit based incentives. PDST revenue has also been used to fund costs related to additional instructor recruitment/relationship-building efforts.

Goal 3: Engage national experts to speak at MS-BATS Seminars
Program leadership worked to expand the pool of national experts for the distinguished seminar series lectures. Seminars hosted by the MS-BATS program, developed for MS-BATS, are also open to the public and campus community. For a list of seminar lecture series, see Appendix 1.

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 MS-BATS program is requesting PDST for an additional five years with annual increases of 5%. In the first year of our last multi-year plan, all revenue received from PDST was returned to students because the approval was granted so close to the start of the school year, students were not provided sufficient time to prepare for the additional costs. Having benefitted from PDST revenue

for only two years, we still struggle to fund new faculty hires. If the requested increases are not approved, program quality will diminish. **The purpose of the proposed PDST increases over the next five years is to support the following two goals:**

Goal 1: Maintain and enhance the quality of the MS-BATS program.
We propose to use PDST revenue to enhance program quality in three ways. First, we propose to hire new faculty with key skills to expand and diversify the program teaching portfolio, and to offer students additional faculty advisers. By hiring new faculty, the program will improve its student-faculty ratio, enhance its curriculum, and provide more opportunities for student support. Second, we propose to continue revising and updating course content, particularly within the Quality and Safety curriculum. Specifically, we propose to use PDST revenue to update courses such as "Quality Efficiency and Cost Effectiveness" and "Disparities in Health and Healthcare" so that they reflect new policy issues pertinent to vulnerable populations, new methodologic approaches, and new challenges in the field. Lastly, we propose to continue engaging national experts to speak at MS-BATS seminars. Clinical and Health Services Research is applied and therefore relevant issues and approaches change in response to the changing clinical and policy landscape. The goal of the MS-BATS seminar series is to identify and secure the participation of experts in these evolving clinical science areas in order to expand student awareness and understanding of these issues, especially for their own academic and career development interests. Topics include: heterogeneity of treatment effects, propensity score analytics, genomics' role in clinical effectiveness research, innovative methods for gathering self-reported quality of life information from young children, and international approaches to quality of care assessment.

Goal 2: Expand MS-BATS' faculty diversity.
This goal, which is in line with UCI School of Medicine's core values on diversity and inclusion, will benefit students by connecting them to faculty with a variety of experiences, backgrounds, and perspectives. We will consider this goal to be achieved when at least 1-2 additional new URM or female faculty are hired to teach a full course. This will be done through the FHLRE proposal described earlier in this document. If the hiring proposal is approved, we intend to use incremental PDST funds to support the teaching of additional URM and female faculty hires.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$29,086	$34,690	$3,049	$3,194	$3,347	$3,507	$76,873
Benefits/UCRP Cost	$12,290	$8,143	$3,121	$3,823	$2,142	$1,263	$30,782
Providing Student Services	$5,925	($1,477)	($478)	($144)	($113)	$1,060	$4,773
Improving the Student-Faculty Ratio	$1,682	$3,677	($685)	($1,510)	$250	$85	$3,499
Expanding Instructional Support Staff	$10,773	$8,638	$582	$600	$618	$636	$21,847
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$30,845	$25,786	$2,895	$2,983	$3,122	$3,277	$68,908
Other Non-salary Cost Increases	$1,943	($1,943)	$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	$92,544	$77,514	$8,484	$8,946	$9,366	$9,828	$206,682

Additional Comments:

Revenue projected for 2018-19 is less than originally projected due to a decrease in student enrollment. Two students from the new cohort deferred and three from the previous cohort anticipate completing the program early.

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 Directors of the Health Policy Research Institute (HPRI) have been working with University Advancement and the Office of Research to fundraise for the MS-BATS program, but those avenues are long-term endeavors and have yet to benefit the program. This past year, the Office of Research assigned a senior development officer to work with the MS-BATS program to identify donors and funding opportunities specifically for clinical training support. An initial meeting took place in November 2018 to outline a fundraising collaboration with the Department of Urology, a department that has been highly supportive of this program in terms of student training and mentorship. In addition, program leadership is scheduled to meet with leadership from School of Medicine Dean's Office in January 2019 to discuss the possibility of obtaining matching support in an effort to recruit more residency fellows. A proposal for residency fellows support is being developed with a start date of Fall 2019. Until we are able to increase enrollment or when additional funds become available through our fundraising efforts, we will continue with current cutting measures such as

imposing a restriction on the purchase of promotional materials and data analysis software for all computer systems. Supplies and staff salaries are cost-shared with HPRI administrative funds whenever possible.

In past years, the MS-BATS program was sustained using funds from the Health Policy Research Institute and the Donald Bren Foundation. A breakdown of previous support is below.

Staff Support from the Health Policy Research Institute and School of Medicine:
2016-2017 $175,540
2017-2018 $151,823

Donald Bren Funds were used to cover non-salary programmatic expenses. These costs included travel and honoraria for guest speakers, student receptions, general office supplies, textbooks, Xerox copier charges, student refreshments, A/V equipment, classroom maintenance expenses, and data software:

2016-2017 $22,720
2017-2018 $11,235

Due to a decline in funding, HPRI can no longer provide support at its previous levels and the Donald Bren Funds will no longer be available to support MS-BATS starting in 2019-20. A 5% increase in PDST is in part necessary, therefore, to keep the program running at its current level (to help maintain the costs of a part-time administrator for the program, student services in the form of teaching materials and supplies, and improving the student-faculty ratio by supporting guest speakers' honoraria, travel, and seminar refreshments). These expenses, supported by the Donald Bren Funds and HPRI in previous years, will be paid for using PDST funds moving forward.

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

Our program does not propose uneven increases.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	3	8	7	7	7	7
Domestic Nonresident	1	4	5	5	5	5
International	4	2	2	2	2	2
Total	8	14	14	14	14	14

Additional Comments

Justification for low enrollment in 2018-19: shortly before the start of fall 2018, one student deferred admission to the following school year due to work commitments and another requested deferment to the following quarter due to complications with their visa. Three students continuing from 2017-18 were expected to be enrolled for three quarters in 2018-19 and instead will graduate one quarter sooner. Several applicants declined our offer of admission. Given the unexpected drop in enrollment in 2018-19, we have provided conservative enrollment estimates above. However, our goal is to increase enrollment over time through promotion, web presence, outreach/recruitment and testimonials.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
University of Michigan - Clinical Research Design and Statistical Analysis (M.S.)	$25,381	$25,381	$26,142	$26,927	$27,735	$28,567	0%	$0	3%	$761	3%	$785	3%	$808	3%	$832
University of Wisconsin - Master of Science in Clinical Investigation	$24,679	$25,419	$26,182	$26,968	$27,777	$28,610	3%	$740	3%	$763	3%	$786	3%	$809	3%	$833
Oregon Health Sciences University - Masters of Clinical Research	$18,878	$19,440	$20,023	$20,624	$21,243	$21,880	3%	$562	3%	$583	3%	$601	3%	$619	3%	$637
Duke University School of Medicine - Clinical Research Training Program	$18,897	$19,464	$20,048	$20,649	$21,269	$21,907	3%	$567	3%	$584	3%	$601	3%	$620	3%	$638
University of Southern California - Master of Science Translational Biotechnology	$52,164	$53,732	$55,344	$57,004	$58,714	$60,476	3%	$1,568	3%	$1,612	3%	$1,660	3%	$1,710	3%	$1,762
Public Average	$22,979	$23,413	$24,116	$24,840	$25,585	$26,352	2%	$434	3%	$702	3%	$724	3%	$745	3%	$767
Private Average	$35,531	$36,598	$37,696	$38,827	$39,992	$41,191	3%	$1,068	3%	$1,098	3%	$1,131	3%	$1,165	3%	$1,200
Public and Private Average	$28,000	$28,687	$29,548	$30,434	$31,348	$32,288	2%	$687	3%	$861	3%	$887	3%	$913	3%	$940
University of CA, Irvine	$26,489	$27,517	$28,580	$29,697	$30,857	$32,068	**4%**	**$1,028**	**4%**	**$1,063**	**4%**	**$1,117**	**4%**	**$1,160**	**4%**	**$1,211**
Nonresidents																
University of Michigan - Clinical Research Design and Statistical Analysis (M.S.)	$41,542	$41,542	$42,788	$44,072	$45,394	$46,756	0%	$0	3%	$1,246	3%	$1,284	3%	$1,322	3%	$1,362
University of Wisconsin - Master of Science in Clinical Investigation	$50,500	$52,015	$53,575	$55,183	$56,838	$58,543	3%	$1,515	3%	$1,560	3%	$1,607	3%	$1,655	3%	$1,705
Oregon Health Sciences University - Masters of Clinical Research	$18,878	$19,440	$20,023	$20,624	$21,243	$21,880	3%	$562	3%	$583	3%	$601	3%	$619	3%	$637
Duke University School of Medicine - Clinical Research Training Program	$18,897	$19,464	$20,048	$20,649	$21,269	$21,907	3%	$567	3%	$584	3%	$601	3%	$619	3%	$638
University of Southern California - Master of Science Translational Biotechnology	$52,164	$53,732	$55,344	$57,004	$58,714	$60,476	3%	$1,568	3%	$1,612	3%	$1,660	3%	$1,710	3%	$1,762
Public Average	$36,973	$37,666	$38,796	$39,960	$41,158	$42,393	2%	$692	3%	$1,130	3%	$1,164	3%	$1,199	3%	$1,235
Private Average	$35,531	$36,598	$37,696	$38,827	$39,991	$41,191	3%	$1,067	3%	$1,098	3%	$1,131	3%	$1,165	3%	$1,200
Public and Private Average	$36,396	$37,239	$38,356	$39,506	$40,692	$41,912	2%	$842	3%	$1,117	3%	$1,151	3%	$1,185	3%	$1,221
University of CA, Irvine	$38,734	$39,762	$40,825	$41,942	$43,102	$44,313	**3%**	**$1,028**	**3%**	**$1,063**	**3%**	**$1,117**	**3%**	**$1,160**	**3%**	**$1,211**

Source(s):

University of Michigan - Clinical Research Design and Statistical Analysis https://sph.umich.edu/biostat/programs/crdsa.html; University of Wisconsin - Master of Science in Clinical Investigation https://registrar.wisc.edu/tuitionrates/. Select "Graduate or most Capstone Certificates" in the dropdown menu; Oregon Health Sciences University - Masters of Clinical Research https://www.ohsu.edu/xd/education/schools/school-of-medicine/academic-programs/hip/program/clinical.cfm; Duke University

School of Medicine - Clinical Research Training Program https://medschool.duke.edu/education/degree-programs-and-admissions/clinical-research-training-program/apply; University of Southern California - Master of Science translational bio technology https://keck.usc.edu/translational-biotechnology-program/

Additional Comments:
University of Michigan fees remain constant through 2019.
MS-BATS projected PDST fees increase by 5% each year.
Fees for a 4-unit summer course, which are included in the annual costs to complete the degree, are increased by 3% each year.
Assumption of 3% increase each year was provided by the Division of Continuing Education's Program Manager and Director.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We identified programs with similar substantive curricular orientations to ours, similar target trainees, similarly trained faculty to our senior UCI faculty, and with school-wide rankings at parity or higher than ours. Schools selected for comparison were:

- University of Michigan - Clinical Research Design and Statistical Analysis (M.S.) (Public)
- University of Wisconsin - Master of Science in Clinical Investigation (Public)
- Oregon Health Sciences University - Masters of Clinical Research (Public)
- Duke University School of Medicine - Clinical Research Training Program (Private)
- University of Southern California - Master of Science Translational Biotechnology (Private)

Based on comparison of CER curricula, the MS-BATS curriculum is consistent with, and in some ways more innovative and comprehensive, when compared with these highly rated institutions. To that point, a number of our trainees have received acknowledgements of professional achievement (e.g. awards for best abstract in national meetings; selection by highly competitive clinical programs for advanced training; faculty appointments, etc.). These comparators differ from our program in other important ways. For example, Oregon Health Sciences and USC's international enrollments are at 0%. We aim to bring our percentage to no more than 14% international enrollment; this percentage was 50% in 2018-19, but that year featured uncommonly low enrollment

of eight total students. Oregon Health Sciences' program, by contrast, enrolls approximately 46 students. MS-BATS will work to increase enrollment, maintaining at least 14 total students per year over the next five years. All comparator programs have between 10 and 42 teaching faculty, whereas MS-BATS currently has five. MS-BATS aims to increase the number of faculty, particularly from underrepresented groups.

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

The MS-BATS program's first year cost for residents is lower than the private average, however it is higher than the public average. It is helpful to note that the University of Wisconsin Master of Science in Clinical Investigation only requires 31 units to complete their degree, whereas MS-BATS requires 50 units. Controlling for the difference in units, resident fees would be higher than MS-BATS by an average of $13,711 over the six comparison years. At 31 units, its nonresident fees are still significantly higher than that of MS-BATS by an average of $12,996 over the six comparison years. The third public program, Oregon Health Sciences Masters of Clinical Research, features a first year cost that is less than MS-BATS. However, per their website, candidates typically take three years to complete their degree requirements. Duke University School of Medicine's Clinical Research Training Program also structures its fees on a per credit rate and applies the same rate to both residents and nonresidents. Total credits to complete Duke's program are only 36, but with a 2-year minimum commitment. Taking into account the 2-year commitment, its resident fees are higher than MS-BATS by an average of $1,663. Duke's nonresident fees are lower, but again the credit requirement is less than MS-BATS. If Duke's credit requirement were equivalent to MS-BATS, its nonresident fees would be higher by an average of $996 over the six years.

MS-BATS program offers a 1-year accelerated program and a Clinical Research Certificate Program (CRC). Accelerated students complete their degree in three quarters and one summer. Transfer students from the CRC program can complete their degree in three quarters. We have seen that as costs for tuition continue to increase nation-wide, students looking for more affordable routes toward a graduate degree will take advantage of our CRC Program as a bridge to the Master's program or the accelerated program. This trend is evident in nearly all inquiries made to our admissions officer when discussing tuition and fees, particularly by working professionals and adult learners who may not have the ability to commit to a lengthy program. More applicants are either transferring credits from the Clinical Research Certificate program or spending additional time working in the clinical research field to meet the requirements for the accelerated program in order to bring the overall cost of tuition down.

In consultations with MS-BATS alumni, we have been told that our tuition levels were in parity or less than other programs they had researched and that the cost of our program was reasonable compared with other schools. Our ability to provide financial aid is one factor in the decision to apply to MS-BATS over other schools.

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

Unfortunately, there are no formal national rankings specific to programs in clinical research and evidence based medicine. Our melding of clinical medicine and social science, however, which is reflected in the backgrounds of our faculty members, offers a unique educational foundation that many students have been unable to find elsewhere. We are also fortunate to have senior teaching faculty who are international experts in the field and have taught at several of our comparator institutions. Our program leaders have taught at UCLA, Harvard, and Tufts, and have mentees among the faculty at Duke and Michigan, along with a number of other UC and national clinical research training programs. Additionally, very few schools offer courses in comparative effective research or clinical research at the graduate level.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	8.3%	0.0%	6.7%	0.0%	2.17%	0.00%
Chicana(o)/Latina(o)	25.0%	0.0%	6.7%	0.0%	0.00%	16.67%
American Indian	0%	0%	0%	0%	2.17%	0.00%
Subtotal Underrepresented	*33.3%*	*0.0%*	*13.3%*	*0.0%*	*4%*	*17%*
Asian/East Indian	16.7%	46.9%	22.2%	25.0%	19.57%	66.67%
White	25.0%	28.1%	17.8%	0.0%	76.09%	16.67%
Other/ Unknown	0.0%	9.4%	11.1%	25.0%	0.00%	0.00%
International	25.0%	15.6%	35.6%	50%	0.00%	0.00%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	0%	25%	16.7%	n/a	n/a	n/a
Gender						
% Male	36.8%	36.8%	29.4%	25.0%	44.00%	66.66%
% Female	63.2%	63.2%	70.6%	75.0%	56.00%	33.34%

Sources:
UCI ethnicity, socioeconomic status: UC Corporate data, Program Directors and Administrators of 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The percentage of total applicants to the program that identify as URM fluctuates year to year, with some years being very low. A review of our student applications shows that only 17% in 2015, 0% in 2016, 22% in 2017, and 6% in 2018 identified as URM. Because of these fluctuations in applicant pools, fewer URMs have been admitted since 2015-16. An additional factor to consider is

that there has been a sharp increase in applicants choosing not to state their ethnic background. Based on information from UCOP, the rate of non-reporting was 0% in 2015-16, 9.38% in 2016-17, and 11.11% in 2017-18. Of the applications received for 2018, 44% chose to not identify their ethnicity. Lastly, please note that the data for fall 2018 pertain to only eight students due to uncommonly low enrollment for 2018-19.

We have taken multiple steps towards recruiting a more diverse applicant pool. For example, we encourage alumni to refer diverse candidates, we engage with the Program in Medical Education for the Latino Community (PRIME-LC) Director and leadership to promote the MS-BATS program, and we advertise the MS-BATS Seminar Series on UCI's e-mail announcements and at the UCI Student Center to encourage interest from the campus student body. Additionally, all MS-BATS staff members have completed AB540 "UndocuAlly" Training provided by the DREAM Center for Educational Partnerships to cover policies and laws affecting undocumented students, and to learn strategies to better serve undocumented students. UCI's Graduate Division and UCI's School of Medicine also recruit for MS-BATS at events such as the Annual Biomedical Research Conference for Minority Students.

Since these recruitment efforts have yielded discouraging results with respect to URM enrollment, MS-BATS intends to make additional outreach efforts over the course of this multi-year plan. Specifically, we plan to increase our outreach to research units and clinical faculty within the Department of Family Medicine and at Federally Qualified Health Centers in Orange County. These units are largely comprised of ethnically diverse faculty and physicians, and could be effective student recruitment sites for our program. The UCI College of Health Sciences recently hired an Assistant Vice Chancellor for Diversity and Inclusion to support programs in their outreach to and enrollment of underrepresented minority students, and we are hopeful that this support will bolster our outreach efforts.

We acknowledge that the percentage of international students is higher than that of our comparator programs, along with the increasing trend in international enrollment since 2016. This figure is higher than we anticipated. For a small program, percentages change significantly for even one student. MS-BATS will focus recruiting California residents in part by increasing outreach at Federally Qualified Health Centers in Orange County and California Medical Centers. We will also work with the Office of Inclusive Excellence to formulate an advertising campaign to increase outreach to underrepresented minority students.

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

The MS-BATS program experienced an 8.3% drop in percentage of Pell Grant recipients from 2016 to 2017. We believe this is due to the 20% increase in international students. The MS-BATS program is making efforts to attract underrepresented minorities and those from lower socio-economic backgrounds in part through our collaboration with the PRIME-LC program detailed in section V.e. below.

In addition to financial aid that is returned to students from PDST revenue, MS-BATS promotes access by offering two more affordable alternatives to the two-year program track.

The first alternative is a "bridge program" that allows students to enroll in the Clinical Research Certificate program offered by UCI's Division of Continuing Education. Students receive full graduate course credit for four core MS-BATS courses. Of these, three courses are transferrable towards the MS-BATS degree and the 4th course is waived by our program. The certificate program is taken as the first year of study rather than enrolling in the MS-BATS program. Once accepted in the program, the MS-BATS student completes the second year with only three quarters to complete the program. The current cost of the full certificate program is $6,911 for four core courses as compared with first year MS-BATS tuition and fees of $26,489 for CA residents and $38,734 domestic nonresident and international students. Almost all students enter the MS-BATS program as Certificate Program transfer students if they do not qualify for the accelerated timeline. We found the only exceptions to be those whose full two-year scholarships require them to start as a graduate student, international students who would only be able to enter the United States as a graduate student, or those without two years of clinical research background.

A second alternative track is the one-year accelerated program which condenses the time to degree into three (fall-winter-spring) quarters and one summer quarter from two academic years and a summer quarter. Qualifying students include medical students, physicians, faculty, and applicants who have two years of clinical research experience. Although students in the one-year accelerated track must still meet the 50 unit minimum of the MS-BATS curriculum, they enter the program with the required clinical research experience, mentors and are often already engaged in a clinical research project which will become the basis of their thesis. With many of the steps already completed, such as finding a mentor to work with, obtaining human subjects research Institutional Review Board approval and developing a project, they are well positioned to the program in one year rather than in two years. The total cost of the accelerated one-year program for a student starting in fall 2018 is $26,489; the total cost is the same as the first-year total cost for the two-year 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 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?

Currently we feel women and men are well represented in our program. If future enrollment shows disparity in either direction, we will consult with our admissions committee and the Dean of the School of Medicine to incorporate their advice.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In the final year of this plan, we expect gender to remain about the same but Pell Grant recipients and URM enrollment to increase by 15% as we will promote the program to underrepresented minority students by increasing our outreach to research units and clinical faculty within the Department of Family Medicine and at Federally Qualified Health Centers in Orange County. These units are comprised of ethnically diverse faculty and physicians who primarily serve underrepresented minority groups in Orange County. They are also possible pools of potential URM students. In addition, an MS-BATS faculty member is the Director for Community Engagement & Administration for the Program in Medical Education for the Latino Community (PRIME-LC). This faculty member will be key to increasing the program's visibility to PRIME-LC students. Faculty in PRIME-LC are highly racially and ethnically diverse. This year, the UCI College of Health Sciences also hired an Assistant Vice Chancellor for Diversity and Inclusion to support programs in their outreach to and enrollment of underrepresented minority 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	2.7%	2.6%
	International			
Chicano(a)/Latino(a)	Domestic	4.1%	3.9%	3.9%
	International	0.1%	0.1%	0.3%
American Indian	Domestic	0.6%	0.8%	0.4%
Asian/Pac Is	Domestic	31.4%	31.7%	33.3%
	International	0.6%	1.1%	1.1%
White	Domestic	58.0%	56.8%	55.2%
	International	1.3%	1.1%	1.1%
Other/Unknown	Domestic	1.0%	1.8%	2.0%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		36.8%	37.1%	38.3%
Male		63.2%	62.9%	61.7%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.0%	1.0%	1.5%
	International			
Chicano(a)/Latino(a)	Domestic	2.6%	3.0%	3.0%
	International			
American Indian	Domestic	0.5%	0.5%	0.5%
Asian/Pac Is	Domestic	19.7%	19.7%	20.2%
	International		0.5%	0.5%
White	Domestic	75.6%	74.4%	73.7%
	International	0.5%	1.0%	0.5%
Other/Unknown	Domestic			
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		22.8%	24.1%	24.7%
Male		77.2%	75.9%	75.3%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The statistics in the tables above are for the School of Medicine. However, specifically as it relates to MS-BATS courses, 61.54% are taught by female faculty and 38.46% are taught by male faculty. The percentage of White Domestic faculty teaching MS-BATS courses is 92.31% while Other/Unknown Ethnicity is 7.69%.

As mentioned earlier in Section II.a., none of our program's recently proposed new faculty positions were approved this year, highlighting the challenges small programs can face in obtaining FTEs. We will submit a revised application for funding in 2019 and continue to work with Department Chairs, their recruitment officers, and UCI's Diversity Officer to recruit new, diverse faculty. Of new faculty hired, we will use PDST to fund their teaching efforts.

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 measure success in financial affordability by completion of the program within each student's timeline. However, when the timeline or other variables don't go as planned, we have some ability to offer financial aid. **The goal at MS-BATS is to ensure students are able to afford the program by continuing to offer financial aid, fellowships, and work/travel scholarships.**

Our first year of PDST was approved in May 2016. Because the approval came just prior to the start of the school year, it was determined that we could not give sufficient notice to the Fall 2016 cohort to justify charging the PDST. All income received from PDST in year one was used to return each student's PDST fees. In addition, a total of $10,000 in fellowships toward the cost of books and supplies was provided by the School of Medicine.

MS-BATS was able to implement a financial aid program using PDST funds in 2017. Financial aid was allocated based on GPA and need as determined by the UCI Office of Financial Aid and Scholarships using information obtained from FAFSA and Dream Act applications. In 2017-18, all students who completed the FAFSA or Dream Act application and expressed a need for aid, received aid. Those from low socio-economic backgrounds and underrepresented minorities received a higher percentage of aid as compared to others in MS-BATS. A small portion was reserved for financial hardship, for example, when students are faced with serious illness, high medical bills, death of a family member, divorce, or other situations that require them to divert funding saved for tuition to cover these unexpected expenses. In the past year, we were able to provide additional support to three students who demonstrated such hardship. By increasing their financial aid package, two students successfully completed the program and the third is expected to graduate this year. In addition to financial aid from PDST income, funds from the School of Medicine allowed the MS-BATS program to provide fellowships to two students in the amount of $5,850 in 2017-18.

In 2018, based on conversations and interviews with incoming students, we expect to provide financial aid, again using the criteria of GPA and financial need, and will update those from low socio-economic and underrepresented minority backgrounds to notify them of new scholarship funding whenever possible. The administrative staff is in a good position to anticipate when a student might be facing financial difficulty as the staff communicates with students regularly by e-mail and meets with them almost on a weekly basis. We will continue to seek other sources of revenue either from the School of Medicine or by raising funds from extramural sources to provide travel awards and scholarships. The School of Medicine will provide $5,000 in fellowships for the 2018-19 academic year. Because financial aid/scholarships are among the first issues applicants bring up with admissions, we emphasize MS-BATS' ability to provide financial support in all inquiries from those interested in applying to this program.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	N/A	N/A	N/A	N/A	50%	17%	14%
Cumulative Debt among Students with Debt	N/A	N/A	N/A	N/A	$82,485	$56,000	$37,000

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?

Data for indebtedness from MS-BATS are available starting in 2014-15, as it is a relatively new program. Indebtedness for MS-BATS experienced a dramatic drop from 2014-15 and 2015-16 and continued to drop slightly in 2016-17. In 2014-15, 46.1% of our student body was composed of 3rd year medical students who entered the program with student loans from medical school. Of those students, we are aware of only 16.6% who received scholarships which paid their full tuition. We believe the high percentage of medical students who did not receive scholarships to be the biggest factor in the level of indebtedness experienced in that year. In 2015-16, 47.3% of our student body included medical students, but of those medical students, 33.3% were recipients of scholarships that paid their full tuition. Therefore, we saw a large drop in indebtedness from the previous year. In 2016-17, 31.6% of our student body were 3rd year medical students with student loans from medical school. Of the medical students, 16.6% received scholarships which paid their full tuition. In addition, 23.1% of non-medical students were physicians who were well established in their careers and who likely did not have meaningful school debt upon graduation. We feel this helped to decrease indebtedness in 2016-17.

We do not feel that the proposed increase will impact the level of student indebtedness as a large component of our financial aid is based on need as determined by the UCI Office of Financial Aid and Scholarships using information obtained from FAFSA and Dream Act applications. Aid packages are paid towards student tuition/fees and also used for travel awards and scholarships.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	14%	$37,000	$81,813	6%
Public comparisons	N/A	N/A	$89,084	N/A
Private comparisons	N/A	N/A	$116,300	N/A

Sources: UC: Corporate data, SimplyHired.com

Additional Comments: It should be noted that ~32% of the 2016-17 student body was composed of 3rd year medical students who, upon earning a MS-BATS degree, would return to complete medical school rather than enter the job market. Their lack of income at graduation skewed the data and did not reflect the true earning ability of someone with an MS-BATS or MD/MS-BATS degree. Additionally, we are unable to report Graduates with Debt and Estimated Debt Payment as a % of Median salary for comparator programs. Programs that responded to our requests indicated that this information is not collected. One comparator program did not respond.   A best estimate of median salary was obtained from searches made at www.simplyhired.com which provides estimated salary by job type, detailed job descriptions, degree requirements and location. Median salary is based on average of public programs and average of private programs and was sought for the following comparator programs:

- University of Michigan - Clinical Research Design and Statistical Analysis (Public)
- University of Wisconsin - Master of Science in Clinical Investigation (Public)
- Oregon Health Sciences University - Masters of Clinical Research (Public)
- Duke University School of Medicine - Clinical Research Training Program (Private)
- University of Southern California - Master of Science Translational Biotechnology (Private)

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.

Students in the MS-BATS program come from multiple professional and academic backgrounds. Our student body is made up of practicing physicians from multiple specialties, 3rd year medical students, professionals working in industry and students who have recently earned their undergraduate degree. It is therefore not possible to comment on a student's loan debt as their salaries post-MS-BATS degree vary drastically depending on their pursuits following our program. For example, many graduates return to full-time medical school or use MS-BATS towards a PhD degree, in which case their MS-BATS school debt is a fraction of their total school debt while others, such as surgeons, pediatricians, or those whose employer paid their full tuition, may have little to no debt at all. MS-BATS does not have a Loan Repayment Assistance Program or offer loan repayment plans, though students who are eligible may complete the FAFSA to see if they qualify for loans.

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.

MS-BATS graduates who pursue public interest careers (e.g., research or faculty positions) receive, as part of our career counseling, guidance on seeking positions in academia, academic health care institutions, and leadership positions that would help to influence

policies in healthcare education. We often encourage those who are interested in academia to participate in activities that will connect them with leadership at UCI and to provide MS-BATS with suggestions for seminar speakers as a means for them to meet other researchers in academia. The MS-BATS program brings to the campus individuals in the many different fields that impact medicine and are affected by medicine, including representatives from industry, healthcare and government organizations. Trainees in the program are thereby exposed to professional career paths that are not normally represented on campus.

Financial aid is based on GPA and need (based on information gathered from FAFSA applications). We also encourage students to visit the campus financial aid office to review scholarship or loan options. When opportunities become available, we offer paid fellowships to students who express a financial need and are able to devote a portion of their time to working on research projects. Examples of targeted scholarships include a $1,000 fellowship to work on a short-term literature review project. Another student was awarded a $2,000 fellowship to work on a multi-site research project studying prostate cancer under a core MS-BATS faculty member. This study was successful and became the basis for the student's thesis project. We also offer travel scholarships to students to present their research projects at conferences to encourage professional development. One student was awarded an MS-BATS scholarship, which covered travel and meeting registration fees, to present an abstract at the Pi Gamma Mu Triennial Convention in 2017. Following graduation, MS-BATS covered registration fees for a graduate to attend a three-day workshop at the Child Health Evaluative Sciences (CHES) department of the Hospital for Sick Children in Toronto, which took place in December 2018, to help foster his research in cost-effectiveness analysis in healthcare. We also offer awards to pay the costs of journal manuscript submissions during students' enrollment and after graduation if their product is based on work conducted for their thesis. These awards and travel scholarships ranged from $150 to $830.

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?

Our program is too young to provide these estimates as many of our graduates are still in training. Two of our early graduates are faculty members here at UCI, an academic medical center providing care for the poor and underserved. It is too early to draw generalizations about graduates' pursuits of public interest careers and the impact on students' debt.

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

Availability of financial aid is advertised on our website and discussed at the time a prospective student makes inquiries about our program. We also discuss the possibility of travel scholarships and reimbursements for meetings and conferences.

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?

Our program does not provide the average debt and median salary of graduates to students because these figures vary greatly depending on each individual's situation at the time they entered MS-BATS. As stated in Section VI.c., students entering the program can be 3rd year medical students who entered the program with enormous medical school debt, to fully-employed surgeons in an established practice, who would have no debt upon graduation. Following graduation, some students return to school to pursue a PhD or medical degree and do not pursue jobs immediately after earning their MS-BATS degree. Some take research positions in industry while others return to clinical medicine, so the difference in their salaries could be substantial. Median debt and salary vary so greatly that it would not be beneficial, and might be misleading, if we were to provide this information to students.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The program has had two meetings with current students that included discussions about the proposed PDST increases. At the start of fall 2018, program leaders discussed PDST with four new students (50% of the total eight students) at an orientation meeting on 9/26/2018. Students were introduced to the definition of PDST and were told how it has benefitted the program in past years. We asked students to consider the cost of PDST in comparison to other programs how they felt about the fees increase the MS-BATS proposed starting in 2019-20. A follow-up meeting took place on 10/11/18 to collect feedback from new and continuing students after they had some time to consider the proposed PDST increases. Continuing students were already familiar with PDST from past town hall meetings. All were asked to comment on the new proposed fees increase. Students were encouraged to provide feedback to faculty or staff whenever they had a suggestion or comment, not just at Town Hall meetings, and were informed that based on previous feedback from past cohorts, changes were implemented by the program to provide research support to MS-BATS students, cover expenses for travel and registration for scientific meetings, pay for poster printing expenses, pay the expenses for guest speakers suggested by students, and provide statistical software on student work stations.

- Students were encouraged that MS-BATS leadership has implemented changes based on previous cohorts' comments. However, most felt it was too soon for them to provide suggestions.
- One student suggested that we provide a list of previous speakers as many of them would not know what type of speaker would be appropriate. A list of previous speakers was provided.
- One student inquired about how the rest of the tuition will be used.

- Students appreciated that some of the funds will be used to provide services to the students in the form of financial aid, travel awards, administrative support, supplies, coffee and tea for students.

Some students expressed the need for additional time for them to be able to provide more thoughtful feedback. To date, no additional feedback has been provided by students. There is a town hall meeting scheduled to take place on January 24, 2019, however, to give students further opportunity to provide feedback on the PDST proposal.

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

☒ Plan shared with _____AGS President Michelle Herrera_____ on ___10/2/18___ .
   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: No feedback was provided as of the 11/16/18 submission date.

☐ If applicable, plan shared with _____ .
   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:

<u>Consultation with faculty</u>

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

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): Phone or in-person meeting with faculty.

IX.e. Below, please 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 MS-BATS director interviewed active faculty in the MS-BATS program describing professional fees and the increase in fees proposed over the next five years, and solicited their opinions and guidance on the level and uses of PDST revenue moving forward. Faculty are universally supportive of the need for these revenues and have made helpful suggestions and recommendations for their use. For example, a faculty member recommended soliciting students' engagement and recommendations for speakers relevant to their areas of interest. Another faculty recommendation for use of PDST funds was for the upgrading of student work areas, software, and audiovisual equipment when necessary. Faculty also suggested using PDST to cover student and faculty's transportation costs to conduct site visits to local, underserved clinics such as the UCI Federally Qualified Health Center. The consensus opinion from each instructor is that without the additional resources provided by the professional fees, our MS-BATS program will be unsustainable.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on _____10/2/18_____ .

Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on _____11/13/18_____ .

Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Appendix 1: List of Lecture Series Funded by PDST from 2016-17 through 2018-19.

February 11, 2016: Linda Murphy, UCI Research Librarian for Health Sciences
Topic: *"Tools to Help Prepare Your MS-BATS Thesis"*

March 3, 2016: Robert Kaplan, PhD, Fellow, Clinical Excellence Research Center, Stanford University
Topic: *"Do we need a new paradigm for biomedical research?"*

April 28, 2016: Andrew Noymer, PhD, MS, Associate Professor of the Program in Public Health
Topic: *"Summertime and the livin' is easy (Respiratory viruses' effect on all-cause mortality: Winter and summer pseudoseasonal life expectancy in the US)"*

May 5, 2016: Guy Hidas, MD, Pediatric Urology at Hadassah and Hebrew Univ Med Center, Jerusalem, Israel
Topic: *"Life after MS-BATS: The intersection of academic clinical research and industry"*

May 12, 2016: John Billimek, PhD, Assistant Professor In-Residence, Health Policy Research Institute, UCI
Topic: *"Food Insecurity and Material Deprivation - The Impact of Unmet Basic Needs on Diabetes Management"*

July 12, 2016: Linda Murphy, UCI Research Librarian for Health Sciences
Topic: *Tools to Help Prepare Your Thesis*

August 13, 2016: Steve Peckman, Associate Director, Eli and Edythe Broad Center of Regenerative Medicine and Stem Cell Research, University of California, Los Angeles
Topic: *Stem cell research history, stem cell current events and case studies of stem cell research that has shown promise in health-related improvements*

October 13, 2016: Bruce J. Tromberg, Ph.D., Director of the UCI Beckman Laser Institute and Medical Clinic, Professor of Biomedical Engineering and Surgery
Topic: *Biophotonics and the Future of Personal Health Care*

November 6, 2016: William Tierney, MD, Professor and Chair, Department of Population Health, Dell Medical School at the University of Texas at Austin
Topic: *Population Health: Trading Comfort for Impact*

February 16, 2017: Zeev Kain, MD, MBA, FAAP, UCI Chancellor's Professor, Anesthesia & Perioperative Care
Topic: *Perioperative Value Based Care: What Is It and How Can It Be Achieved?*

March 9, 2017: Rozanne M. Sandri-Goldin, Professor and Chair, Department of Microbiology & Molecular Genetics
Topic: *How to Write a Scientific Paper*

May 4, 2017: Hoda Anton-Culver, Ph.D., Professor and Chair, UCI Department of Epidemiology, Director, Genetic Epidemiology Research Institute
Topic: *"All of US" The Precision Medicine Initiative at UCI*

July 12, 2018: Linda Murphy, UCI Research Librarian for Health Sciences
Topic: *Tools to Help Prepare Your Thesis*

March 15, 2018: David Lown, MD, CMO for the California Health Care Safety Net
Topic: *Pay for Performance: Working through the challenges of transformation and improvement*

March 8, 2018: Rozanne Sandri-Goldin, PhD, Chancellor's Professor and Chair, Microbiology & Molecular Genetics, UCI
Topic: *How to write a scientific paper*

February 22, 2018: Robert Kaplan, PhD, Clinical Excellence Research Center, Stanford University
Topic: *Premature Mortality: Contributions of Medical Care Versus Social Factors*

November 30, 2017: Steven Schroeder, MD, Director of the Smoking Cessation Leadership Center, UCSF
Topic: *Tobacco Use Becomes a Social Justice Issue: The Story of Tobacco Control in the United States*

April 19, 2018: Elias Wehbi, MD, Pediatric Urology, Children's Hospital of Orange County
Topic: *Vesicoureteral reflux - Individualizing Risk*

At this time, we have identified the following distinguished researchers to be AY 2018-19 speakers. As part of increasing student engagement, fall incoming students will be asked for suggestions on who they would like to hear from or what topics they'd like covered.

Zeev N. Kain, MD, MBA
Chancellor's Professor, Anesthesiology & Perioperative Care
Executive Director, Center on Stress & Health
University of California, Irvine

Queen Ngo-Metzger, MD, MPH
Scientific Director, U.S. Preventive Services Task Force Program
Agency for Healthcare Research and Quality
U.S. Department of Health and Human Services

Lisa V. Rubenstein, MD, MSPH, FACP
Professor Emeritus of Medicine and Public Health, UCLA
Senior Scientist, RAND

Russell Glasgow, MS, PhD
Professor of Department of Family Medicine, School of Medicine
University of Colorado Anschutz Medical Campus

Linda Murphy, MLIS
Research Librarian for Health Sciences
University of California, Irvine

Do Yeun Kim, MD, MPH
Professor of the Department of Hematology and Medical Oncology, School of Medicine
Dongguk University, Korea

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$27,807	$28,362	$28,929	$29,508	$30,099	$30,702	2%	$555	2%	$567	2%	$579	2%	$591	2%	$603
Prof. Degr. Suppl. Tuition (Nonresident)	$22,983	$24,132	$25,338	$26,604	$27,933	$29,331	5%	$1,149	5%	$1,206	5%	$1,266	5%	$1,329	5%	$1,398
Mandatory Systemwide Fees (CA resident)	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees	$789	$793	$798	$802	$807	$812	0.5%	$4	0.6%	$5	0.5%	$4	0.6%	$5	0.6%	$5
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
Total Fees (CA resident)	**$41,166**	**$42,121**	**$43,095**	**$44,098**	**$45,126**	**$46,184**	2.3%	$955	2.3%	$974	2.3%	$1,003	2.3%	$1,028	2.3%	$1,058
Total Fees (Nonresident)	**$48,587**	**$50,136**	**$51,749**	**$53,439**	**$55,205**	**$57,058**	3.2%	$1,549	3.2%	$1,613	3.3%	$1,690	3.3%	$1,766	3.4%	$1,853

Additional comments:
Please note the differences in proposed PDST increases for California resident and nonresident students. The goal is to narrow the gap in PDST and bring it towards parity between these groups. FTMBA campus-based fees include an annual $15.00 differential Associated Students' fee for the Merage Students' Association.

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

The UC Irvine Full-Time MBA program (FTMBA) was established in 1981 and earned AACSB accreditation (Association to Advance Collegiate Schools of Business) in 1987. UC Irvine's Paul Merage School of Business has a mission to **develop globally-competitive transformational leaders in a diverse, collaborative, student-centric community where academic excellence and practical application coalesce**. FTMBA students typically complete the degree requirements in six quarters and are supported throughout that time with extensive career resources. The Full-Time MBA prepares students to enter companies at a variety of stages – from start-ups to large multinational corporations and our students also join in a wide variety of functions from IT to finance to marketing and more. MBA students utilize their work backgrounds, skills and interests to join a company in the function that suits them best. The Merage School has distinguished itself in being the only business school among the Top-50 ranked programs in the country to reach faculty gender parity with a faculty that is over 50% female according to Financial Times rankings.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year proposal was for AY 2015-16 through 2018-19 and PDST was used to achieve the following goals, which pertain to **maintaining and improving program quality**:

(1) **Continue to offer high-quality student services including advising, career management training, and employment services to our Full-Time MBA student body.**

During the time period since our last proposal, we have extended both our career services and employer relations. Specifically, the department was restructured to have distinct advisor roles and employer outreach roles. An additional FTE was added (partially funded by PDST) to support efforts in both areas.

Evidence of success in these areas includes incremental improvement in the reputation and brand of the program and strong job placement and salary results for our graduating classes over the past few years. The Full-Time MBA program is ranked among the top programs in the country by various publications, and has seen incremental improvement in the *US News and World Report* ranking, the primary ranking used by domestic candidates to assess programs (2015-53rd, 2016-48th, 2017-44th and 2018-42nd). Job placement rates three months after graduation have hovered between 87% and 91% during this time period, and in 2017, the average annual salary of our graduates surpassed the $100,000 mark for the first time. Additionally, surveys of graduates show strong satisfaction with advising services provided by the school, with 'communication between administration and students' and 'responsiveness of administration' ratings ranging from 4.2 to 4.5 on a 5-point scale over the past two years. Success in these areas is critical to the overall success of the program, as these are primary factors assessed by prospective students when choosing their program of study.

(2) Continue to provide a highly collaborative student experience, connections and partnerships with the Orange County business community, and job placement and career opportunities.

Over the past year, the school has created and filled a new staff position partially funded by PDST, Director of External Relations, focused on creating and nurturing partnerships with the local business community. Through the Director's efforts, a number of new experiential learning opportunities have been created. For example, the program now offers Applied Consulting projects for entrepreneurial/start-up firms where students do a 10-week consulting project, helping these companies solve a specific problem. Previously we focused primarily on established companies. Additionally, the career management team has expanded on its external relations effort, resulting in more career opportunities and choices for our student body.

Although the last proposal listed no goals to enhance affordability and diversity in its expenditure plan, **a significant amount of PDST funding has been used to fund fellowships for California residents** (including the introduction of a $10,000 California resident fellowship for all enrolled California resident students) and candidates that enhance the diversity of our student body. Explicit plans to increase affordability and diversity are described in later parts of this 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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Over the next five years, our program aims to achieve the following goals:

(1) **Increase the enrollment of California residents at a faster rate than nonresidents.**
Our application volume and enrollment has decreased, primarily from California residents, over the past few years. We are in a very competitive MBA marketplace, facing competition from both higher-ranked schools, as well as less expensive schools in the area. Therefore, we need to renew and revitalize our efforts to increase the volume of high-quality California resident applications. By the end of this five-year plan, our goal is to increase our proportion of enrolled California residents by five percentage points. In an effort to do this, we will continue to publicize a fellowship for California residents where they are guaranteed a minimum of $10,000 upon admission to the program. This practice was introduced in fall 2016. Additionally, we have already updated and are increasing our digital marketing outreach efforts and are also beginning the process of introducing new recruiting initiatives, including partnering with campus resources like the Center for Applied Innovation to draw students to on-campus events.

(2) **Increase the diversity of our class, both in terms of underrepresented populations and gender.**
Our goal is to achieve gender parity (50% female), but we believe that by 2023-24 we can increase female representation up to 40% (estimated fall 2018 female enrollment is 33%). In terms of underrepresented populations, overall we aim to have 13-15% of our class from these groups (estimated fall 2018 is 10%) by 2023-24. This is an approximately 3-5% increase, which we feel is both aggressive and achievable given our outreach efforts listed in Goal 3 below, and our planned increases in enrollment. We also plan to use additional PDST revenue to begin hosting Women in Leadership events on-campus twice a year, and partnering with our Women in Business Club to drive attendance from prospective women MBA candidates. These events will draw women in high-level leadership roles to speak about their experience and career growth, and provide an opportunity for candidates to connect directly with women in roles they aspire to have.

(3) Grow awareness of graduate management education to underrepresented populations and first-generation college students.

We plan to utilize PDST funds to address each stage of recruitment for prospective MBA students from underrepresented groups by hosting workshops and information sessions that provide information about different MBA program types, why an MBA is beneficial, how to fund an MBA, and how to apply. We aim to reach underrepresented populations and first-generation college students who might not currently be considering an MBA. We are still working on the details of how we would outreach, but we are planning to start with the Anaheim and Costa Mesa areas. We will measure the success of this goal by the number of workshops and information sessions we hold, in addition to any conversions into applicants we see resulting from these events. We aim to hold three events each year.

(4) Maintain the quality of the full-time MBA program through increases to faculty salaries and benefits.

In order to remain a top 50 MBA program, we need to continue to attract and retain top faculty in the business field. Our ability to do this affects our rankings (the number of quality faculty publications each year, as well as student satisfaction levels are included in rankings surveys). Progress toward this goal will be measured by improved rankings and improvements in faculty-related areas of rankings surveys.

This PDST proposal is beneficial to our students, as reaching our goals will provide diversity of thought, background and experiences in class, which will improve the educational experience for all FTMBA students. Additionally, we aim to enhance access by outreaching to and enrolling students who might not otherwise consider a graduate degree in business.

If the proposed levels of PDST are not approved, we will continue many of the same recruiting initiatives we have planned and will continue to work towards increasing our gender and underrepresented population diversity, but we believe our progress will be much slower. We will have difficulty starting new initiatives, including workshops and information sessions, earlier in the application pipeline for underrepresented populations and first-generation college students.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$1,555,321	$46,660	$48,059	$49,501	$50,986	$52,516	$1,803,043
Benefits/UCRP Cost	$565,703	$28,285	$29,699	$31,184	$32,744	$34,381	$721,996
Providing Student Services	$237,641	$45,689	$242,017	$114,915	$31,646	$31,102	$703,010
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	$1,161,730	$59,417	$178,188	$97,818	$56,827	$58,119	$1,612,099
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	$42,000	$3,000	$0	$0	$45,000
Total use/projected use of revenue	$3,520,395	$180,051	$539,964	$296,419	$172,203	$176,118	$4,885,149

Additional Comments:

Goals 1 and 2 above will be accounted for through our recruitment budget which is exclusively covered from separate school funds and not PDST. Goal 3 for increased awareness, education and outreach is covered by the "Other" section of Table III above. The large increase in 2020-21 for providing student services will cover additional expenses and staff to support the projected 9.4% increase in our student body.

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 Paul Merage School of Business as a whole has been increasing fundraising efforts over the past years. For the FTMBA program specifically, around 10% of annual fellowships come directly from the Merage endowment. We expect this percentage to hold flat over the next five years due to the projected increases in enrollment and therefore increases in total dollars for fellowships awarded. This endowment has allowed us to continue to offer higher fellowships to our students than the PDST alone would allow.

Our cost-cutting initiatives have centered on gaining efficiencies within and across programs at the Merage School. For instance, the FTMBA program has decided to reduce the number of international trips for the recruiting and admissions team. Instead, we will be increasing our focus on California residents. Additionally, across the Merage School we have automated many operational processes including introducing a new system to streamline our application review process and automating emails that are sent to applicants throughout the admissions process. We are also using technology to our advantage to gain a more robust understanding of our applicants via video streaming before interviewing them one-on-one. Additionally, we have moved away from print for many of our recruiting and admissions materials and are instead utilizing digital formats for distribution.

There are several self-supporting professional programs (listed in section VII) at the Merage School, which also help with supplementing salaries, shared services, and overhead cost. These ongoing fundraising efforts also support school costs and salaries.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	72	73	80	83	86	90
Domestic Nonresident	19	19	21	21	17	14
International	67	68	74	76	77	76
Total	158	160	175	180	180	180

Additional Comments:
Consistent with our first goal, we aim to increase the percentage of California residents in our program.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges						Increases/Decreases									
	Actuals	Projections					2019-20		2020-21		2021-22		2022-23		2023-24	
Ranking in (#)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
University of Maryland - Smith (public) (48)	$46,376	$47,767	$49,200	$50,676	$52,197	$53,762	3%	$1,391	3%	$1,433	3%	$1,476	3%	$1,520	3%	$1,566
University of Minnesota - Carlson (public) (29)	$41,312	$42,551	$43,828	$45,143	$46,497	$47,892	3%	$1,239	3%	$1,277	3%	$1,315	3%	$1,354	3%	$1,395
Ohio State - Fisher (public) (31)	$31,139	$32,073	$33,035	$34,026	$35,047	$36,099	3%	$934	3%	$962	3%	$991	3%	$1,021	3%	$1,052
Boston University - Questrom (private) (42)	$54,900	$56,547	$58,243	$59,991	$61,790	$63,644	3%	$1,647	3%	$1,696	3%	$1,748	3%	$1,799	3%	$1,854
University of Rochester - Simon (private) (44)	$47,962	$49,401	$50,883	$52,409	$53,982	$55,601	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,573	3%	$1,619
Southern Methodist University - Cox (private) (48)	$53,103	$54,696	$56,337	$58,027	$59,768	$61,561	3%	$1,593	3%	$1,641	3%	$1,690	3%	$1,741	3%	$1,793
University of Southern California - Marshall (private) (20)	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3%	$1,888	3%	$1,945	3%	$2,003	3%	$2,063	3%	$2,125
Public Average	$39,609	$40,797	$42,021	$43,282	$44,580	$45,918	3%	$1,188	3%	$1,224	3%	$1,261	3%	$1,299	3%	$1,338
Private Average	$54,725	$56,367	$58,057	$59,799	$61,593	$63,441	3%	$1,642	3%	$1,691	3%	$1,742	3%	$1,794	3%	$1,848
Public and Private Average	$48,247	$49,694	$51,185	$52,720	$54,302	$55,931	3%	$1,447	3%	$1,491	3%	$1,536	3%	$1,582	3%	$1,629
University of CA, Irvine (42)	**$41,166**	**$42,121**	**$43,095**	**$44,098**	**$45,126**	**$46,184**	**2%**	**$955**	**2%**	**$974**	**2%**	**$1,003**	**2%**	**$1,028**	**2%**	**$1,058**
Nonresidents																
University of Maryland - Smith (public) (48)	$55,556	$57,223	$58,939	$60,708	$62,529	$64,405	3%	$1,667	3%	$1,717	3%	$1,768	3%	$1,821	3%	$1,876
University of Minnesota - Carlson (public) (29)	$52,256	$53,824	$55,438	$57,102	$58,815	$60,579	3%	$1,568	3%	$1,615	3%	$1,663	3%	$1,713	3%	$1,764
Ohio State - Fisher (public) (31)	$53,642	$55,251	$56,909	$58,616	$60,375	$62,186	3%	$1,609	3%	$1,658	3%	$1,707	3%	$1,759	3%	$1,811
Boston University - Questrom (private) (42)	$54,900	$56,547	$58,243	$59,991	$61,790	$63,644	3%	$1,647	3%	$1,696	3%	$1,748	3%	$1,799	3%	$1,854
University of Rochester - Simon (private) (44)	$47,962	$49,401	$50,883	$52,409	$53,982	$55,601	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,573	3%	$1,619
Southern Methodist University - Cox (private) (48)	$53,103	$54,696	$56,337	$58,027	$59,768	$61,561	3%	$1,593	3%	$1,641	3%	$1,690	3%	$1,741	3%	$1,793
University of Southern California - Marshall (private) (20)	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3%	$1,888	3%	$1,945	3%	$2,003	3%	$2,063	3%	$2,125
Public Average	$53,818	$55,432	$57,096	$58,808	$60,573	$62,390	3%	$1,614	3%	$1,663	3%	$1,713	3%	$1,764	3%	$1,817
Private Average	$54,725	$56,367	$58,057	$59,799	$61,593	$63,441	3%	$1,642	3%	$1,691	3%	$1,742	3%	$1,794	3%	$1,848
Public and Private Average	$54,336	$55,966	$57,645	$59,375	$61,156	$62,990	3%	$1,630	3%	$1,679	3%	$1,729	3%	$1,781	3%	$1,835
University of CA, Irvine (42)	**$48,587**	**$50,136**	**$51,749**	**$53,439**	**$55,205**	**$57,058**	**3%**	**$1,549**	**3%**	**$1,613**	**3%**	**$1,690**	**3%**	**$1,766**	**3%**	**$1,853**

Source(s): University of Maryland: https://www.rhsmith.umd.edu/programs/full-time-mba/admissions/tuition-fees University of Minnesota: https://onestop.umn.edu/finances/tuition; https://onestop.umn.edu/finances/fees Ohio State: https://fisher.osu.edu/graduate/ftmba/admissions/tuition-funding Boston University: https://www.bu.edu/questrom/admissions/graduate-programs/full-time-mba/tuition-financial-aid/ University of Rochester: http://www.simon.rochester.edu/programs/full-time-mba/tuition-financial-aid/tuition/index.aspx Southern Methodist University: https://www.smu.edu/cox/Degrees-and-Programs/Two-Year-MBA/admissions/tuition-and-financing University of Southern California: https://www.marshall.usc.edu/programs/mba-programs/full-time-mba/admissions/financial-aid

Additional Comments: Included the U.S. News Full-Time MBA Ranking for 2019 to contextualize our comparators (https://www.usnews.com/best-graduate-schools/top-business-schools/mba-rankings). Our tuition strategy is to be lower than privates and among the least expensive publics.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We chose our list of comparators primarily on the basis of whether a school is recruiting for students from pools similar to ours in terms of quality and size; competing consistently for the same students and faculty; providing programs of similar quality; and having a general brand and reputation similar to that of our program. Our comparators are also based on publicly available ranking data, which reflect how these programs are generally perceived by prospective students and the public overall. All of our chosen comparators are close in rank to us as noted by the number in parentheses in Table IV.a.

One exception to this approach is the inclusion of the University of Southern California (USC), which is an aspirational comparator for us and has been included due to their geographical proximity to our campus. We consider USC an aspirational program due to their current reputation and ranking, which is higher than ours, as well as the larger size of their student body. We feel we can close the rankings gap (which includes factors like academic statistics and career outcomes, as well as other metrics) between our two schools over the next five years by raising the awareness and reputation of our program through our efforts to differentiate ourselves from competitors (see IV.d), by continuing to improve the quality of students we attract to our program based on their incoming academic statistics like test scores and GPAs (particularly in-state students), by improving the post-MBA career outcomes of our students through increased student services, by ensuring our students are "job ready" with additional co-curricular offerings, and by incrementally increasing the size of our total class.

While all the other schools listed are not close to us in terms of geographical proximity, we consistently compete with them for students and faculty. Please see additional information in VII.a. below.

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

Comparing resident tuition, our program costs are substantially lower than those for our private comparators and slightly higher than the average of our public comparators. Compared to our individual public comparators, our resident costs sit roughly in the middle, with pricing varying between the different programs.

Comparing nonresident tuition, our program costs are lower than all but one of the comparators, with our cost being on average 10% less than our comparators.

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

Our program is distinguishable from our chosen comparison institutions for three main reasons: 1) our focus on Leadership for a Digitally Driven World, 2) our extensive consulting projects/hands-on learning opportunities grounded in the strong and diverse business community in Orange County, and 3) the personalized attention they receive due to low student-to-faculty ratios and strong student services support.

Our program has differentiated itself from our chosen comparators by focusing our curriculum and mission around "Leadership for a Digitally Driven World." Digital technologies are enabling the transformation and disruption of many industries, from retail to travel to health care. This focus aligns us well with the business practices and needs of our surrounding community. It also allows us to highlight the advantages of being in California, which has long been known for its focus on innovation and cutting-edge business strategy. Over the past two academic years, our faculty has successfully reinvigorated our curriculum so that every core course now focuses on how business is done in today's Digital Economy, which our comparator schools do not fully integrate.

Our program also distinguishes itself through offering numerous experiential learning opportunities for our student body, taking advantage of the thriving business community in Orange County. Through partnerships with this business community, hands-on learning opportunities such as Business Plan Competitions and participation in consulting projects with both entrepreneurial and

established companies, greatly enrich the academic experience and enables our student body to hone their newly gained business skills in a real-world environment while preparing them for their post-MBA career paths.

Our program stands out for having relatively low student to faculty ratios, enabling students to build stronger relationships with faculty and providing greater opportunity for faculty to address the specific needs of each student. Moreover, as mentioned in section V.g., the Merage School has distinguished itself in being the only business school among the Top-50 ranked programs in the country to reach faculty gender parity with a faculty that is over 50% female (according to Financial Times rankings).

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2017-18)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	1%	0%	0%	2%	6%	4%
Chicana(o)/Latina(o)	8%	4%	7%	5%	3%	7%
American Indian	0%	1%	2%	1%	0%	0%
Subtotal Underrepresented	*9%*	*6%*	*9%*	*9%*	*8%*	*11%*
Asian/East Indian	12%	12%	12%	19%	7%	18%
White	26%	25%	28%	26%	54%	44%
Other/ Unknown	4%	4%	4%	4%	3%	5%
International	49%	54%	48%	43%	28%	23%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	17%	21%	12%	N/A	N/A	N/A
Gender						
% Male	73%	71%	72%	67%	66%	63%
% Female	27%	29%	28%	33%	34%	37%

Note: Subtotal and Totals are rounded to the nearest whole number, so may not appear to total correctly.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Over the past three years, the enrollment of underrepresented groups in the Full-Time MBA program has been between 6% and 9%. When looking at our comparison schools, we are on par with, or slightly behind, public programs averaging 8.3% in 2017-18 and private programs at 10.7%. We are ahead of our peers in terms of Chicana(o)/Latina(o) representation, but behind in African American representation.

In an effort to create a robust level of racial and ethnic diversity, we actively participate in local events with Prospanica and the National Black MBA Association, associations aimed at empowering Chicana(o)/Latina(o) and Black members to achieve their academic potential. Additionally, as mentioned in our program goals, we aim to increase the awareness of graduate management education to underrepresented and lower socioeconomic status groups over the next five years, which should positively affect the enrollment of underrepresented groups in our program over time.

Our international percentages tend to be higher than both our public and private comparators due to the great reputation of both UC Irvine, as well as the Paul Merage School of Business abroad. Specifically, our international students are attracted to Orange County's location for the large number of companies located in the area, particularly in technology and entrepreneurship. These students successfully land jobs by graduation or soon after.

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?

Enrolled students in our Full-Time MBA program average around five years of work experience post-undergraduate graduation. Due to the gap between undergraduate studies and enrolling in the MBA program, it is difficult for us to proactively manage the percentage of Pell Grant recipients on a year to year basis. It is well publicized that the majority of fellowships to MBA programs are merit-based, as opposed to need-based. Looking at recent Pell Grant data for our program, the percentage of students who are Pell Grant recipients has fluctuated between 12% and 21% over the past three years, hitting its low point in 2017-18. Overall, small fluctuations in the number of Pell recipients yield significant changes in the overall percentage. Indeed, the program enrolled only four fewer Pell Grant recipients in 2017-18 relative to 2016-17 (which resulted in a drop from 21% to 12%).

Moving forward, we feel the goals we discussed in Part III, which describe how we plan to increase our efforts to outreach to first-generation students (who often come from low socioeconomic backgrounds) will allow us to better promote access to Pell grant recipients. As part of this effort, we will be reaching out to our current UC Irvine undergraduate population, as well as hosting information sessions and workshops in neighboring cities that tend to have more people of low socioeconomic backgrounds. In addition, we will look for new ways to identify students from low socioeconomic backgrounds during the recruitment and admissions processes. For instance, this application cycle, we adjusted our optional essay prompt to state the following: "In an effort to better understand the context of your achievements, is there any other information about your background, family or experience that you would like to share with the Admissions Committee?" We will continue to seek new and creative ways to identify applicants who were Pell Grant recipients as undergraduates, or those who come from low socioeconomic backgrounds during our regular applicant evaluation process. Finally, we will make it a priority to capture and record data related to these trends, which will allow us to better assess and react to these trends accordingly.

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 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?

There has been a big push in graduate management education over the last two years toward reaching gender parity, which has resulted in many top 20 schools increasing their enrollment of women. As most of the top 20 schools have increased their emphasis on recruiting women, their significantly larger program sizes have captured a growing proportion of women in the applicant pool. This has affected schools in our tier both in terms of the number of women applicants and the quality of those applicants. Moreover,

top tier schools have been increasing the scholarships given to women, so it is increasingly difficult to yield competitive female admits. Overall, our FTMBA program is comparable to other public schools in terms of gender parity, but slightly behind our private counterparts.

In an effort to move toward gender parity, we have participated in many more women-focused events over the last two years relative to prior years, which can be leveraged toward recruitment. For instance, we regularly attend Forte Forum MBA events, which are geared specifically toward women. Additionally, we partner with other programs in our school to host events with our Women in Business Club (targeted to both current and prospective students).

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

In the final year of our plan, we expect that our underrepresented minority student's percentage will be between 13-15% (a 3-5% increase, which we believe is aggressive, but achievable), our Pell Grant recipients will be around 15%, and our female enrollment will be around 40%.

The efforts we plan to undertake with our PDST funds should result in increased numbers of applicants to our program from underrepresented minority and low-socioeconomic status students. Additionally, by reaching these students earlier in the pipeline, we will be able to assist and guide them in ways that can strengthen their candidacy.

We expect the overall business school market will continue to be competitive regarding admission and yield of strong female candidates. We believe the progress to parity in full-time MBA programs will be slow, and that 40% is near the top level of where most programs will be in five years. We have already made strides with our most recent incoming class (37% women) and will continue to focus on women-specific recruiting initiatives to ensure we reach and maintain at least 40% women. In addition, recent reports from the GRE and GMAT indicate an increase in the percentage of female test-takers, suggesting a positive trend in the market.

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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.4%	2.5%	2.3%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	2.4%	3.7%	4.7%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	28.6%	28.4%	32.6%
	International	4.8%	4.9%	2.3%
White	Domestic	59.5%	55.6%	50.0%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	1.2%	3.7%	7.0%
	International	1.2%	1.2%	1.2%
Percentage by Gender		2015-16	2016-17	2017-18
Female		36.9%	39.5%	41.9%
Male		63.1%	60.5%	58.1%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	3.9%	4.1%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	2.1%	5.9%	6.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	35.4%	33.3%	38.8%
	International	8.3%	7.8%	4.1%
White	Domestic	54.2%	45.1%	38.8%
	International	0.0%	3.9%	8.2%
Other/Unknown	Domestic	0.0%	3.9%	8.2%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		41.7%	47.1%	51.0%
Male		58.3%	52.9%	49.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Ingrained in the values and mission of the school is the need to focus on hiring strategies that produce a diverse faculty, not only in terms of gender and race, but also in terms of thought and culture. This is done through recruitment strategies that focus on posting faculty openings broadly and through outlets that cater to diverse populations, and making sure that participants on search committees are diverse. We intend to continue these strategies going forward, as they have yielded positive results.

Specifically, since 2015, these efforts have yielded an increase in the number of underrepresented minority faculty at the Merage School, as shown in the tables above. While there is continued room for growth, we are pleased that the combined percentage of Black and Chicano(a)/Latino(a) faculty has grown from 4.8% in 2015-16 to 7.0% in 2017-18 and that the combined percentage of Black, Chicano(a)/Latino(a) and Asian-Pacific Islander faculty has grown from 38.2% to 41.9% over the same period.

Through these efforts, and as mentioned earlier, the Merage School has also distinguished itself in being the only business school among the Top-50 ranked programs in the country to reach faculty gender parity with a faculty that is over 50% female according to Financial Times rankings.

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 goal of the Full-Time MBA program is **to make the program accessible to all of our admitted students.** We have a robust fellowship pool, awarding over $2 million per academic year (of which approximately 58% is funded by PDST). In our most recent incoming class, 95% of the students received an award of some form. Those who did not receive an award from the Merage School were ineligible, because they received funding from their company to study at the Merage School. For those students receiving an award, the average fellowship amount was over $33,000 towards the cost of the two-year program. Fellowships are merit-based and applicants are awarded amounts based on a holistic approach that includes their academic strength, prior work history, letters of recommendation, and strength of interview. It is standard practice in MBA programs for fellowships to be merit-based, as opposed to need-based. In an effort to provide financial aid to low-income students, our development team is looking to create a fellowship based on need. We would invite admitted and enrolled students to apply for this fellowship in addition to any merit award they receive.

The amount of fellowship funding our students receive has also increased over the last three years and we expect it will continue to increase as we move forward. Given the increase in starting salary post-graduation that our students are seeing, we expect the debt level of our students to remain flat or decrease, even with an increase to PDST. We will measure our success by monitoring both the percentage of students who graduate with debt, as well as the amount of debt they have.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	46%	50%	42%	29%	21%	26%	23%
Cumulative Debt among Students with Debt	$46,665	$58,399	$78,396	$65,536	$45,466	$95,919	$68,561

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 last five years we have seen the percentage of students in debt drop by nearly half from 42% of the graduating class to 23%. Specifically between 2012-13 and 2013-14, the amount of scholarship money per student increased substantially, on par with the rest of the MBA market. Since 2013-14, scholarships have increased at a much more manageable pace each year.

Debt levels have not followed the same pattern of decrease in the last five years and have been inconsistent year over year. We believe the reason for the inconsistency across years is due to the makeup of our class. Each year the number of joint Medical/Business (i.e., MD/MBA) students in our class fluctuates. These students often carry a high amount of debt from the medical portion of their joint degree. For instance, and comparing to the table of indebtedness, we had the highest number of MD/MBAs graduate in 2015-16 (18 graduates) and the fewest in 2014-15 (four graduates), which aligns with the fluctuation in debt level year over year. The return-to-aid portion of PDST, combined with school funds for scholarships, will help to offset the increase in debt resulting from an increase in PDST.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	23%	$68,561	$100,000	10%
Public comparisons	N/A	$60,333	$95,667	9%
Private comparisons	N/A	$59,500	$94,190	9%

Sources:
UC: Corporate data; https://merage.uci.edu/programs/mba/full-time-mba/employment-report_2018.pdf
Comparison institutions: Average Debt: Bloomberg 2016 Best Business Schools https://www.bloomberg.com/features/2016-best-business-schools/
Salary Data: University of Maryland: https://www.rhsmith.umd.edu/programs/full-time-mba/your-career University of Minnesota:
https://carlsonschool.umn.edu/sites/carlsonschool.umn.edu/files/inline-files/ftmba_employment_report_2016-2017.pdf Ohio State: https://fisher.osu.edu/careers-recruiting/salary-outcome-data
Boston University: https://www.bu.edu/questrom/files/2018/11/MBA-RY18-FT-Employment-Report.pdf University of Rochester: http://www.simon.rochester.edu/programs/full-time-mba/careers/employment-summary/index.aspx Southern Methodist University: https://www.smu.edu/cox/Degrees-and-Programs/Two-Year-MBA University of Southern California:
https://www.marshall.usc.edu/sites/default/files/2018-09/USCM_MBA-CSC_Employment%20Data_090718_SP_vFA.pdf

Additional Notes: For Average Debt, each school name can be entered into the Bloomberg database and it provides Average MBA Debt for new graduates (there are no individual links per school). This was then averaged for public and private comparators. For Salary data, each school's median or mean (depending on what they reported) was included and averaged for 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.

The Full-Time MBA program is required to report employment data under specific standards for each graduating class. Over the last three years, approximately 90% of our students seeking employment have been employed within three months of graduation. Additionally, over the same time period, the median starting salary has increased and is now $100,000. We have remained low in terms of debt load compared to the cost and as such, our students have a debt load that is generally manageable and consistent with both the cost and outgoing salary.

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.

Of the approximately 90 students that we enroll annually, only one or two per year pursue public interest positions as their full-time career. Many of our students participate in public service, however, as part of a portfolio of activities both during the program and afterwards. On occasion students choose to pursue a career in public interest due to experiences they have during the program. Our Career Center encourages our students to focus on pursuing positions they have a passion for, as we believe it is more important

that our students pursue their passion than it is to take a position that may pay more money. We want our students to make a difference – the salary is a secondary consideration. We do not offer Loan Repayment Assistance Plans, but we do educate our students who are pursuing non-profit careers about the Public Service Loan Forgiveness program offered through the US Department of Education.

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?

On average yes, those students pursuing public interest careers earn substantially less upon graduation than students who enter the private sector. However, our students typically enter organizations (in both public and private sectors) at a middle management level, so even in the public sector, they still earn substantial salaries. Because of MBA career reporting norms, we do not have an average salary to report for the non-profit industry (the minimum number required to share data is three, which we do not have in our graduating class). However, the informal salaries our students have reported are high enough to allow for repayment of debt incurred in the program. Evidence of this can be found through a general search on non-profit MBA entering salaries, which tend to range between $75,000 and $90,000 per year.

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

We have a robust marketing and outreach program in place for all prospective students. In our commitment to serve California, we have created a fellowship for California residents where they are guaranteed a minimum of $10,000 upon admission to the program. We hold several in-person and web-based information sessions throughout the academic year to discuss admissions and program information and include information on financial aid, including fellowships. We have a specific financial aid flier that is included in material that is regularly given to students who attend recruitment events. Additionally, we encourage prospective students to personally connect with our financial aid staff one-on-one to explore loan programs as well as merit-based fellowships. There are also teaching assistantships available to students in their second year to help fund their education and we regularly communicate this with both our prospective students and current students.

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

The Full-Time MBA program is required to share employment data on an annual basis according to MBACSEA (MBA Career Services & Employer Alliance) standards. This includes percentage of graduates employed at graduation and at three months post-graduation, and salary data (high, low, mean, and median). All of this information is available on our website and we highlight it on an additional brochure that is distributed to prospective students. At this time we do not share the average debt information because it is regularly included as part of MBA rankings data that prospective students view and use.

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.).

The FTMBA program relies on a rich infrastructure provided by a broad range of Master's level offerings at the Merage School. Students in the FTMBA program are able to deepen their knowledge and expertise through interactions with students from other programs. Additionally, the Full-Time MBA students have access to a range of elective offerings through the other Master's level programs.

While the Full-Time MBA program's success is critical to the brand and reputation of the Merage School, our self-supporting MBA programs, including the Fully-Employed MBA (FEMBA) and the Executive MBA (EMBA), and our self-supporting Specialty Masters Programs, including the Master of Public Accountancy (MPAc), Master of Finance (MFin) and Master of Science in Business Analytics (MSBA), provide more opportunities for the Merage School to enhance its brand.

These programs also contribute to the diversity of the student body across the Merage School. For instance, the FEMBA and EMBA programs have partnered with local city and county government agencies to recruit students from diverse backgrounds through the creation of a 'City Managers Fellowship.' This program has awarded nine fellowships (approximately 11% of the classes) in our EMBA program and five fellowships (approximately 3% of the classes) in our FEMBA program over the last two years.

In the Specialty Masters Programs, efforts to recruit students of diverse backgrounds, primarily from UC and CSU campuses, have resulted in the following URM enrollment percentages for the 2018-19 incoming class: MSBA – 10.8%, MFin – 12.5% and MPAc – 9.0%.

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe):

In order to make our student consultation processes more substantive, the Full-Time MBA program has instituted a new annual consultation process that follows this protocol:

Fall Quarter:
Schedule a town hall meeting (this year, it was on October 24, 2018) where the program director and assistant dean will present the details of our proposal including: proposed increases for 2019-20 and the multi-year plan, uses of PDST revenue, PDST increases in context to total charges, affordability and financial aid, comparator institution information, diversity and outcomes. Approximately one to two weeks prior to the town hall, the program director will meet with Full-Time MBA Class Representatives and speak about the plan (this occurred on October 17, 2019). Additionally, the program director will email all Full-Time MBA students outlining an

executive summary of the multi-year plan and open a survey for one week to capture any initial feedback, questions or concerns the students have so they can be addressed at the town hall meeting. The students are also invited to reach out to the program director directly. Following the town hall, feedback will be gathered in a number of ways including: emailing to the program director, provided to the class representatives, or completing a survey. For the 2019-20 academic year, any feedback received within one week of the town hall will be included in any revisions to the proposal, with additional feedback considered carefully before formalizing fee increases for the following academic year.

Winter Quarter:
Mandatory meeting with student leaders including class representatives, Merage Student Association president (if Full-Time MBA student) or vice-president to discuss on-going feedback and proposed increase by program office for next academic year (up to the maximum approved in the multi-year plan).

Spring Quarter:
Email to all Full-Time MBA students with PDST increase for next academic year. Town Hall meeting scheduled to receive feedback and answer any questions. Feedback and questions can also be sent via email to class leaders or program director.

IX.b. Below, please 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.

At the town hall meeting on October 24, 2018, approximately 45 of 130 students were present. Students were supportive of the fee increase proposal and appreciated the transparency and ability to be involved in the process. Students noted that when inflation is accounted for increases to PDST for California residents are basically null and are minimal for nonresidents. Another student suggested that when presenting our plan next time we should recognize that student interest rates are likely to increase in the future, as well, which will also affect their net costs. Overall, students were supportive of our goals for the increased revenue and are interested in being involved as we shape the specific plans around the stated goals of diversity recruitment and education of underrepresented groups and first-generation students. Only one piece of written feedback was received (via the survey) as of 10/26/18 and is included below. No feedback was received from the email sent two weeks prior to the town hall. Based on the positive support, no changes were made to the plan, however feedback was noted for how we present our plan throughout the on-going consultation process.

Student 1: *Think you all are doing great with the FTMBA program and other programs (from what I've heard). I appreciate this communication and think the business case put together for raising the fees was well done. Keep up the great work!*

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 must be provided by the program.

☒ Plan shared with _____AGS President Michelle Herrera_____ on ___9/27/18_____ .
                                       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: No feedback was provided as of the 11/16/18 submission date.

☒ If applicable, plan shared with ___Full-Time MBA Class Representatives for Classes of 2019 and 2020 on 10/17/18__.
                                         Program graduate student organization (i.e., your program council or department GSA)

      ☐ Comments or feedback was provided.

      ☒ Comments or feedback was not provided.

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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 Merage School communicates the PDST proposals with faculty via the Merage School faculty governance process.

Faculty governance is overseen by the school's Faculty Advisory Committee (FAC). Student fee proposals, including the proposed PDST fees, are presented to the FAC. The FAC Committee communicates the information to all school faculty for discussion and

feedback. The FAC meetings are held monthly during the academic year. The proposed PDST fee increases in this plan were presented to the FAC Committee on October 17, 2018. The FAC Committee is supportive of the increase. We did not receive any feedback or comments.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on ____9/27/18_____ .
                       Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on ____11/13/18_____ .
                       Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$10,941	$11,487	$12,060	$12,663	$13,296	$13,962	5%	$546	5%	$573	5%	$603	5%	$633	5%	$666
Prof. Degr. Suppl. Tuition (Nonresident)	$10,941	$11,487	$12,060	$12,663	$13,296	$13,962	5%	$546	5%	$573	5%	$603	5%	$633	5%	$666
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$774	$778	$783	$787	$792	$797	0.6%	$4	0.6%	$5	0.6%	$5	0.6%	$5	0.6%	$5
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
Total Fees (CA resident)	**$24,285**	**$25,231**	**$26,211**	**$27,238**	**$28,308**	**$29,429**	3.9%	$946	3.9%	$980	3.9%	$1,028	3.9%	$1,070	4.0%	$1,121
Total Fees (Nonresident)	**$36,530**	**$37,476**	**$38,456**	**$39,483**	**$40,553**	**$41,674**	2.6%	$946	2.6%	$980	2.7%	$1,028	2.7%	$1,070	2.8%	$1,121

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A

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

The UC Irvine Graduate Program in Genetic Counseling is committed to providing education and professional training in counseling and medical genetics, leading to a Master's degree in Genetic Counseling. **Our goal is to train genetic counseling professionals who have developed the practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor.**

The graduate program is a full-time, two year master's degree program. The program enrolls both students who have come straight from their undergraduate degree, as well as students who have had work experience in other career settings before coming to graduate school in genetic counseling. Graduates of the program are eligible to become board-certified in genetic counseling, and most pursue a career as a genetic counselor, helping people understand and adapt to the implications of genetic variation for human health and disease. Program graduates are employed in various settings, and have the skills to work effectively with patients and families in clinics, serve diverse communities, and contribute to the growth of knowledge about genetics through research, educating health care providers and the public, and informing public policy on genetic issues.

The program was founded at UC Irvine in 1973, and predated the development of the official category of "Professional Master Degree Programs" at the University of California. However, the program has always had a significant professional component, as well as a robust academic component, and in 2012-13, a professional fee was added. The demand for these professionals continues to grow, and it is essential that the program be able to attract and retain genetic counseling faculty members with the skill and expertise needed to train the outstanding practitioners of the future.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The last multi-year plan applied to 2016-17 through 2018-19. The primary purpose for the proposed PDST increases during those years was to support the costs of running the program in order to maintain a strong graduate curriculum. **The primary goal of the program, supported by the PDST revenue, was and continues to be to train genetic counselors who have the practice-based skills and competencies to provide effective genetic counseling services.** This level of competency is required for program graduates to be eligible to apply for certification through the American Board of Genetic Counseling (ABGC) and for licensure in states (such as California) that have implemented genetic counselor licensure. The PDST revenue allowed the program to achieve this primary goal by supporting a structure which enables the provision of an effective graduate curriculum; this structure depends on having a budget that supports both faculty and administrative staff salaries as well as non-salary program expenses. Since the submission of the last multi-year plan, all program graduates who have taken the ABGC certification exams have achieved certification, and all matriculating students (with one exception) have completed the graduate degree within the normative time for completion (six academic quarters) or by enrolling for one additional quarter. During this time period, graduates have also achieved employment in their chosen field within 2-3 months following completion of their degree, and the last group of graduates (n=6) all had job offers prior to graduation (including several with more than one employment opportunity).

An additional goal of the PDST was to have sufficient funding to continue to both recruit and retain strong genetic counselor faculty. The program budget included a substantial component of salary support for the non-FTE genetic counseling faculty who provided academic instruction and clinical supervision. As is also reflected in the expenditure table in Section III-b, the majority of the PDST revenue (62%) supports this component in the current academic year (33% supported the return-to-aid component, and the remaining 5% supported other costs). Accreditation of the graduate program (through the Accreditation Council for Genetic Counseling, ACGC) requires that the key program faculty be board-certified genetic counselors. However, these individuals are typically members of the clinical faculty or adjunct faculty; therefore, salary support for the time devoted to the graduate program was essential for maintaining accreditation. The PDST revenue allowed the program to cover personnel costs, which continued to increase based on cost of living increases, advancement, and competition with other employers for qualified genetic counselors. Since the submission of the last multi-year plan, the program successfully completed recruitment of three genetic counselor clinical

faculty members. This recruitment was a notable achievement given that national and regional salaries for genetic counselors are now highly competitive, and most genetic counselors who are seeking employment receive multiple job offers.

A third goal of the PDST as proposed in the last multi-year plan was to remain competitive with other schools while maintaining our commitment to diversity and the program's affordability. In each admissions cycle, the program has succeeded in matriculating a highly qualified group of students and has remained affordable in comparison with the program comparators. The return to aid component of the PDST provided fellowship funding for students (available to all incoming students), which enhanced program affordability. In the most recent admissions cycle, one larger program fellowship was made available through the PDST return-to-aid component (as well as smaller program fellowships, which were awarded to other incoming students). The top applicants were ranked by the admissions committee for receipt of the larger fellowship based on merit and to support the enrollment of well-qualified diverse applicants in this program. In subsequent admissions cycles, applicants who are interested in applying for this fellowship will be ranked based on merit and on evaluation of a written statement of the applicant's commitment to diversity and the role that receiving the fellowship would play in supporting that commitment. Beginning in the 2018-19 academic year, students were also eligible to apply for an external fellowship, which supports part of the cost of tuition. This opportunity was made available to UC Irvine students because it was recognized that our students graduate with a high-level of skill (which is largely based on the training provided by the strong program faculty who are supported in part by PDST revenue).

The program continued to matriculate a relatively diverse group of students (15-20% underrepresented minorities, and on average 20% Pell grant recipients). It should be noted, however, that given the small numbers of students in the graduate program, the proportion of students in these two categories can vary quite a bit from year to 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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The goals of the proposed increase in PDST are to **continue to support the costs of running the program, to maintain our commitment to program excellence, to support student professional activities, and to increase diversity within the genetic counseling profession.**

As noted in Section II above, the program budget includes a substantial component of salary support for the non-FTE genetic counseling faculty who provide academic instruction and clinical supervision. The funding for support for personnel costs represents approximately 62% of the proposed PDST revenue (with 33% committed to the return-to-aid component, and approximately 5% to other costs). This support directly benefits students by ensuring that the appropriate faculty be available for program leadership, instruction and clinical supervision. Accreditation of the graduate program (through the Accreditation Council for Genetic Counseling, ACGC) requires that key program faculty be board-certified genetic counselors. These individuals are typically members of the clinical faculty or adjunct faculty; therefore, salary support for the time devoted to the graduate program is essential. This support would be at risk of being discontinued without the PDST revenue, which would put the program's accreditation into jeopardy. The proposed increase in the PDST will allow the program to continue to cover the personnel costs of existing faculty, and to be able to recruit if any vacancies arise. This is particularly essential in the current employment market; genetic counselors are in strong demand, and skilled counselors who are seeking employment typically have multiple job offers from which to choose. It is essential that the graduate program be able to recruit and retain strong genetic counseling faculty members. Without the proposed increase in the PDST, the program would need to identify and rely on other temporary sources of funding to support personnel costs, which may not be sustainable.

The program budget supports student professional activities, with a goal of enhancing the training that the students receive in preparation for their future professional roles. The budget includes funds to be used toward attendance at one professional meeting per year and student membership in the relevant professional society (NSGC: National Society of Genetic Counselors). Funds are also budgeted for statistical software (SPSS and SAS) to be available on the student computers for use in completing thesis research.

The program is committed to enhancing diversity and affordability. Increasing diversity is a primary goal within the genetic counseling profession and increasing outreach to individuals who might not otherwise have been aware of this career choice is an essential part of the strategy to meet this goal. A commitment to diversity benefits all students in the graduate program, since this expands the range of experiences and perspectives that the students bring to their didactic work and to their clinical training. Students increase their learning opportunities by sharing these experiences with each other. The program can also play an important role in helping potential applicants (including those of diverse backgrounds) to find effective approaches to prepare for graduate study in genetic counseling. In our experience, this type of preparation is a strong predictor of success in the graduate program. For this reason, our program faculty dedicate time to working with undergraduate student interest groups, and to hosting information sessions at UC Irvine. Continued PDST support allows the program to support endeavors in this area.

In the 2018 admissions cycle, a national GC Admissions Match program was established across all graduate programs in genetic counseling in the US and Canada. The goal of the Match is to place applicants into graduate programs based on a fair process that takes into account both the applicants' and programs' preferences (similar to the process of matching physicians to residency training programs). In this first year of the Match program, UC Irvine had a very successful Match result; of the seven enrolled students, five were among our top ten applicants (out of 48 applicants interviewed and 165 applicants total), and all seven were among our top fifteen applicants.   One challenge of the Match process is that the program has less control regarding the overall make-up of each group of matriculating students with respect to demographic factors. For this reason, it will be especially important for the program to work toward developing a diverse and well-prepared applicant pool (through faculty outreach, for example), and to make sure that our commitment to diversity is reflected in a strong and diverse faculty, and in the coursework and clinical experiences that are part of the program curriculum.

Metrics used to measure the success in attaining the goal of diversity include tracking on a yearly basis the percentage of students who reflect a diverse background, with particular attention to the proportion of students who are from underrepresented groups or are Pell grant recipients.   It should be noted however that with a small cohort of students, any observed fluctuations may not reflect statistically significant differences, and we anticipate that this percentage may fluctuate from year to year.

Because the Match process will mean that the program has less control with respect to which specific students matriculate in each year, we will also measure the diversity reflected in the applicant pool each year, and in the subset of applicants who are ranked through the Match. The metrics used to measure success in attaining the goal of program affordability include comparison to program costs at comparator institutions. We will also track the yield in each admissions cycle (since one of the factors that applicants use in ranking programs is program affordability).

If the proposed increase in PDST levels are not approved, it will be more difficult for program faculty to devote time to the activities described above to support our efforts to increase diversity. The program may need to identify other temporary sources of funding to support these efforts, which may not be possible.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$70,687	$9,227	$3,996	$4,195	$4,405	$4,626	$97,136
Benefits/UCRP Cost	$24,740	$3,230	$1,398	$1,468	$1,542	$1,619	$33,998
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	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment Purchases	$2,000	$100	$105	$110	$116	$122	$2,553
Providing Student Financial Aid	$50,547	$6,313	$2,836	$2,985	$3,133	$3,297	$69,112
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)	$5,200	$260	$273	$287	$301	$316	$6,637
Total use/projected use of revenue	$153,174	$19,130	$8,609	$9,046	$9,497	$9,979	$209,435

Additional Comments: The "Other" category includes support for student professional costs. This support includes funds to be used toward attendance at one professional meeting per year, student membership in the relevant professional society (NSGC: National Society of Genetic Counselors), and funds for statistical software (SPSS and SAS) to be available on the student computers for use in completing thesis research.

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 graduate program has increased enrollment (seven or eight students admitted in each of the two years) without increasing the percent FTE of faculty paid from the program budget. This is the maximum number of students allowable based on our program accreditation from the ACGC with the current percent of FTE devoted to program leadership. In order to admit additional students, the program would need to devote additional FTE to program leadership, with the associated cost, which would exceed the amount of additional funding that would most likely need to come in through PDST).

Based on the size of our program (currently 14 students), we are required by our accrediting council (ACGC) to have 1.0 - 1.25 FTE devoted to program leadership. Through efficient use of program resources and in-kind support, we are able to run the program effectively with the minimum 1.0 of FTE in program leadership. The program also continues to work to identify additional sources of funding for genetic counseling faculty who work directly with the students in the clinic.   By hiring strong faculty genetic counselors into these clinical positions, we are able to provide a strong and practical learning environment for our students.

The Department of Pediatrics continues to actively pursue extramural sources of support to provide additional support for the graduate program. Potential sources include educational grants, scholarship support, and philanthropy from corporations. Current support for educational resources for the division and graduate program has been received through a donation from the Sons of Italy Lodge in Orange, California. In addition, a corporate entity has made an external fellowship available to which our students may apply; the availability of this type of fellowship funding allows us to attract strong applicants. Several students have also been employed through the Lysosomal Storage Disease registry and through other positions within the Department, which allow them to partially offset the cost of tuition.

The program has already cut costs to the bare minimum and does not anticipate further cost-cutting within the proposed five-year plan. As shown in the budget, the majority of program costs cover the salary and benefits of the clinical faculty who are involved in teaching and clinical supervision. However, the program continues to evaluate opportunities for cost-cutting as they arise, including use of electronic technologies to supplement teaching (for example, one required lecture series is currently taught via webinar by a medical geneticist who is currently located in the Bay Area).

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

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	13	13	13	13	13	13
Domestic Nonresident	1	2	2	2	2	2
International						
Total	14	15	15	15	15	15

Additional Comments   N/A

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
CSU Stanislaus (Public)	$24,500	$25,235	$25,992	$26,772	$27,575	$28,402	3%	$735	3%	$757	3%	$780	3%	$803	3%	$827
Univ. of Utah (Public)	$26,609	$27,408	$28,230	$29,077	$29,949	$30,848	3%	$798	3%	$822	3%	$847	3%	$872	3%	$898
Univ. of Michigan (Pub)	$23,502	$24,207	$24,934	$25,682	$26,452	$27,246	3%	$705	3%	$726	3%	$748	3%	$770	3%	$794
Northwestern (Private)	$54,120	$55,744	$57,416	$59,138	$60,913	$62,740	3%	$1,624	3%	$1,672	3%	$1,722	3%	$1,774	3%	$1,827
Stanford (Private)	$40,424	$41,636	$42,885	$44,172	$45,497	$46,862	3%	$1,213	3%	$1,249	3%	$1,287	3%	$1,325	3%	$1,365
Boston Univ. (Private)	$38,450	$39,604	$40,792	$42,015	$43,276	$44,574	3%	$1,154	3%	$1,188	3%	$1,224	3%	$1,260	3%	$1,298
Public Average	$24,871	$25,617	$26,385	$27,177	$27,992	$28,832	3%	$746	3%	$769	3%	$792	3%	$815	3%	$840
Private Average	$44,331	$45,661	$47,031	$48,442	$49,895	$51,392	3%	$1,330	3%	$1,370	3%	$1,411	3%	$1,453	3%	$1,497
Public and Private Average	$34,601	$35,639	$36,708	$37,809	$38,944	$40,112	3%	$1,038	3%	$1,069	3%	$1,101	3%	$1,134	3%	$1,168
University of CA, Irvine	**$24,285**	**$25,231**	**$26,211**	**$27,238**	**$28,308**	**$29,429**	**4%**	**$946**	**4%**	**$980**	**4%**	**$1,027**	**4%**	**$1,070**	**4%**	**$1,121**
Nonresidents																
CSU Stanislaus (Public)	$24,500	$25,235	$25,992	$26,772	$27,575	$28,402	3%	$735	3%	$757	3%	$780	3%	$803	3%	$827
Univ. of Utah (Public)	$51,717	$53,268	$54,866	$56,512	$58,208	$59,954	3%	$1,552	3%	$1,598	3%	$1,646	3%	$1,695	3%	$1,746
Univ. of Michigan (Pub)	**$47,102**	$48,515	$49,971	$51,470	$53,014	$54,605	3%	$1,413	3%	$1,455	3%	$1,499	3%	$1,544	3%	$1,590
Northwestern (Private)	$54,120	$55,744	$57,416	$59,138	$60,913	$62,740	3%	$1,624	3%	$1,672	3%	$1,722	3%	$1,774	3%	$1,827
Stanford (Private)	$40,424	$41,636	$42,885	$44,172	$45,497	$46,862	3%	$1,213	3%	$1,249	3%	$1,287	3%	$1,325	3%	$1,365
Boston Univ. (Private)	$38,450	$39,604	$40,792	$42,015	$43,276	$44,574	3%	$1,154	3%	$1,188	3%	$1,224	3%	$1,260	3%	$1,298
Public Average	$41,106	$42,340	$43,610	$44,918	$46,266	$47,654	3%	$1,233	3%	$1,270	3%	$1,308	3%	$1,348	3%	$1,388
Private Average	$44,331	$45,661	$47,031	$48,442	$49,895	$51,392	3%	$1,330	3%	$1,370	3%	$1,411	3%	$1,453	3%	$1,497
Public and Private Average	$42,719	$44,000	$45,320	$46,680	$48,080	$49,523	3%	$1,282	3%	$1,320	3%	$1,360	3%	$1,400	3%	$1,442
University of CA, Irvine	**$36,530**	**$37,476**	**$38,456**	**$39,483**	**$40,553**	**$41,674**	**3%**	**$946**	**3%**	**$980**	**3%**	**$1,027**	**3%**	**$1,070**	**3%**	**$1,121**

Source(s): Program websites, accessed September 2018:

Northwestern: https://counseling.northwestern.edu/admissions/tuition-financial-aid/

Stanford: https://med.stanford.edu/genetic-counseling/admissions-faqs.html

Boston University: https://www.bumc.bu.edu/gms/genetic-counseling/admissions/tuition/

CSU Stanislaus: https://www.csustan.edu/msgc/tuition-fees-financial-aid

University of Utah: http://uugpgc.genetics.utah.edu/tuition-and-fees/. Note that the information on this webpage page is from 2016-2017, and for two years of education. The information entered into the table is for one year (two year cost divided by 2), and the 2018-2019 cost is estimated by applying an inflationary increase of 3% per year.

University of Michigan: https://medicine.umich.edu/dept/human-genetics/education/genetic-counseling-program/admissions/funding-your-education

Additional Comments: For each program, the amount entered is the cost for one year of the program.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

These institutions were used for comparison because of the similarity of their graduate programs in Genetic Counseling, including faculty expertise and distinction. Our experience with recruitment and admissions also has shown us that highly qualified applicants often make a choice between attending UC Irvine and one of these comparator institutions. In addition, the list includes all four established and fully accredited graduate programs in the Western U.S. (defined as being located west of the Rockies: UCI, Stanford, CSU Stanislaus, and University of Utah).   Approximately 60% of genetic counseling programs in the U.S. are housed in public institutions.

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

For in-state students, our program's current costs are lower than the private institutions with which we compete (Northwestern University, Stanford University and Boston University), and our fees are currently in a similar range as those for our public comparators (California State University Stanislaus, University of Utah, and University of Michigan).

For non-California residents, our current tuition is within range of that for both the private and public comparator institutions.   Note that the tuition for one public comparator institution (CSU Stanislaus) is the same for both resident and non-resident students; this affects the overall average for public institutions for the non-resident group, and in fact our non-resident costs are lower than those for the other two public comparators.

The graduate program has a large and robust applicant pool, which has increased in size over the past ten years, including increases each year since the addition of the PDST. Therefore, we do not anticipate that the incremental proposed change in PDST will lead to a decrease in our ability to admit a full class of qualified graduate students in each cycle. However, we do recognize that applicants will consider program cost as one of the criteria for choosing among multiple offers of admission from various institutions. It is

possible that some highly qualified applicants may choose another institution based in part on financial considerations. The return-to-aid component of the PDST has facilitated recruitment of these highly qualified applicants, particularly those of diverse backgrounds and from under-represented groups.

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

A distinguishing characteristic of the graduate program at UC Irvine is the fact that the program is housed within an active clinical Division of Genetic and Genomic Medicine, in the Department of Pediatrics. The program is structured so that students are immersed in the practice of genomic medicine from the time they enter the program. Indeed, students begin taking active responsibility in the clinics (under faculty supervision) by the end of their first quarter of graduate study, which sets us apart from most other genetic counseling graduate programs. This structure leads to early opportunities for the students to develop the professional skills that they will need in future practice, and our experience is that employers find that our graduates are well-prepared and able to step directly into clinical positions following graduation. In addition, the majority of teaching and clinical supervision throughout both years of graduate study is provided directly by our program faculty, which distinguishes us from many other genetic counseling programs. This close connection enhances the professional development of the students, who benefit from knowing the program faculty well, and also enables the faculty to help the students integrate the didactic material with clinical experience across training settings.

Applicants to the UC Irvine program who have also interviewed at other programs have told us that this early focus on taking a professional role in a supportive environment (which is emphasized during the admissions process) distinguishes our program from other programs, and provides an explanation for why applicants who are well-prepared for this professional challenge may choose to rank this program more highly than other comparator programs.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	0%	0%	1%	1%
Chicana(o)/Latina(o)	22%	13%	16%	13%	1%	1%
American Indian	0%	0%	0%	0%	0%	0%
Subtotal Underrepresented	*22%*	*13%*	*16%*	*13%*	*2%*	*2%*
Asian/East Indian	7%	0%	0%	20%	5%	5%
White	57%	67%	77%	60%	88%	88%
Other/ Unknown	14%	13%	0%	7%	4%	4%
International	0%	7%	7%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	0%	33%	25%	N/A	N/A	N/A
Gender						
% Male	0%	7%	7%	0%	5%	5%
% Female	100%	93%	93%	100%	95%	95%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: No data are available directly for comparator institutions. The data presented here for comparison are based on unpublished data from a survey conducted in 2016 of current graduate students in all graduate programs, and graduates from 2012-2015. The survey was conducted by the Applicant Pool Workgroup of the Association of Genetic Counseling Program Directors (AGCPD). (http://agcpd.org) These data are not broken down for Public versus Private Institutions, since the data are not available in this format.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The number of students in our program each year is small, and therefore it is difficult to make meaningful statistical comparisons between our program and comparison programs. However, in general, there appears to be greater diversity among the students in the UC Irvine program in comparison with the national data provided in the table above, which are based on unpublished data from

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a survey of current graduate students and graduates from 2012 through 2015 in all graduate programs, conducted in 2016 by the Association of Genetic Counseling Program Directors (http://agcpd.org). National data on the applicant pool were also collected by the Association of Genetic Counseling Program Directors (AGCPD) for the 2017 admissions cycle. On average, 64% of applicants to genetic counseling programs self-identify as White, 10% are Asian, 3% African American, 1% Chicana(o)/ Latina(o), <1% American Indian, and 22% Other/Unknown.

At UC Irvine, of 26 graduates since 2015, 15 (58%) are Caucasian, six (23%) are Asian, and five (19%) are Chicana(o)/Latina(o). These numbers reflect a greater diversity at UC Irvine for admitted students and in comparison to the national applicant pool, particularly for individuals of Chicana(o)/Latina(o) ancestry. While the number of African Americans enrolled (0 of 26) does not differ significantly from the 3% of individuals in the national applicant pool who are African American, our program recognizes the importance of exploring why enrollment has been so low for this group of applicants. In past admissions cycles, we have noted that some African American applicants who have been offered an interview slot or have been offered admission to the program have declined the offer. In some cases, this appears to be due to an opportunity to interview at or attend a program that is geographically located closer to the applicant's family. Ultimately, however, a key reason for the low proportion of African Americans enrolled in graduate programs in genetic counseling (including at UC Irvine) appears to be that this group of potential students is disproportionately under-represented in the applicant pool.

Increasing diversity within the genetic counseling profession is a long-term goal of the Association of Genetic Counseling Program Directors (AGCPD). An important step in achieving this goal is to widen the pool of applicants to include individuals who might previously have been unaware of this career option. Media coverage, including newspaper articles that specifically highlight graduate study in genetic counseling, is proving to be effective in reaching a broader applicant pool.   It is also critically important that we recruit and retain genetic counseling faculty members who are highly skilled in working with students from diverse backgrounds.

In 2015-16, an undergraduate Student Interest Group ("SIG") in genetic counseling was formed at UC Irvine, led by a committed group of undergraduates with mentorship from a faculty member in our program. At other institutions (UCLA and University of Minnesota), this model has proven to be very effective in increasing awareness, and providing potential applicants with one-on-one experiences that can help them with their career and professional school choices. Of our current group of graduate students, several (including two of diverse backgrounds) came to the program after substantial involvement in the UCLA "SIG." Based on this experience, we anticipate that the new UCI "SIG" will be an effective component of our strategy to increase the diversity of genetic counseling students at UC Irvine.

As an additional strategy, the program is also participating together with the School of Medicine Graduate Studies Office in outreach to increase program visibility to diverse groups of potential graduate students, including those from underrepresented groups.

We are also using the program-specific return-to-aid component to recruit the top candidates to our program, including candidates from diverse backgrounds and underrepresented groups. Our current experience is that underrepresented applicants are often attracted to our competitor institutions because these institutions (particularly the private ones) are able to offer more competitive fellowship and scholarship support. At UC Irvine, the Recruitment and Diversity Fellowships are limited to incoming students pursuing a Ph.D. or M.F.A.; our graduate students are not eligible. Therefore, the PDST return-to-aid component is critical to our strategy. In the most recent admissions cycle (the first one accomplished through the national GC Admissions Match program as described above), one larger program fellowship was made available through the PDST return-to-aid component. The top applicants were ranked by the admissions committee for receipt of this fellowship based on merit and to support the enrollment of well-qualified diverse applicants in this program. In subsequent admissions cycles, applicants who are interested in applying for this fellowship will be ranked based on merit and on evaluation of a written statement of the applicant's commitment to diversity and the role that receiving the fellowship would play in supporting that commitment. Applicants will be asked to provide this written statement during the interview process.

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 graduate program continues to enroll both students who have come straight from their undergraduate degree (including some who received Pell Grants), as well as students who have had work experience in other career settings before coming to graduate school in genetic counseling.

Based on data since 2012, the number of first year domestic students in Genetic Counseling at UCI with Pell grants as undergraduates has fluctuated between zero and two (out of five to eight students), without any clear enrollment trend. It is difficult to comment on or draw conclusions regarding a trend as the actual number of students in the program is small, which means that the fluctuations that do exist are not necessarily statistically significant.

In the genetic counseling profession, a major barrier for access for underrepresented groups and for students of low socioeconomic backgrounds appears to be a lack of awareness of the profession in general, as well as a lack of awareness of how to prepare to become a successful graduate student. The program will continue to work with undergraduate student interest groups in order to

raise awareness and to help underrepresented students find opportunities to gain experience relevant for preparing for graduate school.

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 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?

In the genetic counseling profession, males are a minority of practitioners. Historically, the percentage of males who are UC Irvine graduates is comparable to the percentage of males on a national basis. However, given the small number of students in the program, there can be substantial fluctuation from year to year. In the past several years, the proportion of male applicants to the program is similar to the national average. However, a number of male applicants who have been ranked high for admission to UC Irvine have chosen to go elsewhere.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The graduate program aims to maintain or increase (to 25% or higher) the proportion of underrepresented minority students, Pell Grant recipients and male students over the period of the currently proposed multi-year plan. Given that admission is now achieved through a national "Match" program (as described above), this will be achieved through increased outreach to historically underserved groups.   We will measure our progress toward this goal by evaluating the proportion of underrepresented students in each cohort of students. We will also measure the diversity reflected in our applicant pool, to measure the success of our outreach strategies.

We will continue to work with the undergraduate Student Interest Group at UC Irvine, to increase awareness and to provide potential applicants with one-on-one experiences that can help them to become strong applicants for graduate school. This can be particularly important for applicants of diverse background, who may not have otherwise had opportunities to learn more about this career choice. The program is also participating together with the School of Medicine Graduate Studies Office in outreach to increase program visibility to diverse groups of potential graduate students, including those from underrepresented groups. We are also using the program-specific return-to-aid component to enhance program affordability for the top candidates to our program, including candidates from diverse backgrounds and underrepresented groups.

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.)

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.

Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	2.7%	2.6%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	4.1%	3.9%	3.9%
	International	0.1%	0.1%	0.3%
American Indian	Domestic	0.6%	0.8%	0.4%
Asian/Pac Is	Domestic	31.4%	31.7%	33.3%
	International	0.6%	1.1%	1.1%
White	Domestic	58.0%	56.8%	55.2%
	International	1.3%	1.1%	1.1%
Other/Unknown	Domestic	1.0%	1.8%	2.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		36.8%	37.1%	38.3%
Male		63.2%	62.9%	61.7%

Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.0%	1.0%	1,5%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	2.6%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.5%	0.5%	0.5%
Asian/Pac Is	Domestic	19.7%	19.7%	20.2%
	International	0.0%	0.0%	0.0%
White	Domestic	75.6%	74.4%	73.7%
	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		2015-16	2016-17	2017-18
Female		22.8%	24.1%	24.7%
Male		77.2%	75.9%	75.3%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The program will continue to work together with the Division of Genetic and Genomic Medicine, Department of Pediatrics, and School of Medicine to promote the recruitment and retention of diverse faculty. Program faculty are hired through the Department of Pediatrics; graduate students also interact on a regular basis with faculty in other Departments within the School of Medicine. When faculty positions become available within the Division of Genetic and Genomic Medicine, we make every effort to reach a broad range of potential applicants, through posting the position with the various professional societies and organizations (e.g., American College of Medical Genetics [ACMG], National Society of Genetic Counselors [NSGC], American Board of Genetic Counseling [ABGC], American Society of Human Genetics [ASHG]). For example, in a recent recruitment effort, we were able to attract an applicant who is of South American background. This applicant was particularly interested in the opportunity to work with a diverse population (such as we have in southern California), and this was a factor in her decision to accept our offer of employment.

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 affordability goal for the program is that well-qualified students will be able to attend the program regardless of need. Prior to the addition of the PDST, our students' needs were met by their application for financial aid through the UC Irvine Financial Aid office. These needs are now also met through the return-to-aid component of the PDST, as well as block grants through the School of Medicine. We have thus far never had a student leave the program due to financial hardship.

We measure our success in meeting the goal of affordability by measuring persistence once admitted to the program, and by keeping track of the number of applicants who turn down an offer of admission solely for financial reasons.   This has rarely been the case. However, we are aware of well-qualified applicants who have declined an offer of admission to attend a different school that provided program-specific fellowship or scholarship aid. In addition, we have found that most applicants ask about the availability of scholarships and fellowships during the interview process. Being able to provide some program-specific financial support to graduate students through the return-to-aid mechanism sends a clear message to our applicants that we value their interest in the graduate program regardless of their financial need.

In the most recent admissions cycle (the first admissions cycle accomplished through the national Match program), we made one larger program fellowship available, and ranked our top applicants for that fellowship package; the admissions committee ranked applicants for this fellowship based on merit and to support the enrollment of well-qualified diverse applicants in this program. We believe this strategy helped us in the recruitment of a highly-qualified student of diverse background who might otherwise have chosen to attend another program due to financial reasons. In subsequent admissions cycles, we will continue to use this strategy, and will evaluate the applicant's statement of need and commitment to expanding diversity within their career (with respect to groups which are currently underrepresented) as part of the selection process.   We will track whether this corresponds to success in admitting a higher proportion of students who represent previously underserved groups.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	100%	67%	43%	50%	80%	57%	29%
Cumulative Debt among Students with Debt	$46,143	$28,344	$39,230	$69,747	$47,112	$46,378	$71,214

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 small number of students enrolled in the program, there is considerable year-to-year fluctuation in the percent of graduates with debt, and in the cumulative debt for these graduates. Therefore, it is difficult to discern any clear trends, and there does not appear to be an increase in indebtedness associated with the yearly incremental increases in PDST. However, a significant proportion of each class graduates with debt, and on average, approximately 50% of graduates graduate with debt. Based on the data over the past several years, we anticipate that this will continue to be the case. The return-to-aid component ameliorates the effect of total tuition on indebtedness, for some students.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	29%	$71,214	$83,000	12%
Public comparisons	n/a	n/a	$70,000	n/a
Private comparisons	n/a	n/a	$70,000	n/a

Sources:
UC: Corporate data
Comparison institutions: NSCG 2018 Professional Status Survey

Additional Comments:

The salary data supplied for graduates of this program are based on the starting salaries for the members of the graduating class of 2018.

The 2018 Professional Status Survey (https://www.nsgc.org/page/whoaregeneticcounselors) conducted by the National Society of Genetic Counselors (NSGC) was used to obtain financial information regarding starting salaries of graduates from accredited genetic counseling programs. The median starting salary for 2017 graduates is provided (this is a national median, and it should be noted that the median salaries of genetic counselors vary substantially by region). The survey does not break these data down based on whether the individual graduated from a public or private institution, but there is no reason to believe this differs. This survey does not include specific information on average debt at graduation. Therefore, the data are not available to fill in the Public Comparisons and Private Comparisons sections of this table.

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.

A proportion of graduates from the program continue to graduate with debt, as is documented in the table above. The return-to-aid component ameliorates the effect of total tuition on indebtedness for some students, and the program continues to seek other fellowship aid opportunities, such as an external fellowship opportunity (the Integrated Genetics Genetic Counseling Scholarship), for which students matriculating in 2018 were able to apply, which supports part of the cost of tuition. An additional ameliorating factor is the availability (in the past two years) of work-study funding based on need for one or two graduate students each year. Students are provided with information about resources at UC Irvine to learn more about their options (including through the financial aid office and the graduate studies office), and are encouraged to alert the program director if they are experiencing financial or other stressors, so that we can connect them with appropriate sources of support within the University.

Over the past several years, the starting salaries for genetic counselors have risen substantially (documented in the Professional Status Survey conducted on a biennial basis by the National Society of Genetic Counselors), and this is particularly true in Southern and Northern California. This rise in starting salary levels appears to be due to the increased demand for genetic counselors in the workforce. Recent graduates of the program have often been successful in negotiating starting salaries that are higher than the salaries of the junior genetic counselor faculty with whom they trained (in some cases substantially so).

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.

Genetic counselors who are employed by a government or not-for-profit organization providing services to underserved populations may be eligible to receive loan forgiveness under the Public Service Loan Forgiveness Program (https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service). In addition, there is a group of genetic counselors in California (including some at UC Irvine) who are working actively to advocate for the addition of genetic counselors to the list of professionals eligible to apply for these plans. There are currently no targeted program scholarships that specifically encourage students to enter public interest careers.

For the past several years, since it became clear that genetic counselors may be eligible for the federal Public Service Loan Forgiveness Program, enrolled graduate students have been provided with general information about this program at the time of the town-hall style meeting to discuss the PDST. We also hold a career planning session with students during their second year of graduate study, and this provides an opportunity to discuss the Public Service Loan Forgiveness Program as an incentive for program graduates to consider entering public service 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?

Graduates of the program who enter the private sector following graduation typically earn substantially more upon graduation than those who pursue public interest careers and careers in academia. The program endeavors to make sure that graduates are aware of the potential benefits and challenges of all of the available employment options following graduation, through group and individual sessions with faculty and with professionals in the field. In addition, the program ensures that graduates are aware of income-driven repayment plans for federal loans, as well as the Public Service Loan Forgiveness Plan (as discussed above in section VI.d.)

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

Written information about the graduate program (including program costs and financial aid) is mainly available through the program website. The program also holds group information sessions, which include information about program costs and fellowship aid. In addition, the program director makes herself available to speak with potential applicants on an individual basis.

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?

When asked, the program provides potential applicants with general information about the job prospects and typical salaries of genetic counselors (based on the NSGC Professional Status Survey), as well as information with respect to how the national salary survey compares with the experience of recent graduates (which is typically quite comparable). In addition, the program informs prospective students that many graduate students receive a financial aid package which includes a loan as well as fellowship aid. The program does not routinely discuss the average debt of graduating students, as this can vary substantially from year to year and based on the individual students.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 took place as part of a town-hall style meeting held on October 15, 2018 with the first year graduate students (n=7 students) and separately with the second-year graduate students (n=7). Each group of students met with program leadership (Program Director and Assistant Program Director). The Program Director described the PDST and the purposes for which the PDST is currently used. Students were provided with the current tuition/fee schedule using the layout on the Registrar's website (http://www.reg.uci.edu/fees/2018-2019/genetic.html). Students were also provided with information on the proposed increase in

PDST (as well as potential increases in University tuition and fees) as shown in Table 1a. The Program Director and Assistant Program Director also discussed the proposal with the students, using the tables from the PDST proposal, and the students were encouraged to ask questions and raise suggestions or concerns with respect to the proposal. Students were also provided with an opportunity to provide input anonymously via an online survey, and with an opportunity to arrange a time to meet individually with the Program Director or Assistant Director if desired.

During the town-hall style meeting, students indicated that they understand the use of the PDST revenue with respect to the return-to-aid component (33%) and the operating expenses component (67%). The students also indicated that they understand that the majority of the operating expenses component is devoted to personnel expenses (salary and benefits for the program faculty who are required for the program to maintain accreditation and to provide the professional training which the students are seeking, reflecting personnel costs that would not otherwise be covered by the system-wide fees). Students indicated that they appreciated that there is support through the PDST for their membership in the professional organization (the National Society of Genetic Counselors, NSGC) and to partially defray the cost of travel for each student to a professional meeting. Students also indicated that they understand and expect that the tuition for the program will likely increase each year (both the PDST and mandatory systemwide fees), as this is what they also experienced during their undergraduate education and is comparable to what they have seen when exploring the tuition at other graduate programs in genetic counseling (comparator institutions). Students indicated that they are aware that many graduate students finance their education in part by taking out loans, and were not surprised to see that a proportion of students graduate each year with debt. They were already aware in general of the employment prospects for genetic counselors, and that most graduates are employed shortly after completing the program (and that many have multiple job offers), with salary offers that are within the range of typical salaries for newly graduated genetic counselors in this region of the country.

Students were specifically asked to provide their suggestions about other potential uses of the PDST revenue to support their professional education. Students who have just begun the first year of the program indicated that they feel they are too new to the program to provide helpful input on this topic at this time, and were encouraged to give input later in the year (or next year) as they become more familiar with opportunities in the program. We also provided the first year students with an example from one of the previous cohorts of students, who had recognized that if a student did NOT use the funds which were set aside to support travel to a professional meeting, there might be other appropriate ways in which that student might use the funds to support their professional development (such as supporting the cost of distributing a survey as part of their research project). Based on input during the past year from these more experienced students, this possibility has now been incorporated into the program.

As noted above, students were provided with an opportunity to provide written input with respect to the PDST through an anonymous online survey; at this time, no written input has been received.

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 must be provided by the program.**

☒ Plan shared with _____AGS President Michelle Herrera_____ on ____10/2/18_____ .
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: No feedback was provided as of the 11/16/18 submission date.

☐ If applicable, plan shared with _____ .
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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 consultation occurred during two regularly scheduled faculty meetings in October, 2018: the monthly Division Faculty meeting on October 1, 2018, and the weekly Genetic Counselor faculty supervisor meeting on October 15, 2018. The majority of the

faculty are familiar with the PDST from similar discussions held during faculty meetings in previous years. The Program Director briefly described the PDST and the purposes for which the PDST is currently used, and provided the current tuition/fee schedule using the layout on the Registrar's website (http://www.reg.uci.edu/fees/2018-2019/genetic.html). The Program Director also addressed the effect of the proposed increase in PDST based on the proposal for the multi-year plan as shown in Table 1a. Faculty members were encouraged to ask questions and raise suggestions or concerns with respect to the information presented.

Faculty indicated that their experience supports the analysis reported in this PDST proposal, that the tuition and fees for the graduate program are similar to those at other comparator institutions. Several faculty genetic counselors completed their graduate studies in the past five years, and drew on their experience of comparing institutions while they were applying to graduate school. Faculty also indicated their awareness that the funding from PDST is needed in order to support the personnel costs (salary and benefits) of the faculty and to maintain program accreditation.

Faculty members acknowledged the tuition costs of attending a professional graduate program, and agreed that it is important for the graduate program to continue to run efficiently and effectively, while also focusing on graduating skilled counselors who are able to find employment after graduation at an appropriate salary level. One faculty member was also able to provide further information about federal loan forgiveness programs which are available to genetic counselors who are employed in a position where they are providing service to underserved populations. This faculty member is also working with a group of counselors to explore the possibility that genetic counselors may be added to the list of professionals who are eligible for a similar loan program at the state level (this effort has not yet been successful). The faculty indicated a commitment to working with the School of Medicine to increase awareness of the graduate program and career path among diverse populations.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on ____10/2/18_____ .
               Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on ____11/13/18_____ .
               Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$31,755	$34,136	$36,696	$39,448	$42,406	$45,586	7.5%	$2,381	7.5%	$2,560	7.5%	$2,752	7.5%	$2,958	7.5%	$3,180
Prof. Degr. Suppl. Tuition (Nonresident)	$26,004	$27,954	$30,050	$32,302	$34,724	$37,328	7.5%	$1,950	7.5%	$2,096	7.5%	$2,252	7.5%	$2,422	7.5%	$2,604
Mandatory Systemwide Fees (CA resident)	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees	$774	$778	$783	$787	$792	$797	0.6%	$4	0.6%	$5	0.5%	$4	0.6%	$5	0.6%	$5
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
Total Fees (CA resident)	**$45,099**	**$47,880**	**$50,847**	**$54,023**	**$57,418**	**$61,053**	6.2%	$2,781	6.2%	$2,967	6.2%	$3,176	6.3%	$3,395	6.3%	$3,635
Total Fees (Nonresident)	**$51,593**	**$53,943**	**$56,446**	**$59,122**	**$61,981**	**$65,040**	4.6%	$2,350	4.6%	$2,503	4.7%	$2,676	4.8%	$2,859	4.9%	$3,059

Additional comments: PDST fees have been adjusted downward for rounding purposes. The last approved PDST increase was implemented in AY 2012-13. Per the budget agreement with the Governor in 2015, UC Law School JD programs were required to keep PDST levels frozen at the 2014-15 levels for four years (AY 15-16, 16-17, 17-18, and 18-19). This is the first multi-year proposal to be submitted by UCI Law since the freeze was enacted. The proposal contemplates the same percentage increase for residents and nonresidents, but the total fees for nonresidents will go up by a smaller percentage because we do not plan on an increase in the nonresident supplemental tuition. We do this in part because this slightly reduces the pressure on those paying the highest amounts.

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

Students enrolled in the UCI Law program must successfully complete six semesters of study and complete 86 law semester credits in order to be awarded the Juris Doctor degree. Graduates will be prepared to practice law in a variety of settings, including law firms, small law firms, public service organizations and government offices.

The UCI Law program was established in 2008 as the first new public law school in California in more than 40 years. UCI Law aspires to be a top twenty law school and to maintain the momentum it has already established. The School enrolled its inaugural class of students in the Fall of 2009. In 2014, after five years of rigorous review, the American Bar Association granted the School full accreditation. **The mission of the program is to offer an innovative and comprehensive curriculum that emphasizes preparing students for the practice of law at the highest levels of the profession. The School prioritizes public service, a commitment to diversity within the legal profession, and providing access and keeping student indebtedness as minimal as possible. UCI Law is also committed to excelling in faculty scholarship and excellence in instruction.** UCI Law students have completed more than 80,000 hours of pro bono work in the past decade. Forty-five percent of UCI Law's graduates are students of color. The collaborative and interdisciplinary community at UCI Law includes extraordinary students, world-renowned faculty, engaged alumni, and enthusiastic supporters. UCI Law continues to rank highly. For example, the National Jurist ranks UCI Law No. 4 in the nation for practical training, and U.S. News & World Report ranks UCI Law No. 21 in the nation overall out of 194 law schools, and ranks UCI Law's robust clinical program No. 13 in the nation. Our faculty impact is twelfth in the nation, as determined by the most often used measure of citation counts – the per capita number of citations of faculty members over the past five years in law journals and other legal secondary sources. And while it is hard to find comparative measures of diversity, one indicator of inclusive excellence – the commitment of the Law School to equity, diversity, and inclusion meeting the highest standards of legal teaching and scholarship--is the *preLaw* magazine's "report card" in late 2017 on faculty and student diversity as a combined matrix. None of our public peers discussed below received grades of A, A-, or B+. Almost all the schools that excelled on diversity were lower ranked law schools that

serve students with relatively low LSATs and undergraduate grades. UCI Law, which enrolls students with much higher average LSATs and undergraduate grades, was given an A-, which put us between 22 and 40 out of the almost 200 US law schools.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

From the outset of the UCI Law program, **our goal has been to provide our students with a unique learning environment that prepares them to be leaders and to be practice-ready upon graduation. Another important goal has been to encourage and support our graduates dedicated to careers in public interest law and to help lower student indebtedness by establishing a Loan Repayment Assistance Program (LRAP). A third goal has been to encourage diversity, including socio-economic diversity, through a strong program of scholarship assistance and financial aid.**

The last PDST 3-year multi-year proposal was for the period of AY 2011-12 through AY 2013-2014. Enrollment incrementally has increased from AY2014-2015 through AY2017-2018. Total revenue of $43,668,321 was generated between AY1415-AY1718. Enrollment and revenue during this period is outlined in the table below.

Year	Net Revenue* Generated	Resident Enrollment	Nonresident Enrollment	Gross Enrollment
2014-2015	$10,021,787	279	44	323
2015-2016	$10,165,898	272	58	330
2016-2017	$10,769,638	279	75	354
2017-2018	$12,710,998	350	66	416
TOTAL	**$43,668,321**	**1,180**	**243**	**1,423**

*Note Net revenue is reflective of adjustments relating to fee waivers and withdrawals. $346,000 of revenue generated prior to 2014-2015 contributed to funds covering total expenditures of $44,014,321.

From AY 2014-15 through 2017-18, $44,014,321 in PDST funds have been used as follows to achieve the following goals included in the previous multi-year plan:

Goal: Provide students with a unique learning environment preparing them to be leaders in their field and to be practice-ready upon graduation.

This goal was achieved by recruiting a critical mass of exceptional faculty that represent inclusive excellence and who are both top tier scholars and exceptional teachers. The curriculum the founding faculty implemented is widely recognized as one of the most innovative in the United States, with a more international, conceptual, and practical emphasis that included a required clinical experience. We also achieved a 10:1 faculty student ratio, which is necessary to provide our students with the best instructional experience possible and to build a uniquely collegial environment. Additionally, PDST revenue was provided to academic support and student support areas to enhance the learning environment and co-curricular experience for our students.

(1) Contributed funding to help cover faculty salary and benefit costs ($25,386,999).

(2) Covered costs for lecturers, adjuncts and visiting faculty to enhance and expand course offerings to our students ($2,374,095).

(3) Provided librarian salary support to provide appropriate services to students ($294,848).

(4) Provided funds to support operating and salary costs for services provided to our matriculated students through our student services, externship program, and pro bono programs as well as to support co-curricular activities offered to our students such as our Law Review and the Jessup Moot Court competition team ($457,181).

Goal: Encourage and support our graduates dedicated to a career in public interest law and help lower student indebtedness by establishing a Loan Repayment Assistance Program (LRAP).

(1) Two percent, or $729,627 of total PDST revenues were used to fund the School's LRAP program. The School has also used PDST funds ($187,851) to contribute funding toward the School's Bridge to Practice short-term Fellowship program, which, since its launch in 2014, has supported 21 graduates, as well as year-long Postgraduate Fellowships. These year-long fellowships have supported 62 total graduates.

Goal: Encourage diversity, including socio-economic diversity, through a strong program of scholarship assistance and financial aid.

(1) The Law program has surpassed all University expectations for student financial aid (spent $15,501,198) – more than 35% of PDST funds (which exceeds current University Policy) were dedicated to student scholarships and postgraduate aid. Funding equivalent to 33% ($14,583,720) of new PDST revenue was returned to students as scholarships. The student body is one of the most diverse in the country, which contributes greatly to the educational experience of UCI law students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Our commitment to be among the best providers of legal education in the country, supported by the UCI campus, has propelled us to our historic rise in rankings --- the quickest and highest for any new law school. It has also presented unique financial challenges. The School was launched during turbulent economic times. The challenges we face include striving toward a self-sustainable financial model that is not heavily reliant on central campus support; delivering a high quality program in legal education while providing access and opportunity for financial mobility for a student body which includes some students who cannot pay market tuition; providing support and opportunities for our graduates pursuing public services careers; expanding our clinic offerings to provide exponential learning opportunities for our students as well as give back to our community; and finally continuing to attract excellent and diverse students, faculty and staff. UCI Law is strongly committed to Inclusive Excellence, which is associated with maintaining and improving upon UCI's commitment to equity, diversity, and inclusion, and is fundamental to advancing the school's and campus's mission as a public law school and public research university.

The goals of the proposed PDST increase are to (1) maintain the inclusive excellence of the faculty; (2) keep and if possible enhance the excellent student-faculty ratio that helps create the distinctive and positive culture of the Law School; (3) enhance the educational program by expanding the faculty in corporate law fields, especially those tied to emerging technologies; (4) build the public service mission and the skills of students by extending our unique clinical program; (5) sustain and enhance the inclusive excellence of the student body through careful recruiting and substantial scholarship assistance; and (6) invest more in the academic support programs that provide key assistance to at risk students.

Goal 1: Maintain the Inclusive Excellence of the Faculty

Unlike other top law schools, we have a critical mass of faculty who match the inclusive excellence of our student body. Indeed, a critical mass of inclusively excellent faculty is central to the educational experience of the students and to the recruitment strategies that bring top students from diverse backgrounds to UCI Law. We must hire aggressively in the coming years to maintain and enhance our successful record. In particular, some of our most outstanding faculty, including two Associate Deans, recently moved to other leading law schools (one as the Dean). Our own inclusive hiring approach helped nourish and promote these outstanding teachers and scholars. The funds from the PDST increase are essential to attract a cohort of professors of the same or higher quality than the group that left our law school. The University has long planned to grow our faculty to the size of 58, which is five more faculty FTE lines than currently available to the School now, but it will be very difficult to fund the new positions without the tuition increase. Success will be expanding to the number with hiring that continues our commitment to inclusive excellence.

Goal 2: Enhance the Student-Faculty Ratio

Second, the additional faculty recruits will maintain and potentially enhance the 10:1 faculty student ratio, which provides our students with smaller classes and more contact with professors, and also helps to create the uniquely collegial law school environment that the students and faculty embrace. Success will be measured by funding and filling the new positions and maintaining or strengthening our faculty student ratio.

Goal 3: Enhance the Educational Program and Public Service Mission of the School

Third, the Law School faces the challenge of broadening the public service and social justice mission. For the future, it is a matter not only of putting substantial numbers of students in public interest positions, but also of enhancing opportunities to bring the UCI mission to all the positions that law graduates pursue. We believe, in particular, that the law school can become a major contributor to bringing a social justice perspective to debates about artificial intelligence as part of a plan to enhance our presence in fields connected to corporate law and business and related social justice issues. Law students will be given enhanced learning opportunities – courses in artificial intelligence and the law, law and technology, the role of technology in changing the legal profession, for examples of new courses we could offer --that will lead to new employment options and potential leadership positions aligned with emerging technological changes. There is an emerging field of Legal Operations Officers, for example, that we can position our graduates to pursue. This enhanced focus builds also on the strength of the UCI campus. It will require hiring new faculty with expertise that will provide this broader dimension that connects and draws on our public service and social justice culture. The Law School has faculty lines that have been approved by the University but have not been filled. Filling those positions will help accomplish this goal along with inclusive excellence, but the actual funding of those lines requires the PDST increase. Success will require finding and recruiting new faculty consistent with this expanded vision.

Goal 4: Expand Clinical Programs

Fourth, we are one of the few law schools to require students to enroll in a legal clinic -- one of our eight six-credit clinical law school courses. Since each clinical class is necessarily small, typically under ten students, we must maintain a strong cohort of clinical professors to provide sufficient clinical opportunities. The clinical courses and others build on the public service commitment of our students and provide unique skills that allow our graduates to succeed quickly in practice. An expanded clinical program will make it much easier to sustain our requirement of at least one clinical experience, provide more clinical options, and also allow more students to opt for a second clinical offering. The PDST increase will be vital to put more resources into these programs. Our public service and social justice commitment is also evident in the high numbers of graduates employed in public interest positions. Our public interest loan forgiveness program, funded through 2% of our PDST revenues, is essential for that record to continue.

Goal 5: Sustain and Enhance the Inclusive Excellence of the Student Body

Fifth, the revenue increase is essential to continue to attract a top quality and diverse student body. Building personal connections between the admissions office and potential students and other important networks requires substantial resources. Substantial scholarship assistance is also vital to making potential students opt for UCI Law. The amounts have been substantially greater than the 33 percent specifically allocated from tuition. The increases have been supported by the University, but that support is not sustainable, as detailed below. An outline of scholarship awards and source of support is provided in the table below.

Funding Source	FYE 2015	FYE 2016	FYE 2017	FYE 2018
PDST Return to Aid	$3,307,190	$3,354,746	$3,553,981	$4,365,907
University Student Aid Program	$1,185,315	$1,219,326	$1,314,632	$1,585,628
Campus Supplement	$2,424,259	$3,854,849	$3,600,000	$3,659,498
Gift	$615,344	$232,318	$220,517	$327,445
Total	**$7,532,108**	**$8,661,239**	**$8,689,130**	**$9,938,478**

The Law School is vigorously seeking to enhance fund raising to increase the amount available for student scholarships, including more need based scholarships, and the increased revenues from PDST will help support the creation of a much more active development office. However, the need-based and merit-based scholarships, both of which build the inclusive excellence of the student body, depend on revenues from the PDST increase.

Goal 6: Invest in Academic Support Programs Providing Key Assistance to At-Risk Students

Sixth, increased revenues can also help fund and build up the vital Academic Support Program, which especially helps those from disadvantaged backgrounds to master the test-taking skills necessary to succeed in law school and to pass the bar examination. Our

goal is to maintain our current first time bar passage rate, which has been on average approximately 80%. More generally, since the state percentages fluctuate from year to year, we hope to stay in reach of the schools with the elite entering credentials, Stanford and Berkeley, and in the same general place as UCLA and USC --and ahead of the other law schools in the state. The price of our law degree, which will be higher if the PDST goes up, demands that we do everything possible to make sure that our students are equipped to pass the bar exam. The PDST increase will allow us to move this program to the next level.

We have not had a PDST increase since AY2012-13. The UCI campus has stepped up to help us build the remarkable law school program that we have, as well as a faculty and student body characterized by inclusive excellence. In important respects, the hardship has been borne by the campus, which supported the Law School with reallocations from other campus units. The campus provided the School with a portion of additional funding that would have been expected to have been covered by incremental PDST fee increases. This bridge funding helped to offset faculty salary and benefit costs, general operating costs that support student service activities, and student aid. Without the bridge funding provided by the campus, the School would likely have been placed in the position to slow faculty growth which would have weakened the faculty/student ratio and decreased scholarship aid and student services support, thereby negatively affecting the quality of our student profile and academic success of our students. After the start-up phase of the Law School, the campus expects the Law School to absorb an increasing share of Law School expenses. **Therefore, the proposed increase in PDST is essential to continue and enhance what we have achieved. Faculty hiring and retention, for example, will be seriously undermined if increased funding is not available. The student body will likely be both less diverse and less talented if we do not increase tuition revenues and use them to invest in attracting and retaining students. More generally, efforts to move the school to a new level educationally through programs that expand our clinics and our public service mission will be much more difficult or impossible to advance without this PDST increase.**

Additionally, because we are so young and have not had the benefit of PDST increases over much of our development, we must have funds to support and grow our student-facing programs and opportunities such as loan forgiveness, academic support, and summer stipends for students working in the public interest, pro bono and externship programs, and clinical opportunities. Finally, the School cannot depend on the generous supplementation from the campus long-term. That model is not sustainable. There are no plans to adjust the nonresident differential fee during this period. The differential fee is important in attracting students from regions outside of California to contribute to the diversity of the student body. It should also be noted that historically, 24% or more nonresident students apply for residency status in their 2L year.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$7,434,796	$954,288	$670,552	($115,030)	$1,055,312	$1,163,346	$11,163,265
Benefits/UCRP Cost	$2,269,569	$291,309	$204,695	($35,114)	$322,148	$355,127	$3,407,733
Providing Student Services	$154,957	$19,889	$13,976	($2,397)	$21,995	$24,247	$232,666
Improving the Student-Faculty Ratio	$159,652	$20,492	$14,399	($2,470)	$22,661	$24,981	$239,716
Expanding Instructional Support Staff	$154,957	$19,889	$13,976	($2,397)	$21,995	$24,247	$232,666
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$5,478,271	$703,159	$494,091	($84,759)	$777,598	$857,203	$8,225,564
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	$15,652,203	$2,009,027	$1,411,688	($242,168)	$2,221,710	$2,449,150	$23,501,610

Additional Comments:

Future incremental revenue increases will be focused on the priorities explained above, including continuing to offset faculty salary and benefits, increasing funds available for financial aid with a portion being dedicated to increasing the School's current need based scholarship fund, enhancing our Academic Skills and clinical programs, and maintaining and possibly improving student-faculty ratios. Existing staff have increased their efforts to fill the gap in providing necessary instructional support without requiring the addition of new staff other than temporary instructional staffing. The School's ultimate student enrollment plan is to achieve and maintain entering classes at 180 students for a total student body of 540 students. The AY1819 1L enrollment of 229 students was an anomaly and is not a sustainable enrollment model for future years based on the School's current space and other resources available to maintain a student/faculty ratio of 1:10. As a result of the unexpected surge in enrollment in AY1819, a recalibration of our future entering classes is required by admitting 160 students in AY1920 and AY2021 then increasing to 180 students in AY2122. This recalibration will result in a projected decrease in revenue in AY2122. Note that in the calibration year of AY2122, the chart

above reflects a reduction of the return to aid budget, which comprises 35% of the total budget. This reduction represents a budget that supports a 33% University mandated return to aid scholarship pool plus 2% dedicated to funding our LRAP program.

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

The School employs a budget process that is both interactive and transparent. All administrative unit heads are asked to prepare a budget request for the following fiscal year. In addition, the Dean solicits faculty input on budget needs in support of conferences and symposiums, individual needs not covered by faculty research accounts, curricular and instructional support, and faculty recruitment priorities. Each administrative unit head meets individually with a management team consisting of the Vice Dean, the Chief Financial Officer, and the Director of Finance to present their budget request and discuss operational priorities for the coming year. Based on these meetings and a review of these requests, the Dean and her finance team establish funding priorities, forecast revenue, and prepare a draft budget to allocate resources appropriately. The School has established a budget advisory committee that regularly reviews internal spending policies to make sure funds are spent appropriately and efficiently. The Dean has made a special effort to make the School more efficient and has not refilled a number of staff positions pending study of how best to allocate resources to departments. In addition, the School is working with its Center Directors to require Centers to raise more external operating support. Depending on the mission of the Center, most will be required to reach self-sufficiency within three years.

External support offsets roughly 3.25% of the School's day to day operating expenses and approximately 2.6% of the School's total scholarship commitment. The School continues to rely heavily on campus support to supplement both our day to day operations and our financial aid support while working towards reaching full enrollment and improving external funding support. In AY1718, the School launched its first self-supporting degree program – an LLM program targeting graduates from outside the United States. Though the program is in its infancy, the School is optimistic the program will be revenue generating within the required 3-year window to become self-sustaining. The School also has formed a committee that is currently exploring other revenue generating opportunities. The School strongly believes and is optimistic that these types of programs will create a much needed revenue stream to enhance our scholarship pool and contribute to operational support that is currently being supplemented by the campus.

The School does not have endowment funds established to support the financial aid component of its budget and relies on annual fundraising to help supplement scholarships. The School's lack of endowment is a function of our relative youth, our young and relatively small alumni base, and a lack of a long period of potential donor cultivation and fundraising. The founding Dean naturally focused on what was necessary to put the School in a strong academic and curricular position. The new Dean has made fundraising a key priority, and is working with the campus to build a top fundraising team. The focus is on building a support network among

alumni and other members of the legal profession in Orange County and Los Angeles. Our goal is to implement a fundraising campaign to help the School raise merit and need based scholarships to hold down student indebtedness. By Spring 2019, the new fundraising team should be in place, and the Dean is already aggressively building our support network. The Dean will also be pursuing opportunities for new endowed chairs which will improve upon current student/faculty ratios, provide additional resources to promote excellent faculty scholarship, and support inclusive excellence through new recruitment into these positions. Other areas of fundraising opportunities include support for the School's pipeline programs, clinical and pro bono programs, center and research support, and co-curricular activities and postgraduate fellowships.

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.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	393	397	383	375	390	405
Domestic Nonresident	104	125	145	105	109	113
International	18	22	22	20	21	22
Total	515	544	550	500	520	540

Additional Comments
Since inception, the ultimate enrollment goal for the School is to reach a total study body size of 540 students comprising 180 per class. With the exception of AY1415, our enrollment has been increasing year over year. In AY1819 the School's goal was to admit a class of 160 new students but instead matriculated a class of 229 students (class of 2021), 69 more students than originally planned. The higher than expected enrollment level is attributed to an increased interest in our School resulting from our historic rise in the *US News* ranking from #27 to #21 combined with an overall rise in JD applicants across law schools nationwide. Current space restraints – already severe without the enhanced enrollment -- preclude expanding our total class size further until the class of 2021 graduates. The School's plan for future enrollment is a target for 160 new students for AY1920 and AY2021, and then 180 students in AY2122. We anticipate that, as a result of this enrollment plan to recalibrate our class size, there will be a decrease in revenue in AY2021-22.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
University of Iowa (public) (#27)	$27,344	$28,164	$29,009	$29,880	$30,776	$31,699	3%	$820	3%	$845	3%	$870	3%	$896	3%	$923
University of Indiana (public) (#32)	$35,588	$36,656	$37,755	$38,888	$40,055	$41,256	3%	$1,068	3%	$1,100	3%	$1,133	3%	$1,167	3%	$1,202
University of Minnesota (public) (#20)	$44,919	$46,267	$47,655	$49,084	$50,557	$52,073	3%	$1,348	3%	$1,388	3%	$1,430	3%	$1,473	3%	$1,517
Washington Univ. in St. Louis (private) (#18)	$57,445	$59,168	$60,943	$62,772	$64,655	$66,594	3%	$1,723	3%	$1,775	3%	$1,828	3%	$1,883	3%	$1,940
Vanderbilt University (private) (#17)	$57,458	$59,182	$60,957	$62,786	$64,669	$66,610	3%	$1,724	3%	$1,775	3%	$1,829	3%	$1,884	3%	$1,940
Univ. of Southern California (private) (#19)	$64,908	$66,855	$68,861	$70,927	$73,055	$75,246	3%	$1,947	3%	$2,006	3%	$2,066	3%	$2,128	3%	$2,192
Public Average	$35,950	$37,029	$38,140	$39,284	$40,462	$41,676	3%	$1,079	3%	$1,111	3%	$1,144	3%	$1,179	3%	$1,214
Private Average	$59,937	$61,735	$63,587	$65,495	$67,460	$69,483	3%	$1,798	3%	$1,852	3%	$1,908	3%	$1,965	3%	$2,024
Public and Private Average	$47,944	$49,382	$50,863	$52,389	$53,961	$55,580	3%	$1,438	3%	$1,481	3%	$1,526	3%	$1,572	3%	$1,619
University of CA, Irvine (#21)	**$45,099**	**$47,899**	**$50,885**	**$54,081**	**$57,497**	**$61,153**	**6%**	**$2,800**	**6%**	**$2,986**	**6%**	**$3,196**	**6%**	**$3,416**	**6%**	**$3,656**
Nonresidents																
University of Iowa (public) (#27)	$46,824	$48,229	$49,676	$51,166	$52,701	$54,282	3%	$1,405	3%	$1,447	3%	$1,490	3%	$1,535	3%	$1,581
University of Minnesota (public) (#20)	$53,607	$55,215	$56,872	$58,578	$60,335	$62,145	3%	$1,608	3%	$1,656	3%	$1,706	3%	$1,757	3%	$1,810
University of Indiana (public) (#32)	$55,338	$56,998	$58,708	$60,469	$62,283	$64,152	3%	$1,660	3%	$1,710	3%	$1,761	3%	$1,814	3%	$1,869
Washington Univ. in St. Louis (private)(#18)	$57,445	$59,168	$60,943	$62,772	$64,655	$66,594	3%	$1,723	3%	$1,775	3%	$1,828	3%	$1,883	3%	$1,940
Vanderbilt University (private) (#17)	$57,458	$59,182	$60,957	$62,786	$64,669	$66,610	3%	$1,724	3%	$1,775	3%	$1,829	3%	$1,884	3%	$1,940
Univ. of Southern California (private) (#19)	$64,908	$66,855	$68,861	$70,927	$73,055	$75,246	3%	$1,947	3%	$2,006	3%	$2,066	3%	$2,128	3%	$2,192
Public Average	$51,923	$53,481	$55,085	$56,738	$58,440	$60,193	3%	$1,558	3%	$1,604	3%	$1,653	3%	$1,702	3%	$1,753
Private Average	$59,937	$61,735	$63,587	$65,495	$67,460	$69,483	3%	$1,798	3%	$1,852	3%	$1,908	3%	$1,965	3%	$2,024
Public and Private Average	$55,930	$57,608	$59,336	$61,116	$62,950	$64,838	3%	$1,678	3%	$1,728	3%	$1,780	3%	$1,833	3%	$1,888
University of CA, Irvine (#21)	**$51,593**	**$53,962**	**$56,484**	**$59,180**	**$62,060**	**$65,140**	**5%**	**$2,369**	**5%**	**$2,522**	**5%**	**$2,696**	**5%**	**$2,880**	**5%**	**$3,080**

Sources: https://law.uiowa.edu/costs-and-financial-aid-current-students; https://www.law.indiana.edu/admission/jd-apply/financial-info/costs-and-fees.shtml; ;
https://www.law.umn.edu/admissions/jd-admissions/tuition-financial-aid; https://law.wustl.edu/admissions/pages.aspx?id=73;
https://law.vanderbilt.edu/prospective-students/costs-financial-aid/budget.php; https://gould.usc.edu/academics/degrees/jd/financial-aid/cost/

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The best choices for peer schools for the current proposal are law schools that are ranked around UCI by US News this year and in previous years – before our rise to 21. Accordingly, we have picked as public schools Indiana University - Bloomington, which is ranked 32, the University of Iowa, tied for 27, and the University of Minnesota, ranked 20. There are very few public schools, as noted, in the top 30. We can learn from the public schools selected for the current proposal, but there are substantial differences that need to be taken into account. First, Irvine has a much higher cost of living than the selected peers. Second, almost all law schools public and private feed mainly to local markets, such as Orange County and Los Angeles in the case of UCI Law, and therefore the graduates of these other schools rarely compete directly with UCI graduates. Even with the UCI graduates disproportionately going into public interest careers, for example, the starting salaries are much higher than those of the three public schools. UCI Law's 2017 median salary at 10 months after graduation as reported by the National Association for Law Placement (NALP) was $85,000 as compared to Indiana University $74,000 (2017 data are reported), University of Minnesota, $67,500 (2017 data reported), and University of Iowa, $63,600 (2017 data reported). These schools compete with UCI somewhat for students, but there are not substantial overlaps in applications, admissions, and potential matriculation. Common acceptances for 2017-18, which are the latest available, show that UCI had, 44 with Minnesota, 34 with Iowa, and fewer still with Indiana (versus 138 with UCLA and 244 with UC Davis). Only Minnesota has entering credentials that are at the level of UCI Law, and only Minnesota had a slight edge in matriculants out of admitted students (6-5). Finally, the quality of the UCI law faculty, the reputation of the school as ascending, and the attractions of Southern California allow UCI Law to operate in a superior market position for faculty. Members of the faculty of these peer law schools routinely write to UCI to seek lateral positions, but the converse is not true.

For the private schools, the comparisons are closer in terms of the faculty market, reputation, and comparable ranking. We have selected Vanderbilt University, ranked 17, Washington University, St. Louis, ranked 18, and the University of Southern California, ranked 19. The entering credentials of these three law schools are slightly above those of UCI Law. In terms of competition for students, our common acceptances for the three were 61, 48, and 159, respectively. UCI Law then ranked 27th, and matriculants favored the three private law schools. This year the data will likely show that UCI improved in head-to-head competition with these law schools.

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

UCI Law School is less expensive than our private comparators and more expensive than our public comparator schools. The most important reason that our program's costs exceed those of our public comparators is the high cost of living in Southern California. The largest component of our budget is salaries and benefits, with faculty salaries being the most important expense. The goal from the inception of the Law School has been to attract and retain a faculty comparable or better than those at the top twenty law schools. Both the ambition of the Law School and the cost of living require relatively high faculty salaries. Most of the top twenty law schools, moreover, are private, with higher tuitions, and UCI Law competes as much with them as it does with the public law schools in the top twenty. As a result, with the exception of the University of Minnesota, whose current tuition is similar to ours (and may or may not rise at the same level in the next five years), it is difficult to relate the tuition rates of these comparators to the situation of UCI Law. Furthermore, UCI Law is not hurt by the lower tuition at public schools such as Indiana and Iowa, since they tend to have more difficulty recruiting students due to their locations and have a limited ability to raise their tuition rates. Additionally, students who graduate from many of our public comparators have lower median starting salaries than our students. Because of our goal of encouraging public interest careers among our graduates, our median salary is not as high as our private comparators, but it still reflects the much more robust legal market in Southern California. Our institution is in a superior position to compete with our comparator institutions for the quality of faculty and students. It is notable that resident tuition for Indiana increased almost 19 percent, and Minnesota 22 percent, even though the tuitions are lower than UCI. Only Iowa, which had to shrink its enrollment dramatically in response to a downturn in applications, stayed flat over the same period to try to maintain its ranking.

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

UCI Law has developed a new and innovative curriculum not shared by more traditional law schools. The first year curriculum, for example, includes a mandatory legal profession course and a mandatory course in international legal analysis. There is also a larger commitment by UCI Law to teach Lawyering Skills in the first year. Our requirement of a clinical law school experience is also unique. The shape of our curriculum is consistent with our commitment to public service and to graduating more practice-ready students. Additionally, the culture at UCI Law, when compared to other law schools, is imbued with a much stronger commitment to inclusive excellence relative to our comparators. One key reason is that UCI Law is new, and it sought from the very beginning to build this culture among faculty, students, and staff. None of the comparison law schools have been as successful in recruiting a faculty as diverse as the one at UCI, and our student diversity is also greater than the other schools in the comparison group. Three of the

Academic Centers at UCI Law have a heavy focus on social justice and inclusivity -- the Center on Law, Equality and Race; the Center for Biotechnology and Global Health Policy; and the Center for Empirical Research on the Legal Profession.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	4%	6%	6%	6%	4%	9%
Chicanx/Latinx	16%	14%	15%	14%	7%	7%
American Indian	2%	2%	1%	0%	0%	0%
Subtotal Underrepresented	*21%*	*21%*	*23%*	*21%*	*11%*	*16%*
Asian/East Indian	22%	26%	23%	25%	5%	10%
White	47%	45%	44%	45%	69%	60%
Other/ Unknown	5%	4%	7%	6%	9%	8%
International	5%	3%	4%	4%	7%	5%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	34%	32%	32%	NA	NA	NA
Gender						
% Male	49%	48%	44%	43%	54%	50%
% Female	51%	52%	56%	57%	46%	50%

Sources:
UC ethnicity, socioeconomic status: Irvine OIR
Comparison institutions: American Bar Association, 2017. Analysis by AccessLex.

Additional Comments: It should be noted that UCI Law compares favorably to our sister UC law schools with respect to underrepresented students. Based on analyses of American Bar Association data by AccessLex, in 2017 only Davis had slightly higher percentages than UC Irvine of underrepresented students. Our underrepresented students include a number of students with undocumented status. We are aware that the current political situation may lead to a decrease in undocumented students, but it is difficult to predict the timing and extent of any such trend. UCI Law may only learn after acceptance of a student's undocumented status. Regarding gender parity, national data show an uptick in women applying to and enrolling in law schools. Given the historically low participation of women in law schools and the legal profession, this upward trajectory is viewed as a positive result. UCI Law is committed to recruitment practices that produce rough gender parity. The current imbalance toward women at UCI is not a concern.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

UCI Law continues to be a national leader in enrolling and graduating a racially and ethnically diverse community of students.[1] Since 2013, the Law School's entering 1L student body has been between 21% and 23% underrepresented minority students, and between 43% and 47% minority students when including Asian students (who are still strongly underrepresented in the legal profession). Compared to peer programs, including those with far larger entering classes, UCI Law continues to demonstrate a strong enrollment of U.S. domestic underrepresented minorities. UCI Law is committed to attracting a diverse applicant pool and will employ and build on the strategies that have brought exceptional diverse students to our school.

The success in enrolling a diverse student body is the result of deliberate and strategic efforts to identify and attract a diverse and talented applicant pool. This effort begins with outlining and implementing aggressive outreach and recruiting efforts such as the following:

1. From the very beginning, the law school has demonstrated a complete commitment to facilitating access by never charging an application fee. Applying to the nation's law schools is notoriously costly and our position diminishes one of the financial barriers that many applicants, especially those from low socio-economic backgrounds, encounter. We continue to eliminate any financial barriers by not requiring any monetary fee such as a seat deposit or commitment fee to those who accept our offer to matriculate.

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[1] Top 13 for Student Diversity in US News and World Report. https://www.law.uci.edu/about/accolades/ Listed as one of the best law schools for diversity, No. 2 for Asian students and No. 16 for Hispanic students in preLaw Magazine https://bluetoad.com/publication/frame.php?i=468824&p=30&pn=&ver=html5 Forty-five percent of the graduates from UCI Law have been underrepresented minorities https://www.law.uci.edu/about/

2. Identifying feeder schools across the country that are known for the diversity of their student bodies. These schools include Historically Black Colleges and Universities (HBCUs), such as Morehouse, Spelman, Howard and Hampton University, Hispanic Serving Institutions (HSIs), CSUs, UCs, and other undergraduate campuses, such as the University of Arizona and Arizona State University, the University of New Mexico, and City University of New York (CUNY). Additionally, we have supported and participated in events hosted by the Council of Legal Education (CLEO). Last summer, UCI Law served as the host site for one of CLEO's national workshops for Black and Latinx students who were entering their first year of law school. We continue to support and participate in the National Black and Hispanic Pre-Law Conferences in New York City and Atlanta, and the Ronald Brown Pre-Law Fair at St. John's University in NYC.

3. Establishing professional relationships with key influencers, including pre-law advisors, campus career counselors, faculty members, and organizations that sponsor pre-law pipeline programs such as the Council of Legal Education (CLEO), Latino Justice, the Puerto Rican Legal Defense and Education Fund, and California Law, Inc.

4. In recognition of the increasing enrollment of racial and ethnic students at CA community colleges, UCI Law helped found California Law, Inc. The program brings together six California law schools (initially, UCI and UC Davis were the only publics involved), in partnership with their respective undergraduate schools, and twenty community colleges to establish a "pathway of 2+2+3 years" from community college, to college, to law school through an MOU and existing undergraduate articulation agreements. This is a unique opportunity and a national model for community college graduates.

5. Our own pipeline program, the Law School's Pre-Law Opportunity Program (POP), was developed with the founding of the Law School as a summer program to introduce and expose interested college students to the necessary requirements and the rigor of a legal education. POP is targeted to college students who are members of households with a low socio-economic status. The vast majority of the students are racially and ethnically diverse. Many have gone on to attend UCI Law and other top law schools across the nation. UCI Law also has a Saturday Academy of Law (SAL). Each Fall and Spring, SAL provides an opportunity to about one hundred 9th grade students from seven high schools from the Santa Ana Unified School District, Anaheim Union High, and Garden Grove Unified School Districts to learn about the First Amendment at the School of Law.

6. While we work to identify and enroll students from the widest range of ethnic and racially diverse communities, we remain vigilant in our efforts to be an inclusive community for those who identify along the spectrum of the LGBTQIA community and students who consider themselves differently abled. By collaborating extensively with our law school's student body affinity groups through hosting on-campus events and connecting individual applicants and admits with current students, the law school continues to welcome and affirm individuals reflecting a range of identities, including multiple identities.

7. Beyond participation in programmatic endeavors and direct recruiting efforts, an additional successful strategy to create and maintain high levels of racial and ethnic diversity is our commitment to sustained personal contact with our prospective students. Whether through travel funding support to visit the law school, establishing and sustaining contact through social media, and, what has proven to be most effective, our ability to galvanize current law school students, staff and faculty to engage in collaborative outreach efforts to targeted communities, we develop bonds with our prospective students. This level of "willing connectedness" is a general attitudinal component of the UCI Law culture and remains critical to embracing and strengthening the experiences of all entering and continuing students, especially those self-identified as racial and ethnic minorities.

8. Since 2011, working closely with various law students, the law school has engaged in a campaign that includes personal communications tailored to each individual admitted student. Additionally, we have continued a long-standing practice of offering "summer meet-ups" whereby admitted students join members of our faculty, current students and alumni for a dining event in the region (SF, LA, San Diego, and Orange County) or in major cities (NYC, DC). These are unique opportunities to introduce our incoming students, especially students who identify as URMs, first generation and non-traditional, to the law school community. In 2018, we initiated a targeted, yet open to all, series of dining events hosted by several existing law student organizations during our Admitted Students Weekend. This included the inaugural alumni gala hosted by the Black Law Students Association, and dining events hosted by the Asian Pacific American Law Students Association (APALSA), the Latinx, Latino/a Law Students Association and Outlaw (LGBTQIA). We anticipate that these events will become part of the culture of the law school and continue to serve as welcoming initiatives.

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 Law School has enrolled a relatively steady percentage, about one-third, of students who received Pell grants as undergraduates, and we are committed to promoting access for students from low socio-economic backgrounds. As noted above, the Law School's commitment to POP and California Law, Inc. programs provide unique opportunities to identify, nurture and provide individualized support to students who come from low SES backgrounds and might not consider the law as a profession available to them.

We recognize the enormous barriers that many low income and socio-economically disadvantaged prospective students and applicants face when considering law school.   We have a number of demonstrated committed strategies to promote access through our policies and practice:

1. With financial access often the first barrier, we continue to have no application fee or seat deposit for admitted students.

2. We have purposely designed our application questions to permit applicants to provide substantial information about their familial and individual education and economic backgrounds. More importantly, we believe that the way the questions are asked and the sequence of the questions develops a safe-haven for applicants to feel the commitment we make to understanding their personal situations and valuing them as individuals.

3. We actively encourage applicants to submit an additional addendum that offers greater detail about their individual or family experiences, including other indicators of financial instability, under-employment, physical or mental health obstacles and any other information along with supporting documentation they feel would be informative in our review of their application.

We conduct a holistic evaluative individual analysis for each admitted student for scholarship support and we extensively re-review their initial application to more fully appreciate and acknowledge their circumstances. Additionally, for those students who are graduates of our pipeline programs or another national program targeting students from low income backgrounds, we utilize any self-reported information to maximize their scholarship and need-based financial aid package in order to further diminish any financial barriers.

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 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?

Since 2016, women have outnumbered men in law school.[2] UCI Law has benefited from this national trend and has maintained a community with rough gender parity since enrolling the first class in fall 2009. In 2014, the gender ratio was approximately 50% and a slight trend upwards mirroring the national profile for gender ratios has continued through the fall 2018 entering class.

To promote and ensure gender parity, the Law School actively develops targeted messages to prospective students who are self-identified on various search engines and pre-law databases. The Law School recruits and contacts individuals on campuses and within disciplines that reflect the widest range of opportunities that promote gender parity.   For example, outreach efforts targeting undergraduate campuses with a historical legacy of a single-sex enrollment (i.e. Barnard College) and campuses with a historical disparity in gender parity due in part to the preponderance of STEM majors (i.e. Georgia Institute of Technology).

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We anticipate a sustained percentage of underrepresented minority students and gender parity in our future, including in the last year of the plan, 2023-24. For a relatively young school, UCI Law benefits from an exceptionally strong brand. Our aggressive outreach and holistic selection processes enable us to attract and ultimately enroll a student body that is diverse by every measure, including students from low-SES backgrounds, those with undocumented status, and other demonstrations of inclusive excellence. We are planning also to step up our need-based assistance and indeed to encourage other law schools to do the same. We have been among the few highly-ranked law schools to achieve success in building such a diverse student body. We will build on the robust strategies, including partnerships with national, regional, and local entities that have been essential to our recruiting and yield successes, including with URMs. Additionally, our success with nurturing existing college students through the Pre-Law Opportunity Program (POP) and the increasing development of the Saturday Academy of Law (SAL) will help to ensure that the pipeline of students who meet the Law School's aspirational goals for inclusive excellence are available throughout the length of the plan.

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[2] https://www.enjuris.com/students/law-school-female-enrollment-2017.html
https://abovethelaw.com/2018/03/there-are-now-more-women-in-law-school-than-ever-before/

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.)

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.

All Faculty (School or Department)**				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	11.0%	11.0%	7.3%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	6.8%	3.7%	4.9%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	9.6%	7.3%	11.0%
	International	0.0%	0.0%	0.0%
White	Domestic	65.8%	70.7%	70.7%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	6.8%	7.3%	6.1%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	43.8%	42.7%	47.6%
	Male	56.2%	57.3%	52.4%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	13.2%	14.6%	11.9%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	5.3%	4.9%	7.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	7.9%	7.3%	7.1%
	International	0.0%	0.0%	0.0%
White	Domestic	73.7%	70.7%	69.0%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	2.4%	4.8%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	47.4%	46.3%	45.2%
	Male	52.6%	53.7%	54.8%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The Law School aims to foster a dynamic and engaging scholarly climate that is at once welcoming, inclusive, stimulating, and challenging. Essential to this endeavor is building and maintaining a diverse community of scholars. In our recruitment efforts, we have used affinity group listservs to ensure that our hiring announcements reach potential candidates who are members of groups historically underrepresented in the legal academy. We have also taken advantage of the scholarly networks of our current faculty members. These initiatives have been productive in the past, producing a diverse faculty that has been recognized for its scholarly and teaching excellence, and we intend to continue using the recruitment tactics that have worked in the past as well as developing new ones in our ongoing pursuit of inclusive excellence. Over the course of this year, we will welcome a diverse slate of candidates whom our Appointments Committee has identified through this process, and we anticipate that our offers will reflect the diversity of the candidate pool.

Retention of diverse faculty members requires attention to faculty development and opportunities. The Law School seeks to promote scholarly growth through our workshop series, as well as support of faculty members' scholarly engagements in the larger community. Retention also entails consistent engagement with faculty members. It also requires consistent review of institutional support and compensation in order to identify any disparities, particularly disparities adverse to those who are members of groups historically underrepresented in the legal academy. It took a constant focus on inclusive excellence to achieve the success we had in the past and that focus will continue in the future. Because the pool is not large, successful recruiting depends on cultivating relationships and strong outreach. UCI Law continues to make the effort, which is consistent with our dedication to being one of America's most diverse law schools.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

UCI Law School is committed to preparing students to enter the practice of law at the highest levels of the profession and to develop a life-long commitment to public service. Our main goal is to **help students minimize their financial liability and achieve professional success.** Success will be measured by recruiting a diverse student body who ultimately graduate, pass the bar, and obtain employment. The key is not only ensuring that law school is accessible to our students but also ensuring that they enter the profession with good prospects for professional success and future advancement.

The cost of attendance for the 2017-18 academic year was $70,709. Approximately 95% of the students receive some form of financial aid primarily in the form of scholarships. In the 2017-18 academic year, the average scholarship was $23,833. This amount covered 34% of the cost of attendance. The student body diversity, including students from low socio-economic and first generation backgrounds, is a direct result of identifying eligibility and packaging strategies. The School is reviewing its current scholarship packaging strategies for areas of improvement. Among other innovations, we hope for the next award cycle to increase the funding pool and offer renewable need-based awards for the first time.

The Office of Student Financial Services determines eligibility for institutional aid and ensures that eligible students are appropriately awarded federal student aid. In addition to managing the delivery of all types of financial aid funds, we offer law students financial services in the form of loan counseling, advice on maintaining financial aid eligibility, debt management workshops, web-based tools to manage their educational loan portfolio, a Loan Repayment Assistance Program (LRAP), and postgraduate financial assistance for graduates who enter into a public interest career. Thus, the goal is to educate and inform students about financial resources and obligations, help students keep their debt low and offset their need to borrow with scholarship support.

More specifically, we help eligible admitted students to plan for law school expenses, and to receive scholarships, fellowships, need-based grants and federal direct and private student loans. Every admitted student's application is reviewed for the following institutional aid considerations:

(1) *UCI Law Scholarship* - offered to students whose academic records demonstrate exceptional promise for outstanding law school performance. Recipients are notified that they have been selected for the scholarships and the awards are made on a renewable basis for their 2L and 3L years. Scholarship award letters are presented to them as three-year awards (e.g. $90,000 scholarship, distributed as $30,000 per year for up to three years). This method allows admitted students to anticipate net costs over three years as long as they remain in good academic standing at the end of each year.

(2) *Public Service Scholarship* - requires a separate application and admitted students are considered for this scholarship by submitting an application demonstrating their history of public service and dedication to entering a career in public interest law after graduation. The scholarship is renewable for their 2L and 3L years.

(3) *Need-Based Grant* - eligibility is determined by utilizing the information obtained from their Free Application for Federal Student Aid (FAFSA) and verification documents submitted by the students. Students who are not eligible to file a FAFSA and qualify for the AB540 fee exemption can submit the California Dream Application.

(4) *Yellow Ribbon Program* – provides funding to assist nonresident students for any gap in their nonresident tuition and fees not already covered by the Veterans Administration or other resources. This program allows UCI Law to voluntarily enter into an agreement with the U.S. Department of Veterans Affairs to fund tuition expenses. If chosen, the award is renewable for two or more years as long as eligibility requirements are met each year.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	N/A	73%	91%	81%	70%	81%	76%
Cumulative Debt among Students with Debt	N/A	$49,389	$103,984	$106,171	$123,339	$102,750	$121,679

Additional Comments: It should be noted that the entire inaugural 1L class admitted in 2009 received full scholarships. The 2nd class admitted in 2010 all received 50% scholarships and the third admitted class in 2011 all received 33% scholarships. The increased indebtedness from 2011-12 reflects the scholarship packages received during that period. It should also be noted that the impact of graduates who are eligible for participation in the School's LRAP program and receive aid in covering their loan payments is not captured and reflected in the table above.

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?

In the 2017 academic year, about 76% of students accepted at least a portion of their support in loans (the Federal Unsubsidized loans and the Graduate PLUS Loans). The average loan is $43,655.

On average, UCI Law graduates have less indebtedness compared to graduates from other law schools in California.[3] We anticipate this comparable differential in level of indebtedness between our graduates and other graduates across the state to continue.

The proposed PDST level should not have a dramatic impact given that a positive outcome would be an aggregate increase in available funds to support our scholarship allocations and need-based grants, as well as providing increased support for more graduates via the Loan Repayment Assistant Program.   The School's current need based grant program provides 1-year non-renewable awards of up to $5,000 per student who qualifies. The School plans to reevaluate our current practice of awarding need based awards to increase the pool of eligible funding in order to increase both the number and amount of the awards as well as allow for the ability of the award to be renewable beyond the first year. The School also plans to review and develop a program to

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[3] https://www.usnews.com/best-graduate-schools/search?program=top-law-schools&specialty=grad-debt&name=california

make additional merit aid available to students proportional to the yearly increase in fees. Lastly, UCI Law will be reviewing the level of summer stipend awards distributed to students engaged in public interest legal work during the summer of their 1L and 2L years.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	76%	$121,679	$85,000	20%
Public comparisons	78%	$89,360	$68,367	19%
Private comparisons*	68%	$111,108	$138,750	11%

Sources:
UC: Corporate data
Comparison institutions: Provided by NALP organization Summary Report
https://www.law.uci.edu/careers/students/employment-info/statistics/NALP2017.pdf
https://law.indiana.edu/about/assets/nalp-2017.pdf
https://www.law.umn.edu/sites/law.umn.edu/files/downloads/class-of-2017-nalp-report.pdf
w.uiowa.edu/sites/law.uiowa.edu/files/wysiwyg_uploads/nalp_report_class_of_2017.pdf
https://gould.usc.edu/resources/downloads/careers/jd/students/statistics/nalp_report_2017.pdf?121718080833
https://law.vanderbilt.edu/files/NALP-2017-Summary-Report.pdf

Additional Comments: Washington University in St. Louis information 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.

According to the UCI Law Employment status summary for the class of 2017, the median salary of graduates employed in the private sector is $170,000, and the median salary of graduates employed in public sector is $56,688.

Most of our students ultimately go into the private sector, with salaries that allow them to manage their debt. In addition, law graduates in all settings fortunately benefit from regular salary increases that continue over the course of their career. Those in the public interest sector, as discussed below, also have other options to ease their debt burden.

Obtaining a degree from UCI Law is an important career decision and an investment by our students in their future. Our office of Student Financial Services provides financial aid counseling sessions to our newly admitted students about debt management before committing to UCI Law. UCI Law understands that how our students finance their legal education affects their financial future and lifestyle after graduation. After students are enrolled, during our financial literacy workshops, we discuss information regarding the average debt as well as career options post-graduation for law students. They receive information about the types of loans they received, when and where to make their payments, what to do if they cannot make their payments, and what can happen if they do not make their payments. Our first-year mandatory legal profession course supplements all these efforts by providing in-depth information on lawyer careers, what they entail, and the rewards and challenges of different practice settings.

UCI Law makes it clear to our students that they need to be realistic about earning potential so that they can estimate what they can afford to borrow and repay. Students are advised that they will pay for much of their legal education by borrowing with loans to be repaid by future salaries that will increase over time throughout the progression of their career. This counseling continues while students complete their legal education. Our office of Student Financial Services highly recommends that our students visit The Association for Legal Career Professionals (NALP at www.nalp.org) and the Bureau of Labor Statistics website at www.bls.go/ooh/ to obtain the median starting salaries for law school graduates and the career options they will choose after graduating from UCI Law. Upon graduation our Career Services office offers continued career counseling services to our alumni as they progress in their legal careers. The empirical evidence on lawyer careers shows that, even for schools with fewer employment prospects and larger indebtedness, the overwhelming majority of law graduates are glad they attended law school.

As noted before, graduates pursuing careers in public service and who are eligible will receive debt relief resulting from the coverage of their loan payments. UCI Law has a very strong LRAP program comparable to the top tier law schools. Graduates with annual education loan payments in excess of 15% of discretionary income may apply for LRAP assistance and currently available Income Driven Repayment Plans with the Department of Education.

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.

UCI Law's Pro Bono Program is a reflection of the School's deep commitment to public service. The School encourages each student to participate by providing legal services to underserved communities and causes. UCI Law students have directly parlayed their roles as pro bono project leaders into post-graduate paid positions. Pro bono projects are available throughout the academic year

and summer, with intensive weeklong, pro bono opportunities available during fall and spring breaks. Nearly 90% of all UCI Law students have done pro bono work.

UCI Law's Career Development Office provides career-counseling services to every law student. Each law student is assigned a primary career counselor who is available to meet, review application materials, provide advice, perform mock interviews, and answer questions. The Assistant Dean for the Career Development Office specifically works with students interested in pursuing public service careers in government agencies and public interest organizations. Further, the sole focus of one Assistant Director is to counsel students interested in public interest careers. Individual career counseling services are provided for the pursuit of summer and post-graduate positions.

In addition, the Career Development Office provides annual programming available to all students with information about public service careers. Topics include government hiring programs, criminal law career planning, planning for participation in Public Interest Career Day (an annual public interest career fair), planning for the Equal Justice Works Conference and Career Fair (an annual public sector career fair), public service career planning generally, and guidance on public interest post-graduate fellowship opportunities and applications. The California Attorney General's office and military Judge Advocate General's Corps (JAG) programs, in addition to other public sector employers, regularly visit campus to provide information sessions to students.

The Career Development Office also manages and maintains a robust job search database, which includes summer, academic year, and post-graduate positions. The Office administers three on-campus interview programs each year, two of which feature public sector employers. Additionally, the Career Development Office annually makes available a number of travel stipends to offset the costs to students traveling to Washington D.C. to attend and interview for summer and post-graduate public sector jobs at the Equal Justice Works Conference and Career Fair. This event is a key clearinghouse for bringing together students or recent graduates with opportunities in the public interest sector.

Students who work in the public sector over the summer may elect to receive academic credit or apply for a stipend through the Public Interest Law Fund (PILF). PILF provides financial support to UCI Law students working to address gaps in our justice system and to assist those with the greatest need in our community. UCI Law has distributed over $1.2M in summer stipends since 2010. PILF fundraised over $545,000 of the total. The remainder of $410,613 has been paid by UCI Law (typically the Dean's Discretionary Fund), and $259,422 has been covered to date by UCOP through the President's Public Service Law Fellowship Program ($81,000 in FY1617 and $178,422 in FY171).

Students may be eligible to receive academic credit for positions in judicial chambers, non-profit organizations, and government agencies through the Externship program. Students are eligible for these opportunities during their first and second summers and throughout the academic year as 2Ls and 3Ls.

An important and substantial resource available to assist graduates is the UCI Law Loan Repayment Assistance Program (LRAP). LRAP is specifically designed to support graduates dedicated to careers in qualified public sector jobs with the re-payment of their student loans. Our LRAP program is relatively new, launched in 2013 with only 5 graduates participating in the first year. In the 2017 fiscal year, we processed $190,592 in funding to 53 graduates with earnings up to $80,000 per year, doing legal work in the public and non-profit sector. Over the years, aligned with one of the missions of UCI Law and with national need, we have an increasing number of UCI Law graduates securing employment in the public sector. We anticipate this trend to continue. Supporting the opportunities for graduates to consider these careers is crucial to the mission of the School.

Furthermore, UCI Law has maintained our Public Service Scholarship program, which provides funding up to full tuition for admitted students who have shown demonstrated interest and a commitment to pursuing careers in the public sector following their graduation. The Public Service Scholarship is renewable for the 2L and 3L years.

Graduates pursuing careers in public defense or criminal prosecution must often begin with participation in an unpaid short-term skill-building and assessment program within a public defense or criminal prosecution office. Our Bridge to Practice Fellowship program provides a small stipend (typically $2,000 per month for 3-5 months) to graduates participating in these unpaid programs. Since its launch in 2014, the Fellowship has supported 21 graduates.

In addition, UCI Law hosts three yearlong fellowship programs to support graduates working in unpaid positions in non-profit organizations or government entities. Collectively, these fellowships have supported 62 graduates. The UCI Law Public Service Fellowship and the Gideon's Promise Fellowship programs are funded entirely by UCI Law. The Gideon's Promise Fellowship supports graduates in under-resourced public defender offices in the Deep South. The UCI Law Leverage Fellowship program leverages private donor support with a small contribution from the graduate's host organization.

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?

Lawyers working in the public sector or for non-profit organizations typically earn substantially less ($56,688 median salary) than individuals who pursue careers in the private sector (i.e., working in law firms) ($170,000 median salary). Because some of our

students are interested in pursuing careers in these lower-paying positions, we have worked hard to bring in private donors and to partner with public interest organizations to support graduates through a set of fellowship programs including, the Bridge to Practice fellowship, the UCI Law Public Service Fellowship, the Gideon's Promise and the UCI Law Leverage Fellowship.

Our Student Financial Services Office offers one-on-one Exit Counseling sessions to 3rd year law students to provide them with essential information about their rights and responsibilities as a student loan borrower. Students receive information about the types of loans they receive, and when and where to make their payments. Each student is directed to StudentLoans.gov to estimate their payments based on expected salaries. Our students are also counseled about the federal Public Service Loan Forgiveness program (PSLF). Unfortunately, our students have not so far had much success in meeting the qualifications that are currently being applied. Per a September 2018 New York Times article[4], statistics for relief from the federal PSLF program have not been encouraging. The first students eligible for forgiveness started submitting applications about a year ago. Over 28,000 applications for forgiveness have been submitted to the Department of Education and they have approved only 96 borrowers to obtain forgiveness (less than 0.5%). Our Consumer Law Clinic is planning to shift some of its focus to helping UCI graduates with the PSLF program qualification procedures.

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

Our website provides detailed information pertaining to the Cost of Attendance, Types of Aid, Debt Management, Loan Repayment Assistance Program, Financial Aid Process and Outside scholarships. We incorporate financial aid information in all of our on-campus and off-campus information sessions and recruiting efforts to all prospective students. Members of the Student Financial Services team are available for individual appointments with incoming and continuing students as well as graduates.

We have Financial Aid Facebook and Twitter pages which routinely post helpful information for students interested in applying for our program, including posting outside scholarship announcements. We have a brochure dedicated to our LRAP program offered to all prospective, admitted and graduated law students. We email monthly newsletters to LRAP recipients informing them about Department of Education Repayment Plans and other LRAP requirements. The staff also conducts financial literacy sessions for POP students, and other external groups of prospective students throughout the academic year.

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[4] https://www.nytimes.com/2018/09/27/business/student-loan-forgiveness.html

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 operate on the premise that it is important to provide prospective students with more and transparent information as they consider the personal and economic impact of law school attendance. Information on salaries is available on the Law School's website, as required by the American Bar Association, and the debt information is published by US News – a resource that virtually all potential law students consult. Our admissions staff are in frequent contact with prospective students. They ensure that our students are aware of these sites and the information that they provide.

We also make available salary information that is compiled and reported by the National Association of Law Placement.[5]

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.).

Our unique curriculum and excellent professors produce unusually good outcomes for all our students. We are ranked eighth in the nation in the number of federal judicial clerkships secured by our graduates. These are the most sought after positions to begin legal careers. Our inclusive faculty is recognized as the twelfth most influential (determined by citations) among US law schools, again even better than our current US News rank of 21. Finally, our student indebtedness is relatively low (76th among law schools per UCOP data) given our presence in a relatively expensive locale and our lack of endowment for scholarships. That lack of endowment is a function of our relative youth and lack of a long period of alumni cultivation and fundraising. We are escalating our fundraising, however, with a special focus on building a support network among alumni and other supporters that will hold down student indebtedness. The School is focused on raising funds that will increase need-based scholarships, increase stipend levels for 1L and 2L summer internship programs, and provide continued funding for postgraduate fellowships. Additionally, the School will be looking for funding opportunities for endowed chairs to maintain and possibly improve upon student/faculty ratios and promote inclusive excellence, as well as opportunities for funding Centers, clinics, and other areas that can offset the operations budget.

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[5] https://www.nalp.org/privatesectorsalaries

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): <u>The Student Bar Association sent a survey out to students to solicit feedback from students.</u>

IX.b. Below, please 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.

There has not been regular consultation with students and faculty regarding fee increases for a number of years since the freeze on law tuition has been in place. Moving forward UCI Law is very committed to having regular consultations with students and faculty regarding fee levels and usage. The discussion of fees will also be integrated into recruiting efforts with future incoming classes.

Several meetings were scheduled with the Dean and Law School student body to discuss this professional supplemental degree fee proposal – one with the Student Bar Association and four open forums with all law school students invited. The Student Bar Association also circulated a survey to collect additional student responses, and 68 students out of 514 responded. A copy of this survey is attached. It should be noted that the survey was conducted prior to the public forums with the Dean, and the students responding to the survey did not have the full context of how PDST funding is utilized or what the current and future challenges of the School are. The majority responding to this survey, not surprisingly, were not in favor of an increase. Students who attended the forums with the Dean and Vice Dean, in contrast, were provided an overview of information regarding revenues, expenditures, financial aid and discussion about why the increase is necessary for the progress of the school. Students who participated in the open forums were more understanding of the reasoning and reacted more favorably towards the need for a tuition increase.

The first three forums that were held discussed a plan of 5% over five consecutive years – roughly a total of 38-40 students were in attendance at these forums. The additional two forums with students were to discuss a revised proposed plan of 7.5% over five consecutive years – roughly four students attended in person and nine students participated by conference call. The students, understandably, are not excited about the prospect of fee increases and voiced their concern about the impact on accessibility and affordability, especially for lower income students. They were concerned about overall student indebtedness and the impact it may have on their career options – pushing them more toward the high salaries of corporate law. They recognized the increasing costs to recruit and retain top faculty and the gap in the School's funding to reach self-sufficiency. They encouraged the school to step up private fundraising efforts to help mitigate the higher tuition costs as well.

After the completion of the meetings with students, our overall conclusion was that students, for the most part, especially those who attended the meetings with the Dean, understood that the fee increases were necessary to sustain and enhance their educational experience and were supportive of the 7.5% increase across five years. They understood the relationship of the increase to faculty recruitment and retention, clinical education, and academic support, but they understandably wished the increases could be avoided. They also emphasized the importance of efforts to improve the level of needs based aid and other forms of scholarship. Dean Richardson conveyed to the students that she is very committed to inclusive excellence within our student body and plans to make more needs-based scholarship funding available to help make law school more affordable. The Dean also conveyed she is very committed to recruiting and hiring the best faculty for our students and working with our alumni to increase fundraising efforts.

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 must be provided by the program.**

☒ Plan shared with _____AGS President Michelle Herrera_____ on _____9/27/18, 10/31/18 and 11/9/18_____ .
　　　　　　　　　　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: No feedback was provided as of the 11/16/18 submission date.

☒ If applicable, plan shared with ___Student Bar Association_____ on 09/28/2018_____ .
　　　　　　　　　　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:

Results of a student survey conducted by the SBA was provided and it is attached.

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.

☒ Agenda item at a regularly scheduled faculty meeting on October 2, 2018 and October 30, 2018
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): A survey was sent to the faculty following both faculty meeting discussions

IX.e. Below, please 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 consultation with the Law School faculty occurred during a faculty meeting on October 2, 2018 and October 30th, 2018. After both meetings, the Faculty Advisory Committee circulated a survey to the faculty to receive additional input. There has not been

regular consultation with students and faculty regarding fee increases for a number of years since the freeze on law tuition has been in place. Moving forward UCI Law is very committed to having regular consultation with students and faculty regarding fee levels and usage.

The faculty expressed concern about access to legal education for low income students and the disproportionate impact on students who plan to pursue public interest work. Some faculty also expressed interest in having access to some additional data, notably more comparisons with other law schools, which has been provided. The faculty were provided an extensive list of public and private institutions with which UCI Law competes for students and interpreted the data as consistent with a plan for improving our law school in part through tuition increases sought in this plan. Overall the faculty were in favor of the proposed increase. The faculty understand that the increase provides our School with the ability to offer more need-based scholarships, which will promote inclusive excellence and encourage students to pursue public interest work upon graduation. The increase will also allow the School to offer more merit based scholarships to rising 2L's and to offer aid to retain very promising and talented students who contemplate transfer to other institutions after their first year. The faculty also understand that the fee increase is vital for the School to retain its standing by attracting excellent faculty and students and to maintaining our commitment to inclusion and diversity within our student and faculty bodies.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on ____9/27/18, 10/31/18 and 11/9/18_____ .
Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on ____11/13/18_____ .
Chancellor[6]

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[6] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

PDST Student Survey Response:

Question 1:
Do you have questions would you like administration to address regarding the professional degree supplemental tuition?

Responses:

Why an increase when we have a large class, one that is higher than expected?
How much are professors' salaries being increased? How are increases determined?
When would it kick in?
how dare you? Tuition is already around $52k a year-- outrageous.
Yes. Why isn't this tuition going into effect starting with next year's incoming class? This would allow these students to make an informed, financial choice, unlike us, who actually have no choice in the matter.
Does this have any effect on 3Ls? how much of the scholarships will be mandated for diversity?
How is the law school planning on intensifying efforts to secure permanent sources of funding by growing its endowment, and how will the law school strive to meet its funding gaps through outside philanthropy?
Will student scholarships increase commensurately with the tuition increase?
Why does the law school need this? We do not use the expensive equipment of the science based grad schools. Doesn't our tuition cover the salaries and facilities now?
How much does the law school spend on pizza each year or semester?
How is who gets the additional funds determined?
Would like more info on the student-facing services allocations
Why can't these costs come out of our current tuition?
Who's responsible for admitting the such high number of students this year?
The following would be helpful in ensuring a transparent process: recent audited financial statements for the law school; current average needs-based scholarship amount and expected increase with additional PDST; average faculty salary and expected increase with additional PDST; breakdown of other costs supported by PDST such as ASP, librarians, co-curricular activities. It is not compelling to hear what the additional funds will theoretically go towards nor is it persuasive to see the indebtedness of our students (which is unacceptable) compared to students at Yale. Also unpersuasive is how our inflated tuition compares to the inflated

| tuition at other law schools. I am guessing someone has worked up a spreadsheet with all of the numbers - I think since law students are funding a considerable amount of law school costs we should be treated more like investors than inexhaustible piggy banks and have more access to how our tuition dollars are being spent. |
| --- |
| Yes, why aren't scholarships going up in a like manner? |

Question 2: Do support the professional degree supplemental tuition increase?

Yes: 19

No: 49

68 responses
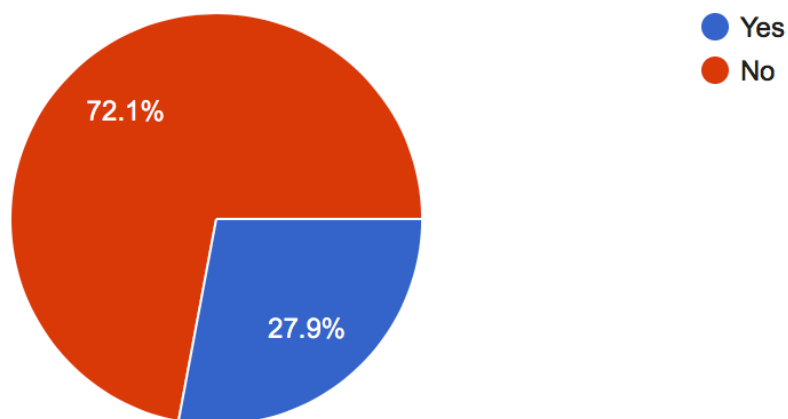
Question 3: Why or why not.

Responses:

I do not think it is fair to increase tuition to students. I would like to see additional information from the administration to prove that such an increase is necessary and that there is not cost-cutting measures (administration or wasteful spending anywhere else) that can be enacted to make up any shortfalls before passing on the burdens to students.

I am already in a ridiculous amount of debt/ tuition is expensive enough

Seems arbitrary. Please demonstrate the need. Please also explain fairness considerations.

It is necessary.

As a transfer, I do not feel comfortable with an increase in the PDST funds knowing that a third of it is allocated for scholarships, but transfers are not able to receive any scholarships. Over $45,000 a year is already a large sum of money to pay for some students who have very little money coming into higher education--especially if they are not eligible for the needs based scholarships that their tuition supports.

I can't afford to pay any more in tuition. I am not rich.

Tuition is already high. I'm afraid it would be prohibitive for students to apply to law school

I want us to be able to hire faculty that will teach the classes we want and remain competitive in the U.S. News rankings

I may not completely understand this but from what I gather it seems like there will be an upfront increase in tuition costs and ultimately cost of attendance to help generate funds for need based scholarships and operational costs. I worry that this increase may deter individuals from attending who may not get hefty need-based scholarships. I do not understand how the funds will be disbursed to students. Will the extra scholarship funds simply produce more scholarships or will they be used to give larger scholarship amounts? When choosing to attend UCI Law, cost played a major role for me. I threw away letters from schools like Loyola who had huge costs of attendance with limited scholarship funds. It wouldn't have mattered to me to know that many of peers also received scholarships if it came at the cost of me incurring more debt. I would hate to see UCI Law be that school for students in the future and I ultimately do not like to chance that this increase may actually cause some students to incur more debt than current.

I can't afford higher tuition

We already pay too much to go through school, and it doesn't feel like the money is being spent wisely. This seems like an excuse to use extra money from indebted students in order to pay for things that should already have funds allocated.

I can barely afford food.

We spend enough in tuition as it is

I have no interest in subsidizing any of the purposes of the proposed increase. These are absurd expenses and I object strongly to their imposition.

Every UCI Law student already pays a large amount in tuition and other supplemental UCI grad payments, and we do not need the additional services that this supplemental tuition increase will pay for. In particular, we do not need a part-time psychologist - that service is already provided by UCSHIP.

I looked at how tuition has increased year over year when making my decision to attend UCI Law, and this fee increase wasn't part of my calculation. This is a new, unanticipated fee that is unfair to charge to current students. It should start to go into effect for the incoming classes, not for current students. Moreover, faculty salaries can be redistributed rather than charging students more.

Tuition is high enough.

The assumptions of comparative university law schools are not true to real life. UCI law increased 1% over the last 6 years and they want to increase 5% every year for the next few years. This is such a drastic change that should not be committed to. I agree that some increase in professional degree supplemental tuition may be appropriate but these 5% every year changes are outrageous and do not match up to what historical patterns have shown. UCI law has low student debt percentages compared to other schools and that is something to be proud of with ranking in mind, but a 5% increase every year would rapidly move UCI law down in the student debt rankings. One reason I chose UCI was cost affordability mixed with high reputation and rankings, and increasing the cost drastically would affect a lot of things UCI stands for as a law school.

Is tuition is comparatively low as it is.

One of the reasons why I was inclined to UCI was because of its low tuition for CA residents. Although it is understandable to increase the tuition since UCI has not raised the tuition by much since 2012, the increased tuition will be a financial burden to the current students because they will not be able to benefit from the tuition increase.

Law school is expensive enough, especially with added costs like parking, etc.

Increasing tuition to support needs that presumably will continue in perpetuity is not a sustainable model, and will worsen the already considerable debt burden students incur. It would be very encouraging to see the law school very aggressively grow a permanent source of additional funding to meet the needs outlined above. Other top public law schools have undertaken fundraising campaigns to support their continued excellence. UCI is hopefully considering something similar. The law school's youth has not stood in the way of its rapid growth in recognition, and that hopefully wouldn't stand in the way of a push for a capital campaign to support the school's continued growth.

Need bases aid is key, and while I don't love paying more it seems worthwhile on the aggregate.

Law school is already expensive enough

Cannot afford to pay more.

Why increase the amount of tuition when you have overwhelming evidence that most of our students are inundated with debt from going to law school. It wouldn't help current students nor would it greatly help future students.

While I agree that the PDST funding does need to increase, I think it should be focused more solely on expansion of professor and faculty funding.

Looks like a reasonable fee increase, will improve the quality and, ultimately, the reputation of the school, and it will support financial aid to help those hardest hit by the increase.

I would like to clarify that my yes vote is a somewhat reserved yes. I support the law school moving towards a more self-sustaining model and I hope that UCI can continue to build itself up institutionally. That being said, I believe the increase could be achieved in smaller increments and that other sources of funding should be looked into in conjunction with this to ensure the burden does not prohibitively burden students. I also believe a slower growth rate can help the law school preserve its culture and its core values.

This school charges an incredibly high amount for tuition already. Your goal should be to make a more efficient use of funds rather than charging students more, especially when most of us are already over $100,000 in debt. The library doesn't need any structural improvements; use the funds for helping more students out. Just because Chemerinsky left doesn't mean we should have to pay an unmerited tuition increase due to the UCI Law administration's financial irresponsibility and laziness.

I support the increase because I believe it's very important that the program at UC Irvine Law be available to gifted lower-income students. I myself nearly chose to not attend UCI due to the low scholarship award compared to my other offers. When I asked the financial aid office if the award could be increased, I was told that there simply was no more money to offer. I'm glad I made the choice to come here, but worry about how the increased debt will affect my ability to do public interest work. I would like for future students in my position to have those worries somewhat ameliorated by an increased scholarship fund.

I support need based scholarships, but honestly I am not sure many debt ridden law students is the best place to fund those scholarships.

I cannot afford to pay more.

I am a first year and this proposed increase feels incredibly deceptive. To announce, one month after we begin our time at UCI, that tuition will be significantly increasing over our time here leaves us in a vulnerable position. Perhaps we would have more seriously considered our other law school options if we had the knowledge that impossible increases in tuition would be significant.

Tuition is sufficiently high and comparable with other, similar institutions. The funds currently provided are not being used effectively. The academic skills program is repetitive and not organized and presented to students as efficiently as possible. The new part-time psychologist and satellite counseling office offer services that are matter of student health--these do not fall within responsibilities of the law school and are a waste of resources. I object to the increase in PDST and the outcome will impact my consideration to transfer to another law school.

My degree is expensive enough.

We already pay a huge amount. Many of us 3Ls don't have jobs yet, and I'm sure that is true of the 2L class as well.

maintain our ranking, increase access to students with financial needs

Because school already costs too much and 1/3 for the students is not enough seeing as we already pay $50,000 a year.

Tuition already causes students to have to take out a mortgage on their futures that is a substantial burden. The university system doesn't need more money. Faculty salaries do not need boosts. The use of a part time psychologist can be covered by GSHIP that is already being charged. It is counterintuitive to take more money from students to offer more scholarships. It helps students more to not have to pay for those funds in the first place.

Student debt is a serious issue. Of course scholarships help students accumulate less debt, but before we raise everyone's fees we must think about how we can operate more efficiently (i.e. cutting the Domino's Pizza budget and other frivolous expenses).

I already pay a lot of money to go here. I will end school with 100K plus in loans. My mom makes less than 30K a year. It will probably take me until I retire before I pay off my loans. I do not want to pay even more.

For students with public interest career goals, significant financial need, and sizeable UCI scholarships, this increase is quite substantial. I pay roughly $5K per year in tuition, meaning that this increase (plus other mandatory fee increases) would effectively equate to a 40% tuition increase. This would be a very difficult bill to swallow.

I support the PDST tuition as it applies to faculty salaries, because as a young and up-and-coming school I think the quality and recognition of our faculty is one of the most important things that will help us continue our rise and faculty salaries is a major major component of attracting and retaining top-notch faculty, but raising everyone's tuitions to then put back into financial scholarships seems like an oxymoron.

I do not think that tuition should go up because a professional degree already costs so much and our education should be affordable.
Tuition is already high enough

It unfairly discriminates against current students who were never informed of the possibility of increased tuition.

I hopefully am considered a need based student so I would love to owe less money

If they are asking for the increase it is most likely necessary. Our tuition is not as high as other comparable schools.

I am already a student who is extremely financially burdened by the high costs of tuition for law school. A further increase in that tuition poses a financial burden on low-income students within the school. The school should not impose these costs on the students but rather should seek out other methods of fundraising to be able to pay faculty salaries.

Raising an already expensive institution will increasingly make law school more unaffordable for the average UCI law student.

Law school tuition is almost 6 times higher than it was 20 years ago, adjusting for inflation. I am grateful to be at UCI Law and to have this amazing opportunity to be a law student but I am also disappointed in the fact that I am supporting this country's ridiculous education bubble. We have accepted outrageous tuition thinking that there is no other way. There is another way of course, but schools do not need to look that direction because there will always be hopeful students to take advantage of and financially drain. UCI Law is eager to brand itself as a school that cares about developing leaders for the public sector but its projected tuition costs do not support that brand. I would love for the school to be a leader in working towards rolling back tuition costs instead of justifying tuition increases with its new ranking.

The tuition increase should apply to new/incoming students. I feel lied to by projected law school costs and indebtedness.

Tuition is already incredibly high

Question 4: Any additional comments.

Can we start with a 1,000 raise first? Not a 2,600 one?

Tuition at UCI Law is already astronomically high for a public university. Please reconsider this tuition increase. Thank you.

We already have enough pressure with school and existing loans. An increase in our tuition is not the answer.

Do what you have to do to make this school great.

I realize it's hard but this money needs to come from sources that are not your students

The unlimited time frame of your 5% increase compounding each year (for at least 5 years) is ridiculous. It does not need to be that high for that long. In 5 years UCI will be just as expensive as nearly every other California law school. That completely destroys any sense of value that UCI brings to the education when compared to other schools. The UCI argument for remaining competitive with these other schools is bogus, and if we tout ourselves as a non-traditional school then we should not be comparing ourselves so directly to these other schools. In 5 years UCI will be no different from any other school ranked between 20 and 50: desperately overcharging its students to retain faculty in the futile attempt to achieve a number. We're better than that, and that's why I think some funding increase for staff and faculty is perfectly reasonable, but your compounding 5% is unreasonable and will only drive away value-minded students.

If we increase this tuition, then I really hope the money is used wisely. I would love to be a top 20 school and if this is what we need to do to achieve that, then let's do it. However, the administration needs to better manage money, faculty hiring, and the incoming class size. What has happened this year is annoying and unnecessary. I hope that the money from the extra number of students is being used wisely and we do the same with this.

Work on reducing the tuition, please.

I feel the school should focus on improving OCI, FIP, and SIP to help students get good jobs and then donations will increase.

If the fee increase is passed, I would like to see the 1/3 scholarship allocation go to need-based grants for incoming (or existing) students. I am a student with very little resources that is interested in a public interest career. Law school only made sense for me if I paid little to nothing in tuition because the debt from living expenses alone would be almost insurmountable with a public interest salutary on its own.

If I am not considered need based even though I have mountains of debt I would not support this

Poor students lose more from this increase because they are then dependent on the potential of receiving those need-based scholarships that will likely not be greater than the amount they are paying in to the school annually with this increase in Tuition. It is an unfair burden and it disproportionately impacts low-income students.

Please don't.

Hosting the PDST forums outside of midterm weeks would have been great.

With a larger incoming class, the overall revenue should be higher. Why would we need to increase tuition by this much, which is a significant amount in terms of real dollars (more than "a paltry 5%").

Lower the cost of tuition, then scholarships also can be lower. The current cost of higher education is already completely out of hand. Increasing it even higher is absurd

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$22,413	$23,085	$23,778	$24,492	$25,227	$25,986	3%	$672	3%	$693	3%	$714	3%	$735	3%	$759
Prof. Degr. Suppl. Tuition (Nonresident)	$22,413	$23,085	$23,778	$24,492	$25,227	$25,986	3%	$672	3%	$693	3%	$714	3%	$735	3%	$759
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$804	$808	$813	$817	$822	$827	0.5%	$4	0.6%	$5	0.5%	$4	0.6%	$5	0.6%	$5
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)***	$61	$61	$61	$61	$61	$61	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$35,848**	**$36,920**	**$38,020**	**$39,158**	**$40,330**	**$41,544**	3.0%	$1,072	3.0%	$1,100	3.0%	$1,138	3.0%	$1,172	3.0%	$1,214
Total Fees (Nonresident)	**$48,093**	**$49,165**	**$50,265**	**$51,403**	**$52,575**	**$53,789**	2.2%	$1,072	2.2%	$1,100	2.3%	$1,138	2.3%	$1,172	2.3%	$1,214

* Mandatory system wide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
"Other" includes $61.00 medical student disability insurance fee.
MD campus-based fees include an additional annual $30.00 differential Associated Graduate Students' fee applicable only to Associated Medical Students.

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

The UC Irvine School of Medicine was founded in 1896. **The nature and purpose of the program is to educate and train more than 400 medical students per year.** Ranked as one of the top 50 U.S. medical schools for research by *U.S. News & World Report*, the UCI School of Medicine is dedicated to advancing medical knowledge and clinical practice through scholarly research, education, and high-quality care. Using novel and advanced learning methods, as well as inter-professional collaborations, we aim to produce future healthcare leaders with the skill and vision to meet our growing and diverse society's needs.

Graduates of the program go on to become prominent physicians and researchers. Some pursue careers providing care to underserved populations, and others go on to disseminate research advances for the benefit of society.

Students follow a rigorous four-year curriculum leading to the MD degree. The school also offers a number of dual-degree programs, allowing medical students to get additional advanced degrees to enhance their training. Students enrolled in dual-degree programs pay separate PDST, if applicable, to the school in which they are enrolled for the second degree.
These programs include:

- A combined MD/PhD medical scientist training program
- A master's of science degree in Biomedical and Translational Science (MS-BATS)
- A combined MD and master's degree in public health
- A combined MD/MBA program with the Paul Merage School of Business

Professional Degree Supplemental Tuition represents a significant portion of the funding needed to operate the implementation of the MD curriculum for our students, support student services, and provide financial aid.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan was from AY 2016-17 through AY 2018-19. PDST funds were used primarily to fund initiatives with the following goals:
1. Improving the MD curriculum via a deeper coordination and integration of clinical experiences.
2. Increase financial aid opportunities and services.
3. Improve student wellness and counseling services.

Prior Goal 1: Improving the MD curriculum via a deeper coordination and integration of clinical experiences.
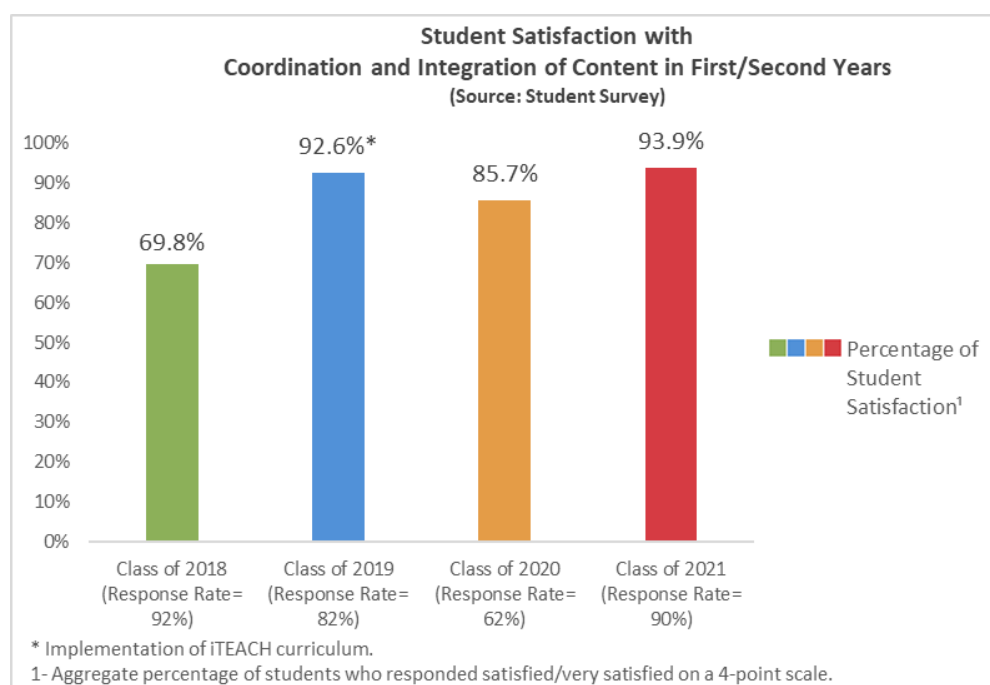
One of the primary initiatives funded by PDST under the prior plan funding was a redesign of the MD curriculum in order to foster a deeper coordination and integration of clinical experiences throughout the first and second years of the four-year curriculum.

In AY 2016-17, the UC Irvine School of Medicine adopted the iTEACH curriculum map. iTEACH, the "Technology-Enhanced, Activity-Coordinated, Humanistic" curriculum, represented a temporal alignment of content organized into thematic blocks for a "systems-organized" approach to the medical school curriculum. This curriculum was a strategic departure from the former traditional, discipline-based courses that previously defined the first two years of study. By maintaining a "systems-organized" perspective, a focus on the integration of basic science and clinical content was established and improved learning outcomes as a result. In addition to realignment of the content, iTEACH included additional opportunities for students to engage in coordinated simulation, ultrasound, and clinical skills modules with the aim of further increasing clinical correlation with the basic sciences. Expenses included equipment, faculty, and instructional staff support equal to average annual total cost of $759,273.

The creation of this initiative came as a direct result of feedback received from graduating medical students. Each year graduating students complete a graduation questionnaire (GQ) created by the Association of American Medical Colleges (AAMC). The GQ was

established by the AAMC as a method for medical schools to identify and address issues critical to the future of medical education and the well-being of medical students. Based on data from the 2016 GQ, only 63.4% of our students agreed or strongly agreed that the basic science coursework had sufficient illustrations of clinical relevance, compared with 78.2% nationally.

Because the cohort of students that have experienced the full iTEACH curriculum will not complete the GQ until 2019, a student survey was created to monitor success. As shown in the graph below, student satisfaction with content integration increased substantially following the iTEACH implementation.

Student Satisfaction with
Coordination and Integration of Content in First/Second Years
(Source: Student Survey)

Class of 2018 (Response Rate=92%)	Class of 2019 (Response Rate=82%)	Class of 2020 (Response Rate=62%)	Class of 2021 (Response Rate=90%)
69.8%	92.6%*	85.7%	93.9%

Percentage of Student Satisfaction[1]

* Implementation of iTEACH curriculum.
1- Aggregate percentage of students who responded satisfied/very satisfied on a 4-point scale.

**Prior Goal 2: Increase financial aid opportunities and services.**

Due to the unique needs of medical students, UCI's School of Medicine (UCISOM) maintains its own financial aid office with two full-time employees. These employees provide individualized counseling to all medical students and provide students with the tools to manage their finances responsibly throughout medical school and beyond. Under the prior plan, PDST funding was used to support the

expense of these employees and expenses related to increasing educational content related to debt management, loan repayment and financial literacy.

With two full-time employees, the capacity of the UCISOM financial aid office is increased to participate in pipeline programming and outreach to increase the awareness of funding medical school to URM students. In collaboration with the Office of Admissions, a representative from the Office of Financial Aid presents the various options for federal and institutional aid and describes services provided during each UCISOM Interview Day.

The average annual cost for providing the above student services was $68,458.

The success of this initiative was measured via questions contained in the AAMC GQ. While the satisfaction rate has risen above the national average (All Medical Schools), we still have room to improve in the area of financial services.
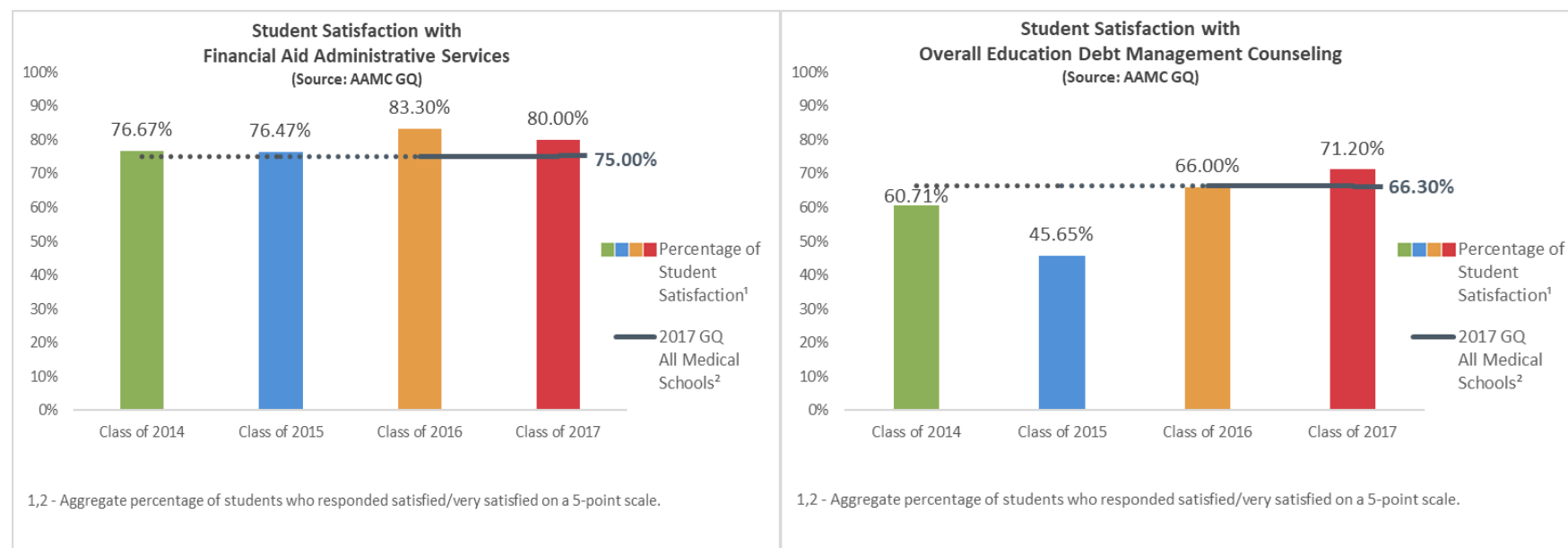
Prior Goal 3: Improve student wellness and counseling services.

In the prior plan, PDST funding was used to support expenses related to increasing student wellness and specialty career counseling services. In an effort to ensure availability of counseling resources, Medical Education employed its own part time psychiatrist and wellness counselor that was available on site in the Medical Education building. This ensured access for medical students whose busy schedules did not often allow time to visit campus resources during normal business hours. Students were able to access services such as one-on-one counseling and peer process groups. The average annual faculty and staff support cost was $136,414.

Additionally, UCISOM hosted an annual student wellness retreat. The primary objective of this retreat was to promote student and overall wellness. Workshops focused on wellness, peer networking and resource availability, and faculty-student mentorship. The average annual cost of $113,029 included expenses such as lodging, meals, and supplies for the wellness conference.

Following the retreat, a detailed student survey was created to monitor success. Below is a sample of two of the key questions and the positive response.

2017 Annual Student Wellness Retreat Feedback Survey
September 17, 2018 2:13 PM MDT

Q8 - I believe that the Annual Student Wellness Retreat is valuable to the UCI School of Medicine student experience.
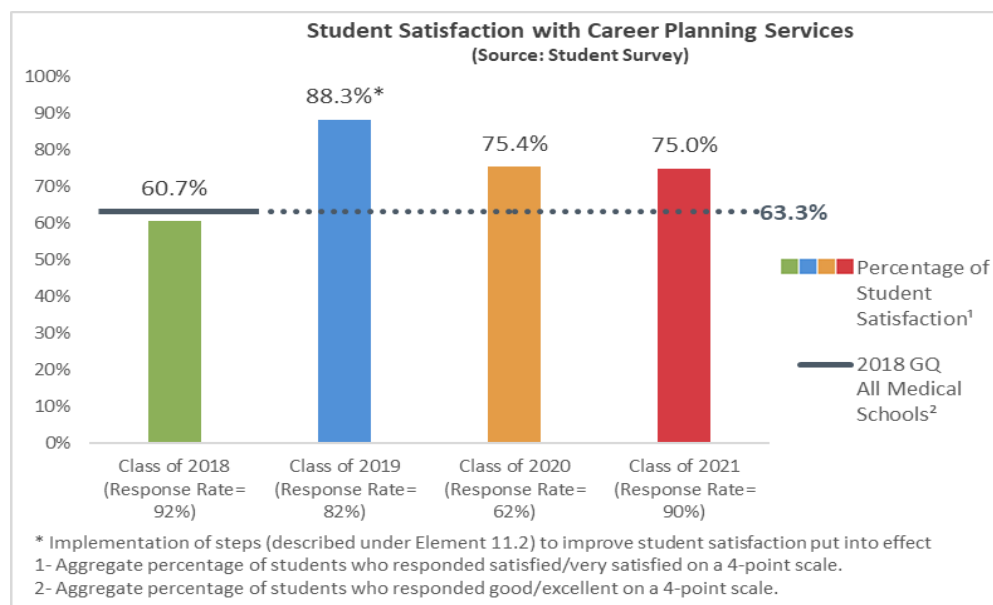
Q2 - If given the opportunity, I would choose to attend the Annual Student Wellness Retreat again.

PDST funding was also used to increase career-counseling services designed to prepare students for choosing a medical specialty and securing a residency program following graduation. The average annual cost for this initiative was $67,816.

The data below show that we have exceeded the national average, but that there is still improvement needed. As a result, improving career planning services will remain one of our goals.

Student Satisfaction with Career Planning Services
(Source: Student Survey)

* Implementation of steps (described under Element 11.2) to improve student satisfaction put into effect
1- Aggregate percentage of students who responded satisfied/very satisfied on a 4-point scale.
2- Aggregate percentage of students who responded good/excellent on a 4-point scale.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The UC Irvine School of Medicine is requesting approval of a 3% increase over five years. The primary goal of a PDST increase is to receive incremental revenue in to cover program improvements while keeping student debt manageable. PDST is a primary funding source for all aspects of the program and is necessary to cover standard inflationary costs and continue to refine and improve the program.

During the prior plan, PDST funds were used for curricular improvement, increased financial aid services, and student wellness and career counseling. Many of these initiatives are ongoing and partially supported by current funding, but require new incremental revenue to create improvements.

Our goal for the new multi-year plan is to expand upon and improve these beneficial initiatives and add a renewed focus on increasing enrollment in the school's defined diversity categories; the incremental revenue from the proposed PDST increases and the existing base PDST revenue will be utilized to support these goals.

Goal 1: Continue to improve the MD curriculum, iTEACH.

Building upon the successful implementation of the iTEACH curriculum, PDST funds will be utilized for further integration of clinical experiences throughout the first and second years of a four-year curriculum.

The direct educational benefit to medical students is that by maintaining a "systems-organized" perspective and a focus on the integration of basic science and clinical content, students will have improved learning outcomes and gain practical experience. These benefits will prepare them for the challenges they will experience in their required clinical rotations, residency programs, and ultimately their careers as physicians.

The next phase includes creating and implementing curriculum modules that reintegrate basic science content into clinical clerkships and courses. Modules include:

- Surgery Clerkship - Incorporation of a fresh-tissue cadaver lab to bridge anatomical knowledge from the anatomy curriculum with surgical/procedural anatomy needed in operative cases.
- Neurology Clerkship – Incorporation of a gross pathology brain lab that focuses on neuroanatomy and pathology.
- Internal Medicine Clerkship – Incorporation of didactic or small-group sessions on cardiac physiology, pharmacology to better address EKG interpretation, and management of hypertension and hyperlipidemia.
- Clinical Foundations III Course – Incorporation of small-group sessions on proper antibiotic choice (Microbiology), lab test and culture interpretation (Clinical Pathology), and blood banking (Hematology).
- Clinical Foundations IV Course – Incorporation of "specialty specific" tracks prior to graduation, that serve as a "boot camp" for students pursuing certain medical specialties. Tracks include a fresh tissue cadaver lab for surgical procedural anatomy for

procedural-heavy specialties such as Surgery, OB/Gyn, and Emergency Medicine and PALS training and review for neonatal, newborn, and child pathophysiology for Pediatrics and Family Medicine students.

Expenses include cadavers, fresh tissue brain specimens, and faculty and staff expenses related to time and development of the curriculum. The estimated cost funded by both existing and incremental PDST revenue to deploy and sustain this initiative through academic year 2023-24 is $389,970. Expenses are listed in the equipment and faculty salary adjustments in Table III b.

Success will be measured initially by a student questionnaire and ultimately transitioned to the AAMC graduate questionnaire (GQ) as students experiencing the curriculum begin to graduate. Our goal is to increase the GQ score for basic science content integration into the clinical experiences from 59.2% to the current national mean of 80.8% over the next five years.

Goal 2: Increase financial aid opportunities.

The return-to-aid percentage of PDST increase dedicated towards financial aid will be used to increase need-based scholarships for *all* eligible students. Our goal is to increase need-based awards by 15% initially and then continue to increase at 3% annually moving forward using both existing and incremental PDST revenue increases. This will result in a total allocation **increase** for need-based scholarships of $1.2M through AY 2023-24.

Additionally, funds for new scholarships aligned with both diversity and strategic plan goals will be made available. As an example, two scholarships covering full tuition and fees will be offered to two candidates for the Leadership Education to Advance Diversity–African, Black and Caribbean (LEAD-ABC) program. LEAD-ABC is a new UC Irvine School of Medicine program aimed at producing future physicians who are committed to serving African, Black, and Caribbean communities in California, the United States and beyond.

The direct benefit to the students is a reduction of debt at graduation. Success will be measured by monitoring statistics related to average student indebtedness compared to the national average. An additional metric of success will be measured by monitoring statistics related to the offering of LEAD-ABC scholarships to disadvantaged students selected to participate in the program.

Goal 3: Expand services related to career advising, counseling services, and student wellness services.

Career Advising: One of the challenges faced by every medical student is the decision as to which specialty to pursue. This single decision can determine the path of their career and is typically the largest source of anxiety for medical students and arguably one of the biggest decisions of their professional lives. In order to aid in this decision, significant counseling and mentoring needs to occur in

order to help students choose elective courses, evaluate career options, and apply to a residency in their chosen specialty. A lack of robust counseling can lead to students choosing and ultimately "matching" into medical specialties that either do not meet their personal goals and interests or do not take advantage of their particular strengths and skills.

UCISOM is planning to implement the following career counseling curriculum to address this problem. MS (Medical Student) 1 – MS (Medical Student) 4 refers to the year in which they will receive the curriculum.

PDST funding will be utilized to support this initiative. The estimated cost to deploy and sustain this initiative using existing and PDST annual increases is $349,156. Expenses include faculty support to provide specialty mentorship, career advising, and catering and materials for each workshop.

Success will be measured annually by utilizing a student questionnaire specific to this particular goal. Plans will be updated based on ongoing questionnaire results.

Counseling services: PDST funds will also be utilized to increase availability of an academic counselor/learning skills specialist. The learning skills specialist provides comprehensive counseling for students who have shown or are at risk for academic difficulty. The specialist also manages a peer-tutoring program that has become a valuable asset for our students. UCISOM currently provides a part-time specialist, but as evidenced by declining approval in the satisfaction rating below, PDST funding will be utilized to hire a full-time employee ensuring that students have full and adequate access to the services that they need. The total cost to deploy and sustain this

initiative using existing and incremental PDST increases is $146,301. Staff cost using incremental PDST increases is listed on the "expanding support staff" row of Table III b.

Success for this portion of our goal will be measured annually utilizing the AAMC graduate questionnaire (GQ) results relevant to academic counseling.

Student wellness services: PDST funds will be utilized for the continued support of student wellness services and activities. Direct costs include employment of a part-time psychiatrist offering individualized support to medical students, group therapy sessions, and educational sessions focused on the students' physical, intellectual, emotional and spiritual wellbeing. The annual faculty and staff support cost funded by existing and incremental PDST revenue is $136,414.

A cornerstone of the wellness program is the annual student wellness retreat. The primary objective of the retreat is providing workshops and activities to promote student and overall wellness, peer-network expansion and faculty-student mentorship. Current PDST funds will be used to support this valuable activity. The cost is $113,029 and includes expenses such as lodging, meals, and supplies for the wellness conference.

The success of the wellness retreat will be measured annually using a student questionnaire.

Goal 4: Increase the enrollment of medical students underrepresented in medicine.

As explained in Section V.b below, UCISOM plans to accomplish this goal through the expansion of pipeline programs, new curricular programs, and scholarship development. PDST funding will be used to support these initiatives.

The Division of Diversity and Inclusion has established a framework for successful pipeline building using a strategic plan centered on Post baccalaureate and Conditional Acceptance programs and the Program in Medical Education for the Latino Community (PRIME-LC). Students in these programs represent the school's defined diversity categories (disadvantaged and/or service to the underserved, in particular, the Latino community).

- Post baccalaureate (PB) program goals: Increase the average number of students from the PB program enrolling in the UC Irvine School of Medicine by 15% over the next five years from current average levels of 5%. Create additional scholarship funding to be granted after the student is accepted into UCISOM specifically, strengthening the pipeline from the program to UCISOM. The total cost to deploy and sustain this initiative using PDST funds is $66,983.

- Conditional Acceptance program goals: Increase the number of Conditional Post Baccalaureate Program spots in the UC Irvine School of Medicine from four to six. These students primarily come from disadvantaged backgrounds and are often underrepresented in medicine. If these students meet the milestones of the program, then they are guaranteed admission to UC Irvine School of Medicine. These students will be tracked throughout their conditional year and each subsequent year of medical school, with the intention of encouraging continued training at UC Irvine in residency and beyond. The total cost to deploy and sustain this initiative, as listed in the "providing student financial aid" row of table III b, is $57,401.

In addition to the programs listed above – the UC Irvine School of Medicine has created the first medical school program of its kind to address the unique health needs of African, Black, and Caribbean islander communities: LEAD-ABC. The new program is aimed at producing future physicians who are committed to serving African, Black and Caribbean communities in California, the United States, and beyond. This four-year physician training program offers an optional fifth year to allow the medical student to obtain a master's degree in business, public health, or biomedical and translational science.

- LEAD-ABC program goals: LEAD-ABC intends to accept its first students in 2019 with an initial enrollment goal of two students. LEAD-ABC will offer two full scholarships to cover tuition and fees for the medical degree. The total cost to deploy and sustain this initiative, as included in the financial aid row of table III b, is $432,420.

Success of these programs will be measured by monitoring enrollment statistics over the next five years.

The goals listed above are part of the core mission of Medical Education and are vital to ensuring our graduates go on to become prominent physicians and researchers, who provide care to underserved populations and contribute to research advances that benefit society. If the proposed PDST levels are not approved, the quality of the program and the ability to meet these goals will be substantially reduced.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$2,313,208	$66,250	$1,988	$0	$0	$92,328	$2,473,774
Benefits/UCRP Cost	$738,749	$0	$0	$0	$0	$0	$738,749
Providing Student Services	$1,774,144	$0	$16,200	$3,979	$5,332	$10,271	$1,809,926
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$1,026,417	$0	$0	$0	$94,701	$2,841	$1,123,959
Instructional Equipment Purchases	$185,397	$0	$0	$92,185	$2,766	$2,849	$283,197
Providing Student Financial Aid	$2,371,228	$203,894	$260,398	$190,864	$192,671	$196,829	$3,415,884
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)	$600,883	$0	$0	$0	$0	$0	$600,883
Total use/projected use of revenue	$9,010,026	$270,144	$278,586	$287,028	$295,470	$305,118	$10,446,372

Additional Comments:
Enrollment numbers used to calculate annual and incremental revenue do not include the projected number of students who will receive tuition & fee waivers.

The "Other" category reflects the balance for all non-salary, building infrastructure services and operational costs.
Non-salary items include $189,820 for standardized patients and teaching supplies, $259,348 for educational technology software and cadavers/specimens cost and $151,715 is allocated for building infrastructure services and operational cost.

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.

UCISOM continues to refine its general operations in an effort to save costs. We utilize an internal budget feedback system that allows for close to real-time adjustment of expenditures. This gives the staff and faculty access to critical information that can be used to make better financial decisions that result in savings. This has led to better vendor selection, reduction of duplicate processes, and elimination of programs that were not effective or housed in the proper budget unit.

Additionally, UCISOM has partnered with other College of Health Sciences programs and departments in an effort to share and consolidate resources and avoid duplication of cost centers. For example, UCISOM runs a state of the art clinical skill center that now provides joint services with the School of Nursing. Sharing faculty across schools creates a direct cost savings for each school within the college.

In addition to cost cutting, fundraising, philanthropy and student scholarship development remain a major focus. The UC Irvine School of Medicine has invested in this development by dedicating full-time staff resources to fundraising. Several employees are engaged specifically with UCISOM fundraising. Strategies have included engaging donors through a series of discovery lunches, tours and open houses, alumni events, features in publications such as the Dean's Report, and personal visits with donors. The continued focus on fundraising will allow the UC Irvine School of Medicine to keep future increases confined to a reasonable level.

A recent highlight of our accomplishments in the area of advancement includes the securing of a $3.4 million endowment dedicated toward scholarships for medical students that identify themselves as LGQBTIA+.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	394	394	394	394	394	394
Domestic Nonresident	18	18	18	18	18	18
International						
Total	412	412	412	412	412	412

Additional Comments
Resident and nonresident enrollment are based on averages submitted to the U.S. News Survey. Figures do not correspond to enrollment numbers in table III b since this table includes students who are projected to receive tuition & fee waivers.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases										
First Year Annual Charges																	
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2019-20**		**2020-21**		**2021-22**		**2022-23**		**2023-24**		
Residents							%	$	%	$	%	$	%	$	%	$	
U of Oregon OHSU (public)	$44,984	$46,334	$47,724	$49,155	$50,630	$52,149	3%	$1,350	3%	$1,390	3%	$1,432	3%	$1,475	3%	$1,519	
U of Colorado (public)	$39,512	$40,697	$41,918	$43,176	$44,471	$45,805	3%	$1,185	3%	$1,221	3%	$1,258	3%	$1,295	3%	$1,334	
U of Washington (public)	$36,801	$37,905	$39,042	$40,213	$41,420	$42,662	3%	$1,104	3%	$1,137	3%	$1,171	3%	$1,206	3%	$1,243	
U of Michigan (public)	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	3%	$1,136	3%	$1,170	3%	$1,205	3%	$1,241	3%	$1,279	
U of Pennsylvania (private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132	
USC (private)	$63,844	$65,759	$67,732	$69,764	$71,857	$74,013	3%	$1,915	3%	$1,973	3%	$2,032	3%	$2,093	3%	$2,156	
Stanford (private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987	
Harvard Medical School (private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140	
Johns Hopkins (private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827	
Public Average	$39,791	$40,985	$42,215	$43,481	$44,785	$46,129	3%	$1,194	3%	$1,230	3%	$1,266	3%	$1,304	3%	$1,344	
Private Average	$60,659	$62,479	$64,354	$66,284	$68,273	$70,321	3%	$1,820	3%	$1,874	3%	$1,931	3%	$1,989	3%	$2,048	
Public and Private Average	$51,385	$52,926	$54,514	$56,149	$57,834	$59,569	3%	$1,542	3%	$1,588	3%	$1,635	3%	$1,684	3%	$1,735	
University of CA, Irvine	**$35,848**	**$36,920**	**$38,020**	**$39,158**	**$40,330**	**$41,544**	**3%**	**$1,072**	**3%**	**$1,100**	**3%**	**$1,138**	**3%**	**$1,172**	**3%**	**$1,214**	
Nonresidents																	
U of Oregon OHSU (public)	$67,244	$69,261	$71,339	$73,479	$75,684	$77,954	3%	$2,017	3%	$2,078	3%	$2,140	3%	$2,204	3%	$2,271	
U of Colorado (public)	$65,467	$67,431	$69,454	$71,538	$73,684	$75,894	3%	$1,964	3%	$2,023	3%	$2,084	3%	$2,146	3%	$2,211	
U of Washington (public)	$66,753	$68,756	$70,818	$72,943	$75,131	$77,385	3%	$2,003	3%	$2,063	3%	$2,125	3%	$2,188	3%	$2,254	
U of Michigan (public)	$56,968	$58,677	$60,437	$62,250	$64,118	$66,042	3%	$1,709	3%	$1,760	3%	$1,813	3%	$1,868	3%	$1,924	
U of Pennsylvania (private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132	
USC (private)	$63,844	$65,759	$67,732	$69,764	$71,857	$74,013	3%	$1,915	3%	$1,973	3%	$2,032	3%	$2,093	3%	$2,156	
Stanford(private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987	
Harvard Medical School (private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140	
Johns Hopkins (private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827	
Public Average	$64,108	$66,031	$68,012	$70,053	$72,154	$74,319	3%	$1,923	3%	$1,981	3%	$2,040	3%	$2,102	3%	$2,165	
Private Average	$60,659	$62,479	$64,354	$66,284	$68,273	$70,321	3%	$1,820	3%	$1,874	3%	$1,931	3%	$1,989	3%	$2,048	
Public and Private Average	$62,192	$64,058	$65,980	$67,959	$69,998	$72,098	3%	$1,866	3%	$1,922	3%	$1,979	3%	$2,039	3%	$2,100	
University of CA, Irvine	**$48,093**	**$49,165**	**$50,265**	**$51,403**	**$52,575**	**$53,789**	**2%**	**$1,072**	**2%**	**$1,100**	**2%**	**$1,138**	**2%**	**$1,172**	**2%**	**$1,214**	

Source(s):
U of Oregon: https://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/upload/2018-19-Tuition-Fees_Final_Amended-8-30-2018.pdf
https://www.ohsu.edu/xd/education/student-services/registrar/registration-information/academic-calendar/Copy-of-index.cfm (includes summer) U of Colorado:
http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/SOM-TuitionFees.aspx
U of Washington: http://opb.washington.edu/graduate-tuition-dashboard

U of Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=28&full_half_term=35&level_of_study=38
U of Pennsylvania: https://www.med.upenn.edu/admissions/tuition-fees.html
USC: https://financialaid.usc.edu/graduates/keck/how-much-wil-my-education-cost.html
Stanford: https://registrar.stanford.edu/students/tuition-and-fees
Harvard Medical School: https://meded.hms.harvard.edu/md-cost-attendance
Johns Hopkins: https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html

Additional Comments:
N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each of these medical schools was chosen due to the fact that they are ranked in the top one third of research-oriented medical schools or primary care-oriented medical schools in the U.S. News & World Report national survey. This survey is generally accepted as reflecting top quality educational, research, and clinical programs and known to be used by students in determining their preferential schools.

Additionally, these schools were chosen because the UC Irvine School of Medicine competes with many of these schools for both students and faculty.

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

As demonstrated by the graph below, UC Irvine tuition & fees for residents are 10% below the public average for residents and 26% below the public average for nonresidents, compared to our peer public medical institutions.
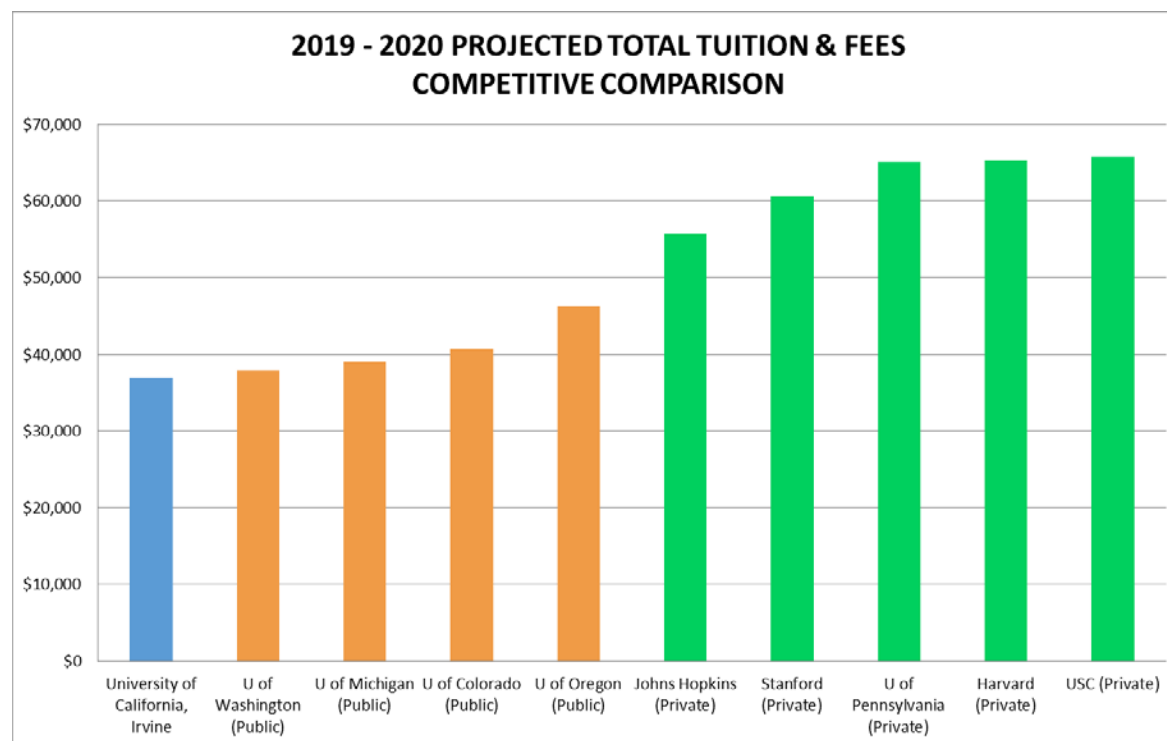
2019 - 2020 PROJECTED TOTAL TUITION & FEES COMPETITIVE COMPARISON

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

In addition to the traditional MD program, the UC Irvine School of Medicine is home to three unique mission-based programs:

1) **Program in Medical Education for the Latino Community (PRIME-LC)** offers a combined MD/master's degree as part of its focus on training future physicians who will improve healthcare delivery, research, and policy in Latino communities across California.

2) **Leadership Education to Advance Diversity–African, Black and Caribbean (LEAD-ABC)** is the first medical school program of its kind in the nation to address the unique health needs of African, Black, and Caribbean islander communities. The program aims

to produce future physicians committed to serving African, Black, and Caribbean islander communities in California, the United States, and beyond. As opposed to the standard student curriculum, students in this program may choose an optional fifth year to get a master's degree in business, public health, or biomedical and translational science.

3) **Health Education to Advance Leaders in Integrative Medicine (HEAL-IM)** is a program that gives medical students additional training and skills in the tools and philosophies of integrative medicine. HEAL-IM students also may choose to spend an optional fifth year completing certified integrative medicine training or pursuing a master's degree in integrative medicine practices. As opposed to the comparator institutions, UCISOM is the only one that offers a structured, four-year longitudinal curriculum to provide a sound foundation in the principles, philosophy and evidence based practices of Integrative Health, setting the stage for future professional study and practice. We're also unique in the fact that this track offers a variety of educational experiences, including seminars and skill building workshops, training in mindfulness based stress reduction and culinary medicine, together with clinical exposure during both pre-clinical and clinical years and an optional fifth year of an Integrative modality certificate training.

Through its iMedEd Initiative, the UC Irvine School of Medicine has a long history of cutting-edge innovation and incorporation of emerging technologies within the curriculum. Starting in 2010, UCISOM was the first medical school to adopt a tablet-centric digital curriculum with the release of the iPad. With the launch of Google Glass a few years later, UCISOM became the first school to incorporate the device and first-person video in the training of students and resident physicians. Today, Google Glass is still used for empathy and kindness training in the Clinical Foundations course. UCISOM was also the first medical school in the western states to develop a fully comprehensive and longitudinal point-of-care ultrasound curriculum, using cutting-edge portable clinical ultrasound equipment. More recently, UCISOM has been one of the first schools to incorporate virtual reality into the curriculum, with students using the technology to "embody" their patients and experience their challenges first-hand. UCISOM has also begun pilots using Augmented Reality and Microsoft HoloLens for high-fidelity simulation of critical patients, and started to incorporate 3D printing for the creation of task trainers and interactive models.

UCISOM's approach to education and technology has not gone unnoticed — our faculty have published multiple papers in peer-reviewed journals on these topics, and have been invited to give lectures at the Association of American Medical Colleges (AAMC), South by Southwest EDU, Medicine X, the American Medical Association (AMA), TEDx, World Congress of Ultrasound, and the American Institute of Ultrasound in Medicine. UCISOM has also been an Apple Distinguished School since 2012 and two faculty members are Apple Distinguished Educators. The distinction is only given to institutions that demonstrate a vision for learning with technology and includes leaders and faculty that have a clear vision for how their technology-rich environments support learning goals. Currently there are only 400 Apple Distinguished Schools worldwide.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	3%	4%	3%	3%	3%	7%
Chicana(o)/Latina(o)	12%	12%	13%	13%	4%	9%
American Indian	0%	0%	0%	0%	0%	0%
Subtotal Underrepresented	*16%*	*16%*	*16%*	*16%*	*8%*	*16%*
Asian/East Indian	35%	34%	35%	37%	16%	32%
White	36%	37%	38%	38%	61%	36%
Other/ Unknown	13%	13%	11%	9%	14%	13%
International	0%	0%	0%	0%	0%	3%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	29%	30%	18%	N/A	N/A	N/A
Gender						
% Male	49%	47%	48%	48%	46%	52%
% Female	51%	51%	52%	52%	54%	48%

Sources:

Figures are rounded to the nearest whole number.

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions (U of Oregon, U of Colorado, U of Washington,, U of Michigan, U of Pennsylvania, USC, Stanford):

Association of American Medical Colleges – 2018-19 gender data: https://www.aamc.org/download/321526/data/factstableb1-2.pdf and ethnicity data: https://www.aamc.org/download/321540/data

Note: "Other/Unknown" includes "Other," Multiple Race/Ethnicity," and "Unknown Race/Ethnicity" from the AAMC data set and "Asian/East Indian" includes "Asian" and "Native Hawaiian or Other Pacific Islander" from the AAMC data set.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The table above highlights a stable enrollment trend and a higher percentage of underrepresented students at UC Irvine School of Medicine within the past three years relative to public institutions and on par with private institutions by their respective 2018-19 total enrollment (AAMC, 2019). Disaggregated data reveal a particular strength in our enrollment of Chicana(o)/Latina(o) student populations; between 12-13% of students in our program identify as Chicana(o)/Latina(o), whereas the private national average is 9% and that of comparable public institutions is 4%. This enrollment trend reflects the strength of outreach and enrollment efforts for mission based programs aligned with UCISOM's defined diversity categories. Similar efforts to extend outreach to pipeline programs have been instrumental in the recruitment and retention efforts of underrepresented students at UC Irvine. Enrollment percentages for Native American students are consistent with both local and national data (AAMC, 2019). UC Irvine is on par with the comparative and national enrollment of 3% (AAMC, 2019) for public institutions' African American student enrollment, although it is lower than the private comparison average. To address this, continued efforts are in progress to increase diversity through school and community outreach, pipeline programming, and the addition of a new mission-based program specifically for students with an interest in serving and addressing the health disparities prevalent in African American, Black, and Caribbean islander communities (Leadership Education to Advance Diversity (LEAD-ABC)).

We have multiple strategies for creating a robust level of racial and ethnic diversity in our program. At the UCISOM level, the Division of Diversity and Inclusion has established a framework for successful pipeline-building using standard events supported by Open Medical Schools and a strategic plan centered on Postbaccalaureate and Conditional Acceptance programs emphasizing the development of our own diverse talent to move from medical students to residents to faculty at the UC Irvine School of Medicine.

Additionally, both the Traditional Postbaccalaureate (Traditional PB) program and Conditional Acceptance Postbaccalaureate (Conditional Acceptance PB) programs are focused on preparing diverse applicants to be successful in applying and gaining acceptance to medical school. Students in both of these programs typically come from disadvantaged background, and/or have expressed interest in serving historically underserved communities, particularly the Latino community). In addition to preparing them to be successful in gaining acceptance to medical school, the skills they learn in both postbaccalaureate programs prepare them to be successful as medical students and throughout their professional life.

In the Traditional PB program, students are enrolled in classes for a minimum of one academic year, which includes both summer sessions, as well as fall and winter quarters. Upon review of their transcripts, in consultation with career counselors in the UC Irvine School of Biological Sciences, the PB coordinators develop a curriculum tailored for each PB student to address their weaker academic areas. These are usually in the sciences; therefore, PB students take at least two core upper division science classes each quarter and, when available, are enrolled in tutoring classes for these courses. In some cases, they may need to take lower division science classes to establish a firm foundation before taking the upper division courses. In the fall and winter quarters, students are also enrolled in an MCAT prep class devoted solely to verbal reasoning and critical thinking. In the spring, they take a full MCAT prep course. Throughout the PB program, students attend workshops on the medical school admissions process and how to complete their AMCAS applications. In addition, they have one-on-one sessions with PB coordinators on writing a personal statement, interviewing techniques, and selecting individuals to write their letters of recommendation. PB students also attend a series of lectures exposing them to different topics in medicine, including ultrasound, simulation, diversity, and career selection. Students take their MCAT in May and apply to medical school in June.

Conditional Acceptance PB students take select classes offered in the first year of medical school and are given a provisional acceptance to the school if they reach certain milestones. The following milestones must be achieved in order to matriculate with the next medical school class:

- Take Medical Biochemistry and Physiology with the MS1 class and achieve a final grade in the upper 75% of the MS1 class

- Take Neuroscience with the MS1 class and obtain a passing grade

- Achieve at least the following scores in their MCAT before matriculation of the MS1 class: Verbal/CARS 125, Physical Science 126, Biological Science 126, and Psychology/Social Science 125.

Conditional Acceptance PB students must be enrolled full time, and their tuition and fees are paid by the program. They are given a stipend to defray their living expenses. If needed, students are enrolled in a MCAT preparation class. All students must attend mandatory tutoring sessions conducted by former Conditional Acceptance PB students that are in the MS1 class. Conditional Acceptance PB students meet one-on-one with the Associate Dean of Admissions throughout their academic year.

Other efforts to recruit diverse students to the UC Irvine School of Medicine include attending several health fairs and recruitment events, which are mainly sponsored by student groups, community colleges, and four-year undergraduate institutions.

Underrepresented applicants interviewing for a position in the first year class are invited to meet with students of the Diversity Coalition in an informal session the night before their interview day and meet with UC Irvine School of Medicine students regarding the school's diversity and outreach programs. Students who apply and interview for the Program in Medical Education for the Latino Community (PRIME-LC) are interviewed by faculty and students in the PRIME-LC program to learn more about this program, which is aimed at serving the underserved Latino community. In addition, the PRIME-LC Director hosts a dinner session with PRIME-LC faculty and students.

One of the main organizers of medical student retention activities is PRIME-LC. Students enrolled in this program are provided support and mentorship on becoming leaders in delivering health care to the underserved Latino community. All students are invited to participate in service activities and efforts focused on the underserved Latino community. Other activities that are available for all students to foster their desire to help in underserved communities include student-run clinics, student run pre-health mentorship programs, and international research travel grants.

Additionally, the UC Irvine School of Medicine's Division of Diversity and Inclusion coordinates events and programs to teach the value of diversity and inclusion to our medical students. This division, currently staffed by an Associate and Assistant Dean, offers individualized support and resources to medical students from diverse and/or disadvantaged backgrounds.

To address a culture of diversity and inclusion at the UC Irvine School of Medicine level, the formation of the Diversity Council helps to coordinate community outreach efforts and facilitate community engagement. The division also organizes special events, such as the LGBTQIA+ workshop series and Diversity Week speakers, throughout the year for students, faculty and residents to promote a climate of inclusion. A new logo to unify the efforts of the division was created and applied to all division publications. The College of Health Sciences Chief Diversity Officer was hired in October 2017 to oversee diversity issues across the health system and leverage campus resources.

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 three-year enrollment trend of students from low socioeconomic backgrounds reflects UC Irvine School of Medicine's continued commitment to diversity in outreach and pipeline efforts for disadvantaged applicants. Students in both our Traditional Post Baccalaureate Program and Conditional Acceptance Post Baccalaureate Program receive support in preparing to be successful in applying to and gaining acceptance to medical school. In addition to academic support, students take coursework to strengthen their

academic portfolios, and receive mentoring and support in navigating the medical school application process. Furthermore, students receive stipends and or scholarships to ease the financial burden of program participation. Students in both programs represent prospective candidates who may have resided in a low-income community or experienced enduring family, societal or other hardships in pursuit of their educational attainment. And embody the school defined diversity categories (disadvantaged and/or service to the underserved, in particular, the Latino community).

Although the data indicate a decline in the percentage of Pell recipients in the 2017-18 year, this decline does not reflect abatement in efforts to increase the representation of students from low socioeconomic backgrounds. Efforts to extend outreach include the addition of our newest outreach event designed to inspire and inform K-12, undergraduate, and postbaccalaureate students about careers in medicine. This annual event, the UCI Open Medical School (OMS), particularly targets students from disadvantaged backgrounds, although the event is open to all. The UC Irvine School of Medicine expects continued growth in the enrollment of students from low socioeconomic backgrounds as the aforementioned programs continue to identify potential candidates from each program for medical school admissions.

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 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?

In general, the UC Irvine School of Medicine's enrollment reflects gender parity with an average enrollment over the past three years of 52% female students and 48% male students. Continued efforts to balance gender parity are reflected in the holistic review process as part of the admissions committee to consider both applicants academic and personal experiences in admission to UCISOM and in their overall pursuit of a career in medicine and/or research.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The UC Irvine School of Medicine anticipates an increase in underrepresented students due to strategic initiatives focused on increasing enrollment in the school's defined diversity categories, such as LEAD-ABC. There will be continued collaborative outreach for other mission-based programs, including PRIME-LC, the traditional Post baccalaureate Program, and the Conditional Post baccalaureate Program. In collaboration with the Division of Diversity and Inclusion, pipeline programming will also continue to include community outreach through the UC Irvine School of Medicine's Open Medical School events, attendance at local and regional health fairs and

conferences, and increased participation in health and graduate professional fairs sponsored by local public and private institutions, Hispanic Serving Institutions (HSI's), and Historically Black Colleges and Universities (HBCU's). The data presented in the chart above reflect a balanced enrollment trend for gender parity in sync with comparative institutions and national enrollment trends. The UCISOM's goal is to maintain enrollment percentages that continue to reflect a commitment to gender parity as part of the holistic application review process. The anticipated growth in our underrepresented student composition will build upon the positive trends shown in the chart above related to ethnicity, disadvantaged students, and gender parity.

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.)

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.

All Faculty (School or Department)						Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18		*Ethnicity*		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	2.7%	2.6%		Black/Afr-American	Domestic	1.0%	1.0%	1.5%
	International	0.0%	0.0%	0.0%			International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	4.1%	3.9%	3.9%		Chicano(a)/Latino(a)	Domestic	2.6%	3.0%	3.0%
	International	0.1%	0.1%	0.3%			International	0.0%	0.0%	0.0%
American Indian	Domestic	0.6%	0.8%	0.4%		American Indian	Domestic	0.5%	0.5%	0.5%
Asian/Pac Is	Domestic	31.4%	31.7%	33.3%		Asian/Pac Is	Domestic	19.7%	19.7%	20.2%
	International	0.6%	1.1%	1.1%			International	0.0%	0.5%	0.5%
White	Domestic	58.0%	56.8%	55.2%		White	Domestic	75.6%	74.4%	73.7%
	International	1.3%	1.1%	1.1%			International	0.5%	1.0%	0.5%
Other/Unknown	Domestic	1.0%	1.8%	2.0%		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		2015-16	2016-17	2017-18		*Percentage by Gender*		2015-16	2016-17	2017-18
Female		36.8%	37.1%	38.3%		Female		22.8%	24.1%	24.7%
Male		63.2%	62.9%	61.7%		Male		77.2%	75.9%	75.3%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The College of Health Sciences Chief Diversity Officer was hired in October 2017 to oversee diversity issues across the health system and leverage campus resources.

The UC Irvine School of Medicine actively participates in the University of California, Irvine ADVANCE Program for Faculty Equity and Diversity. This effort underscores UC Irvine's commitment to the UC policy that governs faculty appointment, promotion, and appraisal reviews, emphasizing the importance of diversity in all facets of faculty activity. For example, within the faculty review process, faculty are encouraged to describe their diversity efforts within research, teaching or service, and this is recognized as one important component of the review. Further, the guidelines include fostering a culture of transparency and inclusion. Examples include inviting and strongly encouraging department faculty to attend campus diversity events, and requiring that all faculty complete annual mandated sexual harassment prevention training. These efforts support the culture of preparation, recruitment, and retention of a diverse faculty.

Within the Dean's Office in the UC Irvine School of Medicine, an Equity Advisor prepares for faculty recruitments by approving search strategies and raising awareness of best practices. The Equity Advisor promotes equal opportunity in faculty search and recruitment processes by providing presentations to search committees, and outlining expectations and processes. Within the search committee, the school appoints a diverse group of faculty. Further, in recruitment, the school encourages supplemental outreach efforts through advertising, national conferences, and networking. Subsequently, forms are submitted to the Equity Advisor and the Dean's Office for evaluation and approval to vet the equity process during the search. A search cannot be launched without written approval from the Equity Advisor and the Office of Equal Opportunity and Diversity (OEOD).

The UC Irvine School of Medicine promotes faculty retention and advancement through multiple avenues. The Office of Academic Affairs organizes faculty development programs, with both formal and informal mentoring, and addresses individual issues raised by women and underrepresented minority faculty. The Associate Dean for Faculty Development mentors junior faculty as they progress through their academic milestones. During faculty orientation, one of the areas emphasized, and much appreciated, is an overview of the merit and promotion process in each of the professorial series. Each new Assistant Professor-level faculty is assigned a mentor in their offer letter. This mentor, assigned by the department chair, is expected to meet regularly with the mentee on topics of clinical care, research, education, and service. An additional mid-career review occurs for junior faculty with the Associate Dean for Faculty Development. These meetings occur more regularly if the faculty member receives a cautionary or negative response from the mid-career review committee. These efforts support advancement and retention of faculty and senior administrative staff from diverse backgrounds.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

The goals of the UC Irvine School of Medicine are to provide financial aid programs that maintain affordability of attending medical school at UCISOM regardless of financial resources, and to ensure that the school can attract the level of talent necessary to remain competitive in today's medical school environment. Additionally, the school strives to make pursuing a career as a physician in public service or underserved communities a reality by keeping debt to a manageable level. Each year, top medical student applicants are granted acceptances to multiple schools concurrently, and the offered financial aid package is often one of the most critical factors driving a potential student's decision to matriculate. **For those applicants that demonstrate a high financial need or come from disadvantaged backgrounds, UCISOM's goal is to provide the highest level of need-based aid available to all qualified students**.

The strategy for ensuring access for medical students who demonstrate a high financial need includes the use of structured awarding formulas to ensure that UCISOM is providing assistance to the students who need it the most. The financial aid office uses the Free

Application for Federal Student Aid (FAFSA) to assess a family's financial need in order to distribute limited resources in an equitable manner. UCISOM also strives to make sure that need-based awards are sustainable by reviewing award trends on an annual basis and increasing the amount of award packages annually based on funding.

The UC Irvine School of Medicine also regularly maintains a database of outside scholarships for medical students to help supplement their award packages with merit or outside need-based scholarships.

For financial aid and debt management counseling, UCISOM's specific goal is to not only help medical students in meeting their medical education costs, but also to educate students about smart borrowing that will provide them with the tools to manage their finances responsibly throughout medical school and beyond. The strategy for providing medical students with the tools they need to make sound economic decisions includes offering a Debt Management and Financial Literacy education series that to all students. Topics include budgeting and financial planning, the dangers of overspending, the importance of building good credit, loan repayment options/strategies and transitioning from medical school into residency and beyond. UCISOM also offers one-on-one counseling appointments to make sure students can get the answers and help that they need to ensure their economic success.
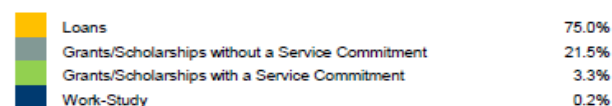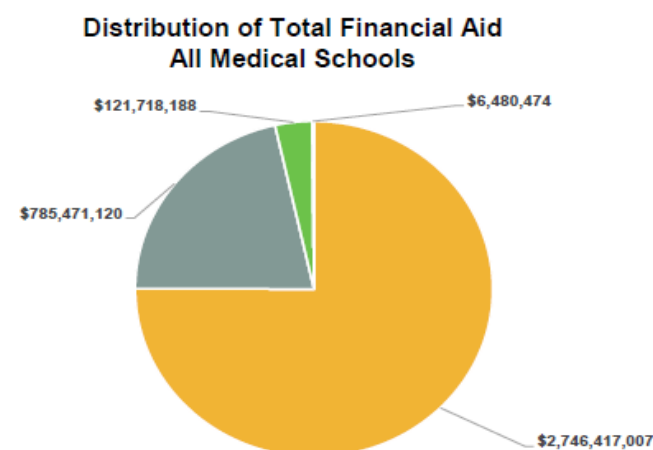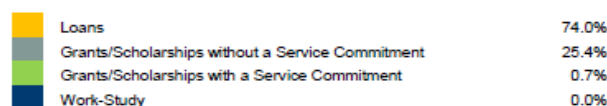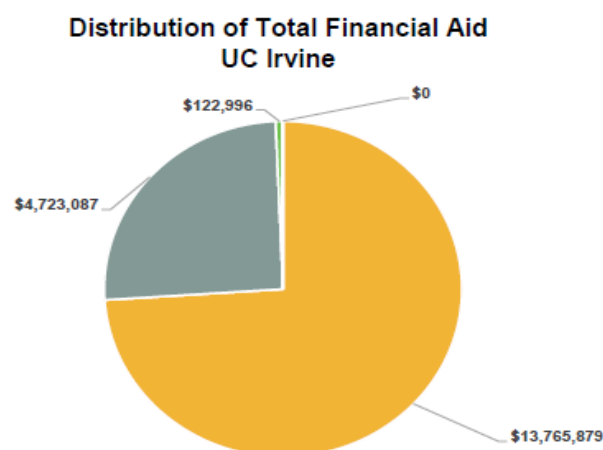
In order to measure success, the UC Irvine School of Medicine will conduct student surveys to ensure that the financial needs, issues and well-being of our students are being addressed. UCISOM will also monitor AAMC debt statistics to ensure they are trending in the right direction as compared to national trends.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	86%	95%	88%	85%	79%	73%	76%
Cumulative Debt among Students with Debt	$144,035	$141,957	$143,852	$167,607	$158,200	$181,552	$195,570

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 last PDST increase, the UC Irvine School of Medicine has made it a priority to decrease the indebtedness percentages of medical students. Evident in the table above, the graduating class percent with debt has decreased since 2013-14 despite the total amount of debt. Due to changes in the population's financial aid eligibility, we see a slight increase in 2016-17 percent with debt. While we are aware that there are changes outside of our control and understand that total debt will increase over time in proportion to an increase in cost, our goal is to continue to allocate a portion of the PDST increase toward opportunities for need-based aid and merit awards, thereby lowering the percent with debt and maintaining the downward trend.

According to the recent AAMC Financial Aid Summary Report, UCISOM distributed 25.4% of its aid in the form of grants or scholarships without a service commitment while the national average was only 21.5%. The intention is to further enhance medical student support by increasing both need-based and merit-based grants in the coming years. An increase in PDST funding will help UCISOM with achieving this goal.

Distribution of Total Financial Aid
UC Irvine

$0
$122,996
$4,723,087
$13,765,879

Loans		74.0%
Grants/Scholarships without a Service Commitment		25.4%
Grants/Scholarships with a Service Commitment		0.7%
Work-Study		0.0%

Distribution of Total Financial Aid
All Medical Schools

$121,718,188
$6,480,474
$785,471,120
$2,746,417,007

Loans		75.0%
Grants/Scholarships without a Service Commitment		21.5%
Grants/Scholarships with a Service Commitment		3.3%
Work-Study		0.2%

Sources: LCME Part I-B Student Financial Aid Questionnaire
AAMC Tuition and Student Fees Questionnaire
Financial Aid Summary Report (FASR) Executive Overview

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	76%	$195,570	$54,600	51%
Public comparisons	75%	$176,931	$54,600	46%
Private comparisons	67%	$129,044	$54,600	34%

The percentage of debt and average total debt for UCISOM graduates is higher than both public and private comparisons due to the institution's limited return to aid and philanthropic funds. In an effort to align our figures with our public competitors, our strategy is to increase institutional funds available for merit- and need-based awards. In 2017, our office established a scholarship committee that's charged with the authority to oversee all monetary awards to our students. The committee meets quarterly to discuss availability of funds, re-appropriation of funds if needed, distribution of awards and efforts to increase philanthropic funds. As a result, our committee issued $180,000 of awards in academic year 2017-18.

Sources:
UC: Corporate data
Comparison institutions:
Please see Appendix A. Debt data from AAMC Education Debt Manager Portal. Sources from LCME Part I-B Student Financial Aid Questionnaire. Note: Medical School Indebtedness only includes the debt incurred while in medical school. Premedical debt and personal debt are excluded.
2017 1st Post-MD Year estimated median salary data from AAMC 2017 Debt Fact Card, aamc.org/FIRST
Public: U of Oregon, U of Colorado, U of Washington, U of Michigan,
Private: U of Pennsylvania, USC, Stanford, Harvard Medical School, Johns Hopkins

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.

Although the median salary at graduation is $54,600 for medical school graduates, the UC Irvine School of Medicine recognizes that this is temporary and significantly changes upon completion of residency training. Based on the 2017 Association of American Medical Colleges (AAMC) National Faculty Salary report, first year post residency or Assistant Professor Salaries are significantly higher as seen below. Looking at the estimated debt payment as a percent of the post residency or fellowship salaries, the affordability increases to reasonable levels.

Specialty	2016-17 Average Debt at Graduation among Students with Debt	Median Salary post Residency	Est. Debt Payment as % of Median Salary
Anesthesiology: General	$195,570	$352,000	8%
Dermatology	$195,570	$320,000	9%
Pediatrics: General	$195,570	$183,000	15%
Surgery: General	$195,570	$325,000	9%

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

UC Irvine School of Medicine is home to the Program in Medical Education for the Latino Community (PRIME-LC). PRIME-LC is a five-year MD and master's program that is committed to training physicians to meet the needs of historically underserved Latino communities. Established by the UC Irvine School of Medicine in 2003, PRIME-LC offers an enhanced medical school curriculum that includes coursework emphasizing leadership, advocacy, and service. The program includes coursework from the School of Social Sciences and the School of Medicine, experiential learning opportunities throughout California, an international clinical rotation, as well as completion of a master's degree. The PRIME-LC program also develops programs in which PRIME-LC students and the entire medical school class can focus on delivering care to the underserved, particularly in the Latino community. Constant mentorship and tutoring for students is also available through this program.

As mentioned earlier, the UC Irvine School of Medicine has also created the first medical school program of its kind to address the unique health needs of African, Black, and Caribbean islander communities, LEAD-ABC. See Section III.a. of this proposal for more details.

UCISOM also has several active student-led community service groups. Medical students are active in a broad range of groups aimed at providing access and care for the poor and homeless, holding discussions about bioethics and reproductive medicine, and promoting awareness and understanding within the medical profession of the LGBTQIA+ community.

The financial aid office also educates students regarding several special loan programs that are geared towards promoting more students to practice in primary care and public service to historically underserved populations. The UC Irvine School of Medicine

currently administers two programs from Health and Human Services (HHS) for this purpose: the Primary Care Loan (PCL), and Loans for Disadvantaged Student (LDS).

The financial aid office works with the MacKenzie Foundation to help students apply for the MacKenzie Foundation Scholarship. This scholarship is geared towards medical students who are committed to a clinical career in primary care areas such as Internal Medicine, Obstetrics and Gynecology, Pediatrics and Family Medicine. These medical specialties are generally accepted to be the disciplines focused on issues related to public interest.

As part of the Debt Management and Financial Literacy series, UCISOM offers sessions on the various loan repayment options including the Public Service Loan Forgiveness program. The Public Service Loan Forgiveness program is available for medical students who make scheduled, regular payments while working in public service for a period of ten years. If a student qualifies and meets all of the program requirements, they could be eligible to have their outstanding federal educational loans forgiven.

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?

Although medical students who go into public interest careers might earn less than students who decide to go into a more specialized field of medicine, they might qualify for various loan forgiveness or reduction programs that offset debt to income ratios, making these careers more attractive. In general, a clinical career in primary care areas such as Internal Medicine, Obstetrics and Gynecology, Pediatrics and Family Medicine are accepted to be the disciplines focused on issues related to public interest.

One such example is the Public Service Loan Forgiveness program. Qualified applicants could be eligible to have the remaining balance of their Federal Direct Loans forgiven after 10 years of monthly payments under a qualifying repayment plan.

Additionally, if a medical student does not qualify for a program such as the Public Service Loan Forgiveness option, they might be eligible for the Income Contingent Repayment or Income-based Repayment plans, which both offer the potential to have a portion of a student's outstanding loan debt discharged. The financial aid office offers one-on-one counseling to assist students with choosing and qualifying for the appropriate program.

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

The financial aid office is active in the interview process providing presentations to approximately 560 prospective medical students each application cycle. They provide information pertaining to the application process, costs, and the various forms of financial aid available to prospective students. They also offer in-person or phone appointments to provide financial aid estimates and answer any questions prospective students and their families might have.

The office maintains a website to inform both prospective and current medical students about the financial aid options available to them at the UC Irvine School of Medicine. They work closely with the Associate Dean of Admissions to ensure that prospective students know that we are here as a resource to assist them with the burden of paying for medical school.
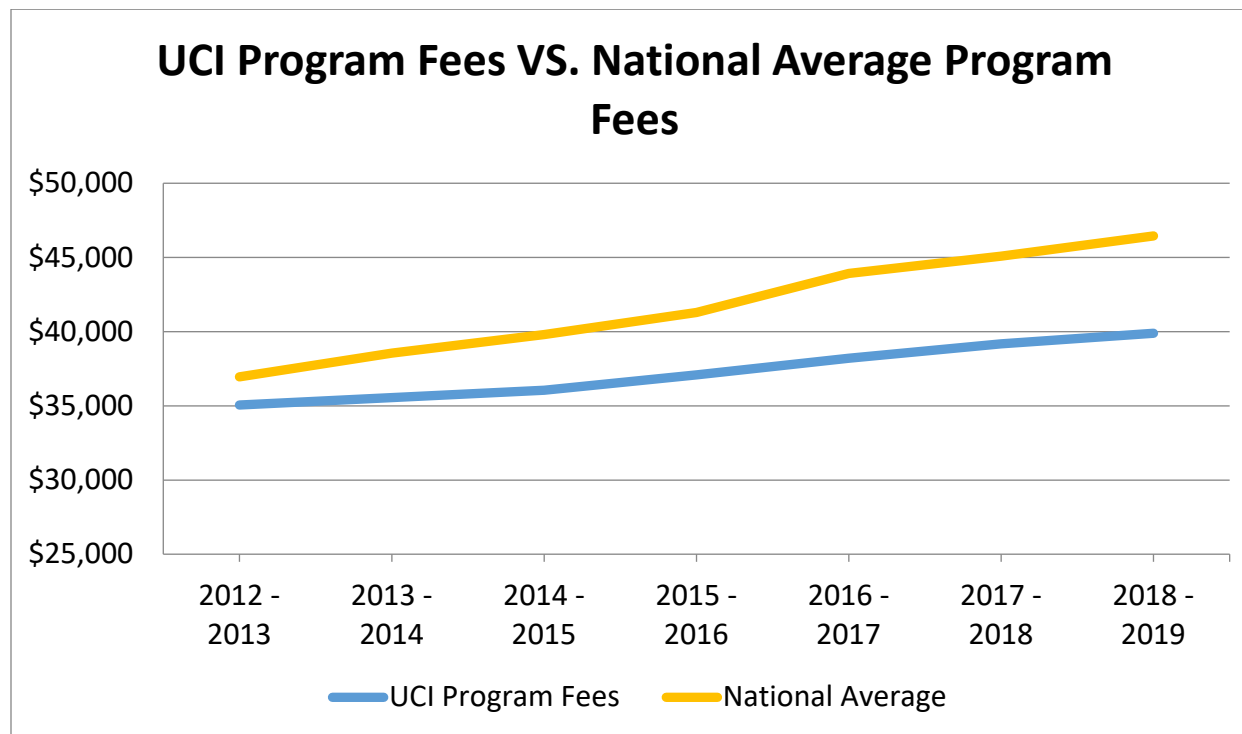
VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

Yes. The UC Irvine School of Medicine program informs prospective students of where they can go online to review financial aid information related to attending medical school. Both the UCISOM financial aid office and the AAMC publish this information l for incoming students.

VII. OTHER

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

As demonstrated by the graph below, UC Irvine program fees continually maintain a below-average cost structure compared to all other medical institutions in the United States. Even with the requested 3% increase, fees will continue to remain below the national average.

UCI Program Fees VS. National Average Program Fees

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 only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Two initial meetings were held with students to discuss the PDST proposal. The initial meetings took place on 10/22/18 and 10/25/18. The first meeting was with the medical student leadership. The student leaders asked medical education to discuss the plan in a second meeting where the full student body was invited. We estimate that approximately 200 of 416 students attended, giving us a good representative sample of how the students feel. The initial feedback from students was that they supported the broad plans. In an effort to continue collecting feedback, the program distributed content related to the plan electronically, allowing students the opportunity to evaluate the material on their own time, and provide anonymous feedback via an electronic form.

Following electronic distribution of proposal materials to students and faculty, the program received the attached comments. In addition to individual responses, the student leaders presented their classmates with a student-created survey regarding the proposed plan and increases. Both a summary of the responses to the student-generated survey and the open comments received in the electronic form are listed below. Overall, the student's goals appear to be in alignment with those proposed in the plan. However, the students also expressed a significant interest in facilities upgrades and technology enhancements. At subsequent meetings on 11/9/18 and 11/13/18, the students were asked if they had any additional questions or needed clarity regarding the plan. They reply was no on both occasions.

Given the limited availability of funding, and the alignment of several, but not all goals, the program will move forward with the goals as stated above. However, in response to the students' requests, the program will incorporate these items into plans funded through

philanthropic efforts and the institutional strategic plan support.
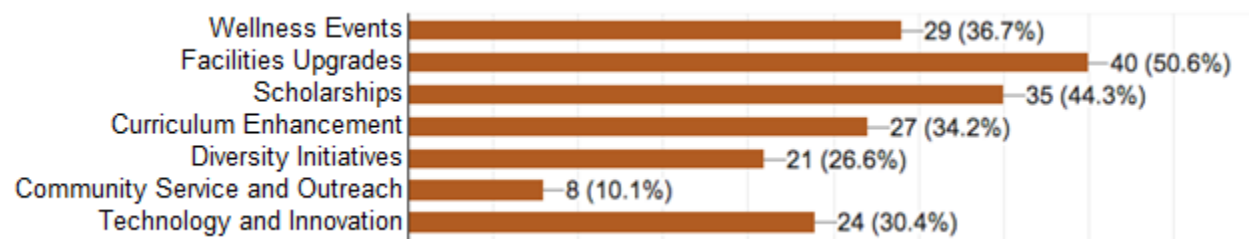
Regarding upgraded facilities, the program has received a recent philanthropic gift that is dedicated to building and renovating a portion of the medical education building. Study space is a major element in the proposal and the program will continue to actively engage students in the design consultation phase so the SOM can ensure student needs are being met.

Regarding technology, strategic and philanthropic funding will be used to enhance the program through new innovations such as 3D printing and handheld ultrasound machines, all of which will be incorporated into the curriculum.

Planned PDST increases are always communicated openly, in the fall quarter, for implementation in the following academic year. During these open forums the program takes questions and responds directly to in person feedback. The program also reviews the online feedback, and discusses common threads or themes that are expressed in the feedback.

Questions regarding other general finances and where university funds could best be spent are often discussed in these settings as well. For example, the plan to utilize alternate funding for improvements in the physical infrastructure as described above was a direct result of student feedback.

Summary of responses to student generated survey:

Category	Count (Percentage)
Wellness Events	29 (36.7%)
Facilities Upgrades	40 (50.6%)
Scholarships	35 (44.3%)
Curriculum Enhancement	27 (34.2%)
Diversity Initiatives	21 (26.6%)
Community Service and Outreach	8 (10.1%)
Technology and Innovation	24 (30.4%)

The percentages represent the percentage of respondents that selected these topics as an area of focus for PDST funding.

Narrative comments from student generated survey:
• More scholarships
◦ A few people mentioned that they didn't love the idea of scholarships because it's everyone's money going toward a few students; they would rather that a majority of the money go toward things that can help the entire community – it was surprising how many students seemingly opposed paying for scholarships with PDST.

- Better chairs/tables/lighting on the 3rd floor
  ◦ Lights in Gunner room specifically
  ◦ Treadmill desks in lounge
  ◦ Water bottle fill ups
- More study spaces
- Pay for Step 1 registration and other step resources (Pathoma, UWorld, Sketchy, etc.)
- Pay for iPads for students
- Providing an additional white coat
- Pay for all of retreat
- More wellness events that don't involve lectures in CF

Online form comments (from students and faculty):

Student	After reviewing this, it appears SOM is justifying an increase in fees by saying that it won't matter anyway once we are making high salaries as attendings (referring to the median salary table). Improve the quality of our education; curricular changes require motivated faculty, not money. There's a reason why the overwhelming majority of students don't go to class at UC Irvine. A definite strong disagreement with this plan.
Student	I think the School of Medicine should focus on actually improving the curriculum instead of adding on extra things. It is very apparent that much of our curriculum exists simply to appease the LCME accreditation process (i.e. team-based learning, kindness and empathy sessions, small group sessions, etc...) The vast majority of the classes and sessions are complete wastes of time and are very clearly thrown together without much forethought or organization. Instead the SOM should focus the supplemental tuition on improving the curriculum to better prepare us for STEP I, OSCE's, and rotations. I can't emphasize enough how disappointing it is that our courses do very little to prepare us for STEP, meaning that we have to teach ourselves much of the content, and even then that time is diluted by all of the aforementioned LCME accreditation add-ons.
Student	I feel like we always have yearly increases in tuition but never see any changes in our education or facilities. Sleep pods were installed instead of asking students if that was what they needed. If increase in tuition needs to happen I would like the least amount of increase as possible since the money does not feel like it is going back to student needs.
Student	Plan looks great but I'd rather not have an increase in tuition, which is already a lot... Thoughts on better investing a portion of current money to have a steady supply and REDUCING tuition?
Student	Thanks for the detailed overview. I am glad to see there will be an expansion of financial aid and that UCI tuition will continue to be lower compared to many other institutions.

Student	I really like the plan for improvement to the iTEACH curriculum, career advising, and student wellness. In my opinion, these are the programs that make UCI special and any additional funds should continue to support these programs. However, I do not like the emphasis placed on "improving" financial aid opportunities for "need based" and "diverse" applicants. Quite frankly, there are already countless programs that support these students both here at UCI and in national programs. It is the same students over and over again that are eligible for scholarships both here at UCI and through other organizations, while other students (who may be just over the need-based cut off) see no funds or support. I do not think this is fair that while all students will be affected by this increase, only some students will be directly affected through these financial aid funds. Instead, I think this money would be better served in initiatives that better ALL students, such as the iTEACH curriculum, career advising, and student wellness.
Student	I like the plans to add additional teaching to the MS3 Clerkships, especially the fresh cadaver lab for Surgery and the brain pathology for neurology. I also support the ABC program.
Student	Don't raise tuition. It is already too high.
Student	I think it is very unfair that students are let known halfway throughout the year that there will be a tuition increase. We were promised this would not happen and it is incredibly disappointing that we have been lied to. Had I known that this would happen, I would have chosen another institution. Tuition increase should NOT apply to students who have already started. In a profession where students are already worried about their finances especially given the current political climate, it is sad that UCI is increasing the burden on their students. I don't know what to say beyond this other than this action can have severe mental and financial repercussions.
Student	What percentage of the student tuition is already going toward paying for need-based scholarships? Though the government doesn't classify all medical students as , "in need of" of financial support, the majority of us are taking out enormous amounts of money each year to pay for school and living expenses. If money from students is being used to provide scholarships, they should be scholarships available to every student based on merit so they are available to EVERY student. Funding for need-based scholarships should come from donors who can afford to donate to those scholarships (i.e.: aren't taking out loans each year to pay for it), or from the government. Personally, I believe the funds from student tuition shouldn't be used for scholarships at all but rather for something that will benefit ALL students since were are ALL paying for it. Examples include: funds going toward paying for registration for the USMLE exam, paying for UWorld subscriptions, paying for Sketchy subscriptions, paying for Pathoma subscriptions, or paying for more clinical faculty. Furthermore, students should be given transparency in what our tuition dollars are already going toward and what [aspects of the program] the proposal would be changing. Stating an extra $53 a month would go toward need-based scholarships doesn't put the full budget in context, and I'm assuming we're already paying a significant amount toward these types of scholarships.
Student	I think the cost of medical education (and education in general) is out of control. Continuing to raise tuition is not the answer. The increase in tuition leads to an increase in interest-bearing loans. With loans currently at 6.6%, $56/month increase will not be insignificant. I believe institutions need to discover more innovative solutions than raising tuition. In the last 20 years, cost of education has skyrocketed, yet the education hasn't seemed to improve. Students are just primarily paying for the degree and the clinical experience... in the age of the internet, all of the didactics can be learned for free. And, quite frankly, there are amazing free (or inexpensive)

	educational resources available that are much more effective than traditional didactics. Specific to scholarship... I personally don't want to pay more into yet another scholarship fund that I'm not eligible for.
Student	No more increase... Offset costs by increasing self-study during year 1. Specifically, physio, which is entirely useless in its current form and actually ends up getting in the way of learning more often than not.
Student	I prefer that the increase in tuition does not go towards scholarships for other students.
Student	Medical school is expensive enough. Consider the schools that are actively attempting to lower or remove tuition for medical students. The school already has a significant amount of funds banked for student use that are sitting unused as "rainy-day" funds and unavailable to students. Utilize this money for the proposed changes rather than burden students with further increases on already crippling debt. Financial burdens contribute significantly to medical student stress. Student loans are already deeply difficult to deal with and federal loans are given at ridiculously high interest rates. Stop trying to raise tuition and start considering ways to reduce the difficult debt students are faced with during and after medical school.
Student	Please do not raise the tuition. I do not want any of the new programs. All I ask is that you stop adding to my debt at an increasing rate. The current tuition is a burden enough.
Student	I do not like the idea of my tuition money going scholarships for other students. Why should I have to take out extra loans at 6+% interest for the next 15 years to pay for another student's tuition? It makes no sense. If you are going to increase financial aid, use funds from elsewhere, like alumni. I am not going to qualify for financial scholarships, but I am also using only loan money to pay med school.
Student	Please do not increase tuition. It is already 10x higher than international education. I didn't think administration needed to poll students to realize students don't want increases in tuition.
Student	I do not support this whatsoever.
Student	Please don't increase tuition. The current cost is high enough and none of these programs provide enough of a benefit that I could justify an extra 3% tuition hike
Student	While I appreciate the effort to implement new programs, I do feel that even existing programs do not serve their function as well as they should. Because of this, I am not in favor of increasing my cost of tuition (and therefore my debt) by having additional programs available that will, historically speaking, will not serve their function. I appreciate the information but no thank you.
Student	Good overview of what we can expect postgraduation as well as comparisons between our own school and similar SOM's
Student	I think the plan will be beneficial for the student's academic experience.
Student	Sounds good to me

Student	I'm fine w/ the program
Student	I am a current UCI MS4. I hope you will read and value MS4 opinions in particular since we've literally just gone through this process and have a comprehensive perspective on the entire medical student curriculum (except CF4) at this point. I think the Goals 1 and 3 as detailed above are solid improvements to the curriculum, particularly in improving the clerkships and career advising. Internal medicine in particular could use significant work to revamping. Surgery cadaver lab is a great idea. Honestly, more procedural-specific days would be very valuable as well in preparation for internship. For example, it is standard for interns to do blood draws in NYC, however I've yet to do a single one as a UCI med student. I think Goals 2 and 4, however, are highly misguided and poor attempts to increase "diversity," (for the sake of what exactly?) while lowering the standard of our medical school class and increasing the number of psychotic breaks by underrepresented minorities in our class who couldn't cut the curriculum. All the while, decreasing our overall medical school graduation rates. Yes, I'm writing this particularly scathingly because I know how valuable a single California medical school slot is, and what a waste it is to our potential patients if we don't have everyone graduate. Why must we demonstrate racial bias in lowering our barrier to enter medical school for specific groups? Why exactly African, Black, and Caribbean? Who gets to decide this? Seems like a pointless, racist endeavor to discriminate against the other racial groups who might make more competent medical students and physicians. It's highly frustrating that the idea is to increase our (ALREADY HIGH) medical school costs for the sake of "diversity," while we already have a tremendous debt burden, years of delayed gratification and opportunity cost of paying tuition/not having a job for 4 years, then having a low-paying residency position for 3-7 years, while our college classmates are buying houses and settling down. What's interesting to note will be the trend in the future. If other schools follow NYU's example (and also UCLA Geffen scholars) of having medical school entirely free tuition, I can't imagine why UCI would be as desirable a destination when we continue to increase tuition costs. Also, a rhetorical question, why must medical students/residents bear the brunt of the financial burden/day-to-day work while the nurses and ancillary staff (who don't have even close to the debt burden, far less training) get to strike and make more $? The whole culture of internalizing our struggles (financial, physical, emotional etc.) through the course of medical training is what I believe leads to all these resident suicides that we somehow always cover up, and the insane amounts of burnout, and the feeling that there's no other way out of this hole.
Student	I think tuition increases are getting out of control and it's honestly started to steer many of my friends and students interested in medicine away from medicine. I am against the increases
Student	I am not in support of tuition increases.
Student	way too high
Student	No, absolutely not okay with the increase. Plenty of money is wasted or poorly utilized that could be used better. Do not place your misguided fund issues on the students.

Student	I am in favor of not increasing fees
Student	I'm sorry. I didn't even realize the full extent of what Goal 4 is stating. Basically it is a RACIST policy funding at least 2 full-tuition positions for African Americans/Blacks/Caribbean's. What on earth is the rationale for this? LOL if you say "diversity." Why not reward competence or merit, instead of simply basing a full-ride scholarship based on someone's race? This is a great way to produce major resentment among the student body and those who actually have to take on debt to fund these chosen ABC's medical tuition. This will only further divide those individuals and lead everyone (students, residents, attendings) to subconsciously think they were admitted based on their race and not their merit if they are part of this LEAD-ABC program.
Student	-Of the 3% increase, how much (if any) is being directed to Associated Medical Student Government student group funding? -There was a similar funding proposal for a 3% increase about 2 years ago. What was the result of that? Did that pass? -Similar to the proposal a few years ago, there was a page dedicated to the ways UC Irvine was attempting to cut costs. I don't notice that included in this presentation. What was the result of the measures from the last proposal? -You propose to increase need-based awards by 15% initially and then continue to increase at 3% for a total increase of 1.2 Million/year. How much is allotted yearly to financial awards? What percentage of the tuition increase will be directly attributed to the financial aid/awards? I am asking these questions because it is difficult to quantify how ,increased need based awards will affect students if the tuition is increased by 3%. Also, for students who are not receiving financial aid and are dependent on loans, it is important to know how much of their loans are paying tuition that is going directly to other students. -Otherwise, while i am always inspired by what UC Irvine accomplishes and hopeful for the future, I was disappointed by this proposal due to the lack of specific numbers and how the funds would be spent. While I have a good understanding of the programs, it is difficult to imagine how the money will help increase Post-bacc enrollment at UC Irvine (that costs nothing) or improve academic counseling services (meeting with our mentors does not directly cost money), to name two examples. If there was more specific language used: "Of the 3% increase, 1% will be allocated to student financial aid, .5% will hire an academic counselor, 3% will increase faculty wages for additional medical student counseling." etc. That would be more helpful for students/faculty to comment on. Thank you for moving UC Irvine forward!
Student	PDST plan sounds wonderful. I especially liked the portion of PDST dollars going into enhancing iTEACH curriculum.
Student	The plans for improving teaching facilities and incorporating more clinical skills into the curriculum are a smart choice for the future of UCISOM. However, the tuition increase per month is too much of a burden on students who are already paying so much for tuition. The wellness, counseling, and career services that we currently have are adequate, and I don't see myself or my peers utilizing those services in the future. Also, it seems that the 3rd and 4th years are busy enough, so additional CF3/4 course loads (while in theory sound helpful) might actually give students a harder time.

Student	1. The plan for how funds are used is appropriate. 2. Use funds to make a "Universal Medical School Parking Permit." This will allow students to purchase 1 permit for the entire calendar year and would be valid at all UCI Health Care parking.
Student	I agree with aspects of the plan, such as more professional/residency counseling sessions for students and anatomy sessions. However, I do think that the technology part of it can be slightly excessive and sometimes too trendy. The Google glass was quickly "out of style" as an example.
Student	There should be a PRIME program for people interested in LGBTQIA health. I've heard that there are plans for this, and I think this should be included. I think the scholarship funding for black students is really important. I'm glad that is there. I think we should also include scholarships for "out" LGBTQIA medical students.
Faculty	Very happy to see forward movement in creating a more progressive medical educational experience. An organ system- and concept-based curriculum is more desirable than the traditional department-based pre-clinical education.
Faculty	Looks like a great plan and will continue to further the great efforts to make UCI the best medical school in California.
Faculty	I am in support and feel that the money is being spent appropriately
Faculty	The PDST seems appropriate--all of the plans benefit the students and provide impactful additions to their education.
Faculty	The PDST funds are clearly being used to improve the educational program and climate at UCI SOM. The iTEACH program is promoting active learning and greater integration of clinical and basic science, and the student support is improving dramatically through Deans' Scholars as teachers and the renewed commitment to career advising. We look forward to increasing our scholarship funds to help recruit a diverse student body which better reflects our local community as well as our commitment provide medical care where it is needed most.
Faculty	The efforts around the new mission-based plans seem like new/novel approaches to address our school diversity goals. iTEACH is a great effort at integrating our curriculum and should continue to be invested in.
Student	I would like to review proof that funds are being spent effectively and that further increases are justified, rather than increasing every year for the sake of increasing. $600 a year is not insubstantial for me.
Faculty	I support the AY 2019-20 Professional Supplemental Tuition plan.
Faculty	Thoughtful and challenging with appropriate goal.

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 must be provided by the program.**

☒ Plan shared with _____AGS President Michelle Herrera_____ on ____10/2/18____ .
<div style="margin-left: 2em;">Campus graduate student organization (i.e., your campus' GSA president)</div>

    ☐ Comments or feedback was provided.
    ☒ Comments or feedback was not provided.
    Nature of feedback or full comments: No feedback was provided as of the 11/16/18 submission date.

☐ If applicable, plan shared with _____ .
<div style="margin-left: 2em;">Program graduate student organization (i.e., your program council or department GSA)</div>

    ☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback
☒ Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe):

IX.e. Below, please 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.

An initial meeting was held with senior leadership during a faculty meeting on 9/10/18. Leadership was initially supportive of the plan as proposed. However, much like the students, the program distributed the plan content electronically in an effort to continue collecting feedback and allowing faculty the opportunity to evaluate the material on their own time.

Following electronic distribution of plan materials to faculty, the program received the comments attached above in the open comment section. Overall, the faculty appears to be in alignment with the proposed goals in the plan. They are supportive of the curriculum and the innovations being proposed.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Dean Frances Leslie   on   10/2/18   .
                        Graduate Dean

☒ Plan endorsed by   Howard Gillman   on   11/13/18   .
                        Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

APPENDIX A

Graduate Debt: Graduate Medical School Indebtedness
Comparison Group: UC Irvine vs. Comp
Year(s): 2017

	Total Number of Graduates	Total Number of Graduates with Medical School Debt	Percentage of Graduates with Medical School Debt	Total Dollar Amount of Medical School Debt at Graduation	Average Medical School Debt of Indebted Graduates
Ranked By Average Medical School Debt of Indebted Graduates					
Oregon (public)	137	108	78.83%	$21,714,651	$201,062
Colorado (public)	152	113	74.34%	$22,649,477	$200,438
U Washington (public)	235	194	82.55%	$32,016,519	$165,034
Michigan (public)	174	115	66.09%	$16,237,002	$141,191
Pennsylvania-Perelman (private)	176	99	56.25%	$11,650,022	$117,677
Johns Hopkins (private)	113	69	61.06%	$7,568,781	$109,692
Harvard (private)	165	123	74.55%	$12,962,866	$105,389
Southern Cal-Keck (private)	197	124	62.94%	$26,800,624	$216,134
Stanford (private)	72	56	77.78%	$5,394,315	$96,327
Public Average			75%		176,931
Private Average			67%		129,044

Report Explanation:

Graduate Medical School Indebtedness:
Source: LCME Part I-B Student Financial Aid Questionnaire

Note: Medical School Indebtedness only includes the debt incurred while in medical school. Premedical debt and personal debt are excluded.

Beginning in 2015, this report data reflect the participation of Uniformed Services-Hebert in the LCME Part I-B Student Financial Aid Questionnaire for the first time.

LSU New Orleans was unable to submit data in 2005.

Prior to 2007, the Total Number of Graduates was collected on the LCME Part II Survey, while the Total Number of Graduates with Medical School Debt was collected on the LCME Part I-B. Given differences between these two surveys, the Total Number of Graduates with Medical School Debt may exceed the Total Number of Graduates. Moreover, the Percentage of Graduates with Medical School Debt may exceed 100 percent. The LCME Part II is administered in the winter and asks for an estimate of the expected graduates for that academic year. By contrast, the LMCE Part I-B is administered in the summer following graduation and asks for actual graduates. Starting in 2007, the Total Number of Graduates and the Total Number of Graduates with Medical School Debt come from the LCME Part I-B. Since then, there have been no anomalous differences between the Total Number of Graduates and the Total Number of Graduates with Medical School Debt.

Data Explanations: Data retrieved from AAMC portal that is only accessible with a login.

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee		Increases/Decreases			
	2018-19	**2019-20**	**2020-21**	**2019-20**		**2020-21**	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,607	$12,186	$12,795	5.0%	$579	5.0%	$609
Prof. Degr. Suppl. Tuition (Nonresident)	$11,607	$12,186	$12,795	5.0%	$579	5.0%	$609
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	3.2%	$396	3.1%	$402
Campus-based Fees**	$774	$778	$783	0.6%	$4	0.6%	$5
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***	$1,582	$1,582	$1,582	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$26,533**	**$27,512**	**$28,528**	3.7%	$979	3.7%	$1,016
Total Fees (Nonresident)	**$38,778**	**$39,757**	**$40,773**	2.5%	$979	2.6%	$1,016

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: "Other" fees includes the first-year summer fee of $1,404 and summer campus-based fees of $179.

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

The Master's Entry Program in Nursing (MEPN) is a two-year degree, offering graduates of non-nursing baccalaureate programs direct entry into a pre-licensure nursing program. Our first cohort of students entered our Master's Entry program in 2017-18. Graduates will be eligible for certification as a public health nurse upon qualification of the national licensing examination. The U.S. is projected to experience a shortage of Registered Nurses (RNs) that is expected to intensify as Baby Boomers age and the need for health care grows. The MEPN program addresses this shortage by preparing Master of Science (M.S.) graduates with a focus in Community and Population Health, which prepares them to serve as public health nurses. A MEPN graduate will sit for the National Council Licensure Examination (NCLEX) to become an RN. The US Bureau of Labor Statistics reported an average salary of $102,700 for RNs in California. Because the MEPN program is a pre-licensure training program, it requires more resources than other M.S. programs in Nursing (such as the Family Nurse Practitioner degree) due to the faculty to student ratio of the clinical component required by the Board of Registered Nurses (BRN).

Please note that in June 2018, the UCI Sue and Bill Gross School of Nursing (SON) closed two M.S. tracks: the Family Nurse Practitioner (FNP) track, and the Adult Gerontology Nurse Practitioner track. The American Association of Colleges of Nursing (AACN) and the National Organization for Nurse Practitioner Faculty (NONPF) are committed to moving all entry-level nurse practitioner education to the Doctor of Nursing Practice (DNP) degree by 2025. For this reason, the M.S. Nurse Practitioner programs were closed and a Self-Supporting DNP program was opened. In 2017-18, there was overlap between the last class of the Family Nurse Practitioner students and the MEPN students. In the current 2018-19 academic year, there are two cohorts of MEPN students.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan pertained to 2016-17 through 2018-19. We proposed using PDST to achieve the following goals:

1. **Retain and Recruit Faculty ($1,116,770 in FY17 and FY18)**
   At the submission of the last multi-year plan, our M.S. program had two tracks: Family Nurse Practitioner and Adult Gerontology Nurse Practitioner. Our goal was to utilize PDST revenue, in addition to campus supported core funds, to recruit and retain faculty in these programs. As a program which is committed to serving the underserved, it was vital that our students have an opportunity to train in the Federally Qualified Health Centers (FQHC), which provide 20% of the primary care for Orange County's vulnerable individuals. In 2016, the School of Nursing (SON) employed one faculty member as a clinician/instructor in FQHC Santa Ana. Efforts to recruit a diverse faculty to teach and precept in the FQHCs were successful. Four faculty were recruited.

   SON faculty served as preceptors for M.S. Nurse Practitioner students through the faculty clinical practice. Over 10,000 patient visits were provided through the SON faculty practice in the last two years.

   The Faculty Practice, composed of the five providers discussed above, is a group of SON faculty who lead didactic teaching and practice simultaneously at a UCI ambulatory setting. UCI SON is the only nursing school in the UC system which has its own faculty practice. SON faculty salary & benefits were supported through campus core funds and PDST; in addition, the program received revenue through the professional fees of the clinical billing. UCI SON created a financially sustainable model that promoted student learning through faculty clinicians.

2. **Enhance clinical exam rooms ($80,244 in FY17 and FY18)**
   PDST funds were used to purchase clinical skills equipment that would assist students with mastering critical nursing skills. For example, manikins were purchased to simulate patients in need of dressing changes, tube placements, medication administration, and basic care activities such as bed baths and linen changes. Intravenous (IV) poles, IV arms, and medication administration pumps provide students with practice on high-stakes skills prior to entering the patient care setting. To

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prepare our students for code blue situations in the hospital setting, crash carts stocked with medication and equipment prepare students with skills needed in the acute care setting. All of these materials enhance the realism of the skills environment (e.g. clinical exam rooms) and provide our students with opportunities to achieve proficiency before they perform these high stakes skills on live patients.

3. **Enhance online course content ($150,000 in FY18)**
   Two instructional designers were hired to support teaching faculty in course design and learning activities. One designer specializes in pedagogical strategies and assists faculty in course development. The second designer specializes in digital and video design and supports faculty with creation of videos and online course content.

Below are examples of how the M.S. Nurse Practitioner program also utilized PDST to make additional strides in the areas of affordability, diversity, and quality during the course of our last multi-year plan:

Affordability: On average, 74% of the students received return to aid from PDST funds. In addition to return to aid, SON offered scholarships through the support of our donors.

Diversity: SON increased the diversity of our faculty by recruiting and hiring one additional Latina faculty over the course of our last multi-year plan. We also saw a 7% increase in the Chicano/Latino student population from FY16 to FY17. In FY18, we added the MEPN program while graduating the last NP cohort. The mix of two different programs reflected an even more diverse student population (33% of the class was underrepresented with 30% Chicano/Latino and 3% African American).

Quality: For the last ten years, UCI SON's NP program has achieved a 100% pass rate on the Nurse Practitioner Certification Examination. We have achieved this record through a robust curriculum built on innovation and rigorous review. The curriculum continuously focuses on the care of vulnerable populations across the lifespan. PDST funds support quarterly clinical site visits, which evaluate the quality of clinical instruction. Clinical sites include a variety of communities, including large medical centers such as the VA, as well as small private community clinics and physician offices. In addition to clinical sites, PDST funds support OSCEs (Objective Structured Clinical Examinations) which enhance student learning by spotlighting patient cases involving diverse patients with complex chronic diseases, including Hispanics with diabetes, LGBT patients, patients portraying domestic violence, and geriatric patients. The use of standardized patients assists the nursing students in gaining skills in communication, interviewing, counseling, and patient management. The exams were administered quarterly and students who were deficient in competencies were supported through remedial activities.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

SON remains committed to high quality nursing education. Two priority goals for the SON are to **increase the quality of our simulation program** and **advance the skill level of our students to meet our communities' needs**. To achieve these goals, we must increase the amount of time our students spend engaged in active learning with real-life patient scenarios and utilizing healthcare technologies, like electronic medical records (EMRs). Not only will these active learning strategies improve our student's preparation for patient care, but they will address challenges that our community partners are experiencing, which are discussed below.

Specifically, increases in PDST over the next two years would be used to support the following:

1. **Simulation learning cases**
2. **Faculty to implement simulation cases**
3. **Annual software subscription for students**
4. **Faculty/Staff incremental costs**

Throughout the Orange County and Long Beach area, hospitals and other clinical agencies are heavily affected by the growing number of students training in their facilities.   Due to the pre-licensure clinical hours that are required for the nursing degree, all academic nursing programs in Orange County participate in a consortium that manages the clinical placements. With the heavy patient care workload that nurses on the floor manage, many hospitals have been limiting placements. The decline in availability of clinical placements is a problem that nursing programs face. This impacts the SONs ability to provide the required clinical hours within those settings. Additionally, to better prepare our students for the complex patients they will care for, it is essential that we adjust our methods of instruction. Therefore, in order to remain competitive and provide innovative educational offerings, our goal is to **advance the amount, quality, and consistency of high fidelity simulation** for all students up to 25% of clinical time, as allowed by the California Board of Registered Nursing (BRN). High fidelity simulation includes teaching and learning strategies that incorporate lifelike models and real-life situations to improve transference of learned behaviors to various clinical settings. The use of high fidelity simulation in nursing education has been shown to increase students' ability to link theoretical concepts to the

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clinical setting, improve "knowledge acquisition, psychomotor skills, self-efficacy, satisfaction, confidence, and critical thinking" (Cant & Cooper, 2017, p. 69). A recent meta-analysis showed a medium to large effect size for learning outcomes was found when compared to traditional learning strategies, and even larger effect sizes were seen when simulation was used to enhance acquisition of psychomotor, affective, and cognitive skills (Shin et al, 2015). Therefore, while the NCLEX pass rates within the UCI SON (BS in Nursing Science) are strong (93%), we believe that by increasing the amount, quality, and consistency of simulation throughout the nursing program, *pass rates for first time test takers will increase up to 95% or higher*, and our graduates will be *better prepared to meet the demanding nature of the healthcare delivery system* which they are entering. Schools of nursing in Orange County are challenged by recent BRN and clinical agency reports that highlight the burden to staff due to overwhelming numbers of nursing students requiring clinical training sites. To alleviate this burden on our clinical partners (such as UCI Medical Center), while improving student learning, increasing *high fidelity simulation throughout the curriculum is needed*. Increasing the number of hours students spend in simulation requires a significant increase in resources, including faculty training regarding this complex educational strategy, scenario development for multiple courses and patient types, increased faculty teaching load, simulation materials, and evaluation planning. It is also necessary to hire additional faculty to run the simulations, purchase virtual simulation technologies and hire and train Standardized Patients. The PDST funds will be utilized to support these priorities as they are rolled out during the two-year period. The costs include standardized patients (approximately $1,500), as well as faculty and staff time (approximately $5,000 per year). **Without PDST funds to support the advancement of our simulation program, students may not be provided with sufficient opportunities to practice low frequency/high acuity events that are most conducive to practice in the simulation environment (such as respiratory decompensation or septic shock).**

In addition to increasing simulation, and to support student learning, we have a need to **improve the Nursing Informatics curriculum throughout the program**. The American Association of Colleges of Nursing (AACN) *Essentials of Master's Education in Nursing* (2011) is a list of nine essential content areas that must be included in all accredited nursing programs. Essential V: Informatics and Health Technologies recognizes that master's-prepared nurses (like our MEPN graduates) use patient-care technologies to deliver and enhance care and *use information technology to integrate and coordinate care*. This is an area of our curriculum that needs to be improved upon to meet accreditation standards and patient care needs for our students upon graduation. Our students have limited opportunities in their acute care clinical rotations to utilize the Electronic Health Record (EHR) during the provision of care. There are strict guidelines and confidentiality requirements that limit the availability for nursing students to document their assessments, review critical patient care information and coordinate care. With the PDST funds, we would be able to create or purchase documentation software, such as Lippincott's DocuCare or similar programs and train faculty on the use and integration of the software into their courses. DocuCare is priced at $133/student for a 12 month subscription. In order to implement this program into each clinical and lab course, faculty time of approximately 20 hours per course for instruction and inputting data is required. Once faculty and students are trained and proficient in the use of the program, maintenance of patient

charts and grading will decrease to 5-8 hours per course per session. The subscription will be available to students during their two-year program.

In addition to an EHR, **designing and utilizing data analysis software for student Quality Improvement (QI) projects** is a priority, for both the MEPN program and for future planned MS programs which will have Informatics coursework. Without the PDST funds it will be necessary to delay implementation of the curricular improvement designed to meet AACN Essential V.

As referenced above in our goal to achieve clinical competency, nursing totes will be provided for the students starting in Fall 2019. Nursing totes include various nursing supplies that students use throughout their skills lab courses, such as stethoscope, gloves, bandages, and dressing change kits. We believe that these supplies will assist students in practicing clinical skills at home.

To enhance affordability, another goal is to **provide consistent support in RTA for each student** if their EFC remains constant from year to year. In order to meet this goal, SON is committed to return 33% in RTA funds.

In addition to the above goals and newly anticipated PDST revenue uses, the chart below includes incremental costs from FY19 for the faculty salary, benefits, instructional support staff escalated at 3% annually. Instructional equipment will be maintained, repaired, and replaced to ensure instructional integrity.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue		
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$213,727	$7,052	$7,499	$228,278
Benefits/UCRP Cost	$65,213	$2,098	$2,689	$70,000
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$4,143	$124	$133	$4,400
Instructional Equipment Purchases	$5,703	$6,297	$4,000	$16,000
Providing Student Financial Aid	$150,780	$15,303	$8,039	$174,122
Other Non-salary Cost Increases	$1,500	$1,500	$1,000	$4,000
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$0	$14,000	$1,000	$15,000
Total use/projected use of revenue	$441,066	$46,374	$24,360	$511,800

Additional Comments:

The "Other Non-salary" category listed above reflects the costs associated with the standardized patient program. Costs in the "Other" category listed above include the purchase of software upgrade and nursing totes.

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.

UCI SON will continue its successful partnership with UCI Medical Center (UCIMC) to have in-kind clinical instructor support from the medical center to provide preceptorship in several of our student clinical rotations. Rather than hiring outside preceptors, the in-kind support helps SON manage costs while maintaining a low instructor-to-student ratio. In return, SON faculty provide research consultation and mentorship to the UCIMC nurses, fostering a positive relationship with the campus hospital.

The MEPN program has already garnered interest from a local donor to provide multi-year scholarships to select students within the program. In addition, efforts are underway to cultivate additional donors with a passion for healthcare and patient wellness for donations to the School to mitigate increased instructional and student experience 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.

N/A

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment		
	2018-19	**2019-20**	**2020-21**
Resident	37	39	39
Domestic Nonresident			
International	1	1	1
Total	38	40	40

Additional Comments
N/A

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections		Increases/Decreases			
	First Year Annual Charges						
	2018-19	**2019-20**	**2020-21**	**2019-20**		**2020-21**	
Residents				%	$	%	$
University of Arizona (public)	$22,000	$22,660	$23,340	3%	$660	3%	$680
University of Hawaii (public)	$24,926	$25,674	$26,444	3%	$748	3%	$770
San Francisco State Univ (public)	$8,692	$8,953	$9,221	3%	$261	3%	$269
Johns Hopkins University (private)	$60,146	$61,950	$63,809	3%	$1,804	3%	$1,859
Columbia University (private)	$83,222	$85,719	$88,290	3%	$2,497	3%	$2,572
University of San Diego (private)	$61,331	$63,171	$65,066	3%	$1,840	3%	$1,895
Public Average	$18,539	$19,096	$19,668	3%	$556	3%	$573
Private Average	$68,233	$70,280	$72,388	3%	$2,047	3%	$2,108
Public and Private Average	$43,386	$44,688	$46,028	3%	$1,302	3%	$1,341
University of CA, Irvine	**$26,533**	**$27,512**	**$28,528**	**4%**	**$979**	**4%**	**$1,016**
Nonresidents							
University of Arizona (public)	$26,500	$27,295	$28,114	3%	$795	3%	$819
University of Hawaii (public)	$46,406	$47,798	$49,232	3%	$1,392	3%	$1,434
San Francisco State Univ (public)	$15,723	$16,195	$16,681	3%	$472	3%	$486
Johns Hopkins University (private)	$60,146	$61,950	$63,809	3%	$1,804	3%	$1,859
Columbia University (private)	$83,222	$85,719	$88,290	3%	$2,497	3%	$2,572
University of San Diego (private)	$61,331	$63,171	$65,066	3%	$1,840	3%	$1,895
Public Average	$29,543	$30,429	$31,342	3%	$886	3%	$913
Private Average	$68,233	$70,280	$72,388	3%	$2,047	3%	$2,108
Public and Private Average	$48,888	$50,355	$51,865	3%	$1,467	3%	$1,511
University of CA, Irvine	**$38,778**	**$39,757**	**$40,773**	**3%**	**$979**	**3%**	**$1,016**

Source(s): https://grad.arizona.edu/catalog/programinfo/NURSMSEPN; http://www.catalog.hawaii.edu/schoolscolleges/nursing/nurs.htm; http://financialaid.sfsu.edu/Welcome; https://nursing.jhu.edu/admissions/tuition/index.html; http://nursing.columbia.edu/admissions-and-financial-aid/office-financial-aid/tuition-and-fees; https://www.sandiego.edu/nursing/programs/mepn/; http://www.catalog.hawaii.edu/tuitionfees/regtuition.htm; http://www.hawaii.edu/policy/docs/temp/Attachment_1_Tuition_Schedule.pdf; https://www.nursing.arizona.edu/costs-financial-aid;

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

UCI SON has carefully and thoughtfully chosen the above schools. Each of the institutions chosen has similarities and differences to the UCI Master's Entry Program in Nursing (MEPN). All of the comparator schools admit students who have earned non-nursing baccalaureate degrees and have proven success in higher education as evidenced by the majority of schools requiring an undergraduate GPA of at least 3.0 (on a 4 point scale). Columbia University does not have a minimum required GPA. Therefore, all of the schools will likely draw from a similar applicant pool, depending upon geographical location. To provide appropriate faculty to student ratios for clinical education in nursing, all schools have clinical courses of similar size – 6-10 students per clinical faculty member. The curriculum for each program meets the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing and prepares students for the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Pass rates for the NCLEX-RN among the comparator schools varies from 78% (University of Hawai'i at Manoa) to 100% (Johns Hopkins) with an average pass rate of 91%, which is comparable to the UCI School of Nursing pass rate of 93% for the pre-licensure program (BS in Nursing Science. However, due to the lack of public universities that offer the MEPN or equivalent program, there were limited data for comparison to other public universities and therefore we chose to include schools which are highly successful and well-known (Johns Hopkins and Columbia), as well as those who draw from similar geographic applicants (University of Arizona and University of Hawai'i).

As of the Spring 2018 quarter, UCI graduated its final cohort of the MS NP students. With the current MS student population only represented in the MEPN program, we selected new comparison institutions that offered similar master entry level MS programs, to provide a more meaningful comparison in terms of the quality of admitted student pools, student-faculty ratio, and expected program outcome. With such parameters in mind, we were able to keep two of the comparison institutions from prior reports (Johns Hopkins and Columbia). For these two universities, we focused on obtaining the results of their master entry programs to reflect in this report.

The UCI list of market comps differs from our sister UC nursing schools because we currently only offer one M.S. degree track, whereas our sister UC schools offer more than one and chose comparators that mirror their array of programs. Once we have

graduation data (including NCLEX pass rates) from our first MEPN cohort, we will be able to look for additional appropriate comparator programs.

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

The UCI MEPN program is comparably priced in relation to all of the comparison programs listed. Our resident tuition and fees are higher than the public institution average ($26,533 vs. $18,539) but are less than half of the private institution average ($26,533 vs. $68,233). For nonresidents, UCI is below the average of public and private institutions ($38,778 vs. $48,888). With total costs ranging from $83,222 per year (USD) down to $8,692 (SFSU) for resident tuition, UCI is positioned at the mid-point of the academic institutions listed. Due to the few public research universities offering the MEPN program, our program is highly-sought after and is affordable when compared to private institutions. In California, there are 12 Entry Level Masters Programs (MEPN) – seven are private, five are public (UC Davis, UCI, UCLA, UCSF, SFSU), and only one is outside of the UC system (San Francisco State University).

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

While each program meets AACN curricular and accreditation standards, there are variations among programs, such as the required number of units and areas of emphasis. **The UCI MEPN program is unique in that the curriculum provides a concentration in community and population health and is designed to prepare students for excellence in research, evidence-based practice, leadership, inter-professional team building, and health policy.** The focus on community and population health is only seen in one other school (SFSU); therefore this curricular emphasis is highly-sought after by both prospective students and employers. Skills in research, inter-professional teamwork, and evidence-based practice taught throughout the program translate well into the roles our graduates will inhabit within the southern California region, across the US, and globally. In a study from the *Journal of the American Medical Association*, Aiken et al. (2003) found "a clear link between higher levels of nursing education and better patient outcomes" (AACN, 2015). With their focus on nursing science and providing evidence-based care, graduates of the UCI MEPN program will be poised to provide high levels of care to increasingly critical patients throughout the community and beyond.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	3%	6%	0%	8%
Chicana(o)/Latina(o)	15%	22%	30%	33%	11%	11%
American Indian	3%	3%	0%	0%	0%	1%
Subtotal Underrepresented	*18%*	*25%*	*33%*	*39%*	*11%*	*19%*
Asian/East Indian	43%	53%	38%	17%	44%	24%
White	34%	22%	27%	39%	33%	53%
Other/ Unknown	6%	0%	3%	0%	11%	3%
International	0%	0%	0%	6%	0%	1%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	58%	36%	35%	N/A	N/A	N/A
Gender						
% Male	12%	9%	9%	11%	22%	13%
% Female	88%	91%	91%	89%	78%	87%

Sources:
UC ethnicity Irvine OIR data, socioeconomic status: UCOP data
Comparison institutions: http://uair.arizona.edu/institutional-research; https://manoa.hawaii.edu/miro/https://air.sfsu.edu/; https://provost.jhu.edu/institutionalresearch/;
https://provost.columbia.edu/content/office-planning-and-institutional-research; https://www.sandiego.edu/irp/

Additional Notes: The data in the 2015-16 and 2016-17 columns reflect enrollment of Nurse Practitioner students, whereas 2017-18 data reflect the first MEPN cohort and the last NP cohort. Fall 2018 data represent <u>MEPN only</u> cohorts. Since we only have two years of MEPN data, we will monitor enrollment trends carefully. In 2015-16, 5.94% of students were Pacific Islander (3.13% of

students were Pacific Islander in 2016-17) – a population sometimes considered URM, but grouped with "Asian/Asian American" in the above chart.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

As seen in the chart above, for fall 2018, 39% of our students are underrepresented, compared to the average of our public comparators at 11%.   One strategy we use to recruit underrepresented students is to attend health related graduate school fairs on our campus, which target underrepresented minorities. We offer monthly information sessions during the admissions period and promote these online sessions to our neighboring community partners. At our annual community partner breakfast which consists of community groups from Orange and LA County, we discuss the unique opportunities that the MEPN program offers. We noticed a slight increase in African American enrollment in Fall 2018. SON will monitor this trend, and we plan to increase our recruitment strategies in communities and academic institutions such as Historical Black Colleges and Universities (HBCU). In 2017 and 2018, only 1.8% of all applicants were Native American. Due to the small cohort of MEPN admitted students (20), no Native Americans were admitted in 2017, but one student was admitted in 2018. The student declined our admission offer.   SON is interested in analyzing data on students who decline; this will be conducted through our Student Affairs Office. The school is in the process of finalizing the recruitment of a Native American faculty who will help promote nursing to this community. With the collection of two year's data on admissions/enrollment for MEPN, our focus will be on analyzing trends and developing strategies to strengthen areas that need support. This analysis will include applicant ethnicity information and enrollment information; evaluation will enable us to identify whether more marketing and outreach is needed or whether yield strategies need to be further developed.

The MEPN program has been successful in attracting and admitting students of Chicana(o)/Latina(o) background. Our admission selection process gives preference to students who speak Spanish and Vietnamese, because of the need we have in our clinical practicums for students to speak these languages. This increases the yield of students we admit from Chicana(o)/Latina(o) and Asian backgrounds. Finally, one of our admission essays asks applicants to describe their commitment to diversity, equity, and inclusion, and we believe this also supports SON's commitment to diversity and inclusive excellence.

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 years 2015-16 and 2016-17 were the final two during which we had <u>new</u> students entering our Master's Nurse Practitioner program. Although there was a drop in the number of Pell recipients from 2015-16 to 2016-17, when we awarded these students based on need, the average expected family contribution (EFC) was $27,250 in 2015-16, and $21,099 in 2016-17, which seems to indicate that the students in 2016-17 actually demonstrated more need. The total amount awarded in 2016-17 was slightly higher than 2015-16 ($116,100 vs $111,333). There were 26 awardees in 2016-17 and 23 awardees in 2015-16. These students were in our Master's – NP program, which we have now disestablished.

We are committed to supporting students from low socioeconomic backgrounds; the school returns more than one-third in aid from PDST funds. The 2017-18 cohort was our first cohort of students in our Master's Entry program. Since the program is new, we don't have a lot of data to comment on a trend in the enrollment of students from low socioeconomic backgrounds. However, in awarding return to aid to the 2017-18 and 2018-19 cohorts, we are seeing a higher trend in students from low socioeconomic backgrounds based on their average estimated family contribution (EFC). In 2017-18, the average EFC was $8,507. Fifty percent of these students had an EFC of 0, and received our top award of $7,500 that year. In 2018-19, the average EFC was $5,667. Fifty-nine percent of the students had an EFC of 0 and received our top award of $7,600 per year.

SON promotes several pipeline efforts and community outreach events that serve lower socio-economic communities. These events are long-term investments for the purpose of encouraging SEC community members to consider nursing as a profession. In 2017, SON developed Nursing Camp in Summer (NCIS). NCIS is a week-long camp introducing nursing to high school students. Select students who demonstrated financial need were offered full scholarships to the camp. Student evaluations from the camp showed that the program was successful in guiding young health professionals towards nursing. All of the scholarship recipients reported that they applied to a nursing school for their post-secondary education. Due to the high demand of applications, SON also offered two camps in summer 2018. Of the fifty-six students who attended, eleven students were supported with full scholarships. This highly requested camp will be offered in subsequent summers.

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 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?

Our percentage of males in the program currently is 11%, which is slightly less than the private schools at 13%, and lower than the publics at 22%. In light of this data, our strategies to increase the number of male applicants are as follows:

- Promote our program with our current UCI students in the Public Health and Biological Science majors, which have a higher percentage of male students, 26% and 33% respectively. These students are excellent candidates for our Master's Entry program.
- Promote our program with Veteran's services at community colleges which have a higher percentage of male students interested in nursing. Students with health-related military experience (i.e. medics) are a good fit for nursing.
- Partner with our UCI Veteran's services to promote our Nursing program at college fairs on large military bases (i.e. Camp Pendleton)
- Partner with Army ROTC on our campus to promote our Nursing program to their students, where the percentage of males is high.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Based on the strategies listed above in V.b. and V.c., we anticipate enrolling higher percentages of URMs in the MEPN program. From the inaugural two cohorts of the MEPN students, there was a relatively high percentage of Chicano/Latino students. SON, in comparison to graduate enrollment at UCI, had a higher percentage of URMs (UCI graduate enrollment of URMs is 17.9%, whereas SON graduate enrollment was 45% in fall 2017). Per the recruitment strategies listed above in V.d., we anticipate that our numbers of male students will increase. Our goal is to increase our male students to 13%, which reflects the national male nursing workforce according to the working paper published in October 2017 by Washington Center for Equitable Growth.

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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	8.3%	12.0%	5.3%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	16.7%	12.0%	15.7%
	International	4.2%	4.0%	5.3%
White	Domestic	70.8%	72.0%	73.7%
	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		**2015-16**	**2016-17**	**2017-18**
Female		100.0%	100.0%	94.7%
Male		0.0%	0.0%	5.3%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	28.6%	28.6%	37.5%
	International	14.3%	14.3%	12.5%
White	Domestic	57.1%	57.1%	50.0%
	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		**2015-16**	**2016-17**	**2017-18**
Female		100.0%	100.0%	87.5%
Male		0.0%	0.0%	12.5%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Nursing has taken great strides to diversify our faculty. As Chair of the 2017-18 search committee, Dr. Alison Holman worked closely with the Equity Advisor to ensure that the committee focused on conducting a fair and equitable evaluation of each candidate. In fact, we included *both* the current College of Health Sciences (COHS) Equity Advisor *and* his predecessor on our search committee to strengthen advocacy for diverse candidates. We also actively sought out and recruited candidates from many diverse backgrounds, and successfully recruited two diverse candidates in the process. As a result of that search, we recently welcomed male professor, Dr. Dave Holmes, to our faculty. Given the national shortage of trained nurses and the dearth of men entering nursing fields, this remains a critical recruitment priority for our school.

We also recruited Vanessa Rodriguez NP, a Spanish speaking nurse practitioner to our faculty practice. She adds expertise in educating the Hispanic community on wellness and diabetes care, while serving as SON faculty preceptor.   We have also utilized the Provost's Faculty Recruitment Inclusive Excellence Supplement to recruit two additional male faculty, one of whom is an underrepresented minority (Native American). These two recruitments are currently in progress. We recognize the lack of diversity of faculty in nursing education. According to the NCSBN (National Council of State Boards of Nursing) 2013 analysis, 87% of nurse faculty were white. Further research identified that although nurses from URM groups are likely to complete a baccalaureate degree, they are less likely to enter academia (Fraher et al 2015). One of our strategies to encourage a diverse faculty workforce in academia is to develop a pipeline of PhD nurses. SON has developed an academic partnership with UCIMC in which SON faculty member, Miriam Bender PhD, serves as the nurse scientist at the medical center. She works closely with all of the nurses, introducing research at the bedside. SON continues to work closely with the campus Office of Equal Opportunity in all recruitments, and to market all faculty positions in minority nursing associations.

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 goals are to **maximize the use of our PDST funds to support students with the greatest degree of financial need**. The SON has developed a graduated scale based on the EFC provided through FAFSA. Data obtained from the last two MEPN cohorts demonstrate that there was a higher percentage of students qualifying for aid as compared to our previous MS NP student cohorts. For such reasons SON returned more than one-third of the PDST in aid. One of our goals is to **maintain consistency in the amount of support for each student** if their EFC remains constant from year to year. A distribution analysis is conducted annually to confirm that this goal is achieved.

In addition, SON works actively with our development officer to showcase the MEPN program with our donors. Our goal is to share impactful stories of our students with donors and **create new annual scholarships**. We were successful in cultivating a multi-year commitment from one of our donors.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	83%	69%	88%	50%	81%	80%	83%
Cumulative Debt among Students with Debt	$49,515	$31,977	$44,448	$35,456	$69,048	$59,975	$55,325

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 2016-17 percent with debt and cumulative debt data in the above chart show figures obtained from our local campus Financial Aid Office, representing the averaged total loan amount of our final graduating MS Nurse Practitioner (NP) program. The MS Nurse Practitioner program closed as of June 2018.

Since the MEPN admitted its first cohort in FY18, debt data are not yet available. SON anticipates that the indebtedness for our MEPN students will be higher than that of our graduated NP cohorts, however. The student population of the MEPN program does not have the same income potential because they are not yet nurses, as compared to our prior MS NP students. The School is committed to providing consistent RTA to ensure program affordability, and to minimize the impact of PDST increases for those most with need.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Mean Salary at Graduation	Est. Debt Payment as % of Mean Salary
This program	83%	$55,325	$102,700	4%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources: Irvine OIR
Comparison institutions:
Additional Comments: N/A

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

The data above from 2016-17 is from our Nurse Practitioner program, which has closed. We do not have any data on MEPN graduates. We anticipate, however, that the data will resemble those of B.S. pre-licensure graduates since the professional degree (Registered Nurses) is the same. According to the Bureau of Labor Statistics for 2017, https://www.bls.gov/oes/current/oes291141.htm#st, California nurses have an annual mean wage of $102,700. While this figure is the average for California, the nurse salaries within the state vary by region, and newly graduated RNs have starting salaries that differ. With the strong reputation of our program, our students are sought after in the job market and 90-95% are employed as RNs

within 4-6 months of graduation. The rest are pursuing graduate studies or international opportunities. MEPN graduates will additionally have a Community and Population Health concentration which will increase their marketability since they will be able to apply for their Public Health Nurse (PHN) certificate through the California BRN. This certificate allows them to be appropriate candidates for positions in both acute care and community health settings. This will allow them to enter the workforce sooner and begin to pay off student debts more quickly than graduates who do not have this certificate.

Additionally, with the preparation in Community and Population health, our graduates will be perfectly situated to work in Federally Qualified Health Centers (FQHCs), Critical Access Hospitals, or Rural Health Clinics. Any graduate who is employed full time in a FQHC or any other eligible Critical Shortage Facility (CSF) would be eligible for the NURSE Corps Loan Repayment Program. This program could pay participants up to 60 percent (30% per year) of outstanding qualifying loan debt. Please see https://bhw.hrsa.gov/loansscholarships/nursecorps/lrp/ for more details.

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.

In Nursing, salaries are still competitive and are at market value in public and private sectors, due to demand. We encourage students to seek employment with underserved agencies so they may be eligible for Loan Repayment Assistance programs as described above. Our graduates are well-positioned for work with the underserved due to their curricular focus on Community and Population Health. Specifically, our students are required to take multiple courses that prepare them for work with these communities. Throughout the curriculum, students are learning how to care for the underserved through both theoretical and clinical projects. In their summer course, "Vulnerable Populations," students are paired with community organizations who work directly with homeless veterans, elderly and families, where they engage with the community members and mentors to complete service projects aimed at improving health disparities. While we do not have graduates to report on, student comments show that they have been encouraged by these experiences to seek employment with FQHCs as they consider their future career options.

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?

Due to the high demand for RNs working with the underserved, salaries are comparable between public and private sector RN positions. With the consistent focus on preparing our graduates for working with the underserved, they would be highly sought after

for positions in the public sector, which pay between $57,158 and $68,078, as RNs in Community Clinics (https://www.indeed.com/salaries/RN%20FQHC). Because our graduates are also prepared at the Masters level, they will be poised for management and leadership positions soon after they acclimate to their RN role. Leadership positions pay substantially more than entry-level positions, with salaries ranging from $70,791 to $82,678 for RN managers of community clinics.

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

We return one-third of our PDST funds back to our students in the form of need-based aid. We promote the financial aid program and scholarships in all our marketing and outreach efforts, including our website, online, and in-person information sessions, social media, and printed materials. In addition, we attend graduate school fairs that target diverse students (e.g. the Society for Advancement of Chicanos/Hispanics, Native Americans in Science (SACNAS), the Latino Medical Student Association (LMSA), and the Student National Medical Association (SNMA)) where we promote and explain our financial aid programs.

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 have been conducting informational sessions for the past three recruitment cycles and have not received this question. We will incorporate sharing the average debt and median salary of graduates in future sessions and other prospective student resources. We believe that students who attend the information session are well aware of earning potential of this profession. Students are also aware of the nursing shortage across the nation and have information about the job market trend. This is evidenced by the large interest in our program. The program is highly selective, with an 11.7% acceptance rate in the first admissions cycle (F17) and a 8.8% acceptance rate in F18. The SON is comfortable with sharing average debt and median salary data for any prospective or current student who requests this.

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.).

The demand of the degree will be a factor to consider for the future of our program. In our research to identify comparators with similar Master Entry programs, we found the options were very limited, even among our sister campuses, except UCLA.

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 only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☒ Other (please describe): Survey to students

IX.b. Below, please 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.

Summary of meeting with MEPN students on 8/7/18 and 8/9/18.

The Assistant Dean (AD) and Student Affairs Director met with all of the MEPN students. Assistant Dean Tu reiterated the value of PDST as it supports clinical faculty and clinical training supplies/equipment. The students asked why undergraduate students do not pay PDST. Assistant Dean Tu announced that UC's philosophy is that undergraduate students have the same level and quality of

instruction across all UC campuses. One student asked if their PDST funds were being used to purchase supplies for the undergraduate students.   The AD responded that PDST funds were not utilized for undergraduate supplies. The AD will follow up with all Faculty Instructors who teach in the lab to confirm availability of supplies for both levels of programs.

Following this town hall event, MEPN students were sent a survey. The questions and responses are summarized below. We have also attached their written responses.

The School of Nursing is looking for ways to enhance your student experience in the MEPN program. What additional resources/experiences would you like to see in the program? *(There were checkboxes for the following options, and 14 responses)*
79% - Wellness activities
71% - Tutors
64% - Providing scrubs, nursing totes or stethoscopes to incoming students
64% - More financial aid returned to students (need-based grant)
43% - Attendances at conferences
7% - Writing Assistance
0% - Other _____

Will a proposed 5% increase in the Professional Degree Supplemental Tuition (PDST) next academic year ($580.00) affect your decision to return next year?
We received 13 responses, and no one indicated that they would not return due to an increase, but about 30% of the students commented that they would like to see the money used to offset some of the additional clinical costs they pay, or improve the quality of the TAs.

Will a proposed 10% increase in the Professional Degree Supplemental Tuition (PDST) next academic year ($1,060.00) affect your decision to return next year?
We received 14 responses. Eleven students indicated an increase would not affect their decision to return, and 3 said it would. Most would not like to see a 10% increase, however, and commented that they would like to see the money used to offset some of the additional clinical costs they pay, or improve the quality of the TAs.

Following this survey, Student Affairs Director, Julie Aird sent a follow-up email to the MEPN students. She informed them of the survey results and scheduled a time to meet with them to discuss the results in detail.

Based on the survey results, SON proposes the following:

1. Meet with the MEPN students to discuss the survey. We would like to gather more detail about some of the responses. Specifically, we are interested in knowing what type of tutoring assistance the students need. Several of the comments were about the TA not being a nursing student and we believe that this may be related to their tutor concern. Due to some changes this year in our PhD program, we needed to hire some TAs outside of Nursing. This was a unique year and has never happened before. We don't anticipate this being an issue in future years. TAs will be Ph.D nursing students. Regards the writing support, the campus offers many resources for writing and tutoring services and we want to ensure that our students are connected to these resources.
2. Invite UCI Center for Student Wellness and Health Promotion to our MEPN class. The Center offers several resources on time management, stress management, and overall wellness awareness. We will ensure that our students connect with these resources. We look forward to meeting with the students to discuss this in greater detail.
3. Communicate our commitment to provide consistent aid, if their EFC remains constant. This strategy will enable students to budget for their entire 2 year program.
4. For future MEPN students, we will also utilize PDST funds to support the nursing totes ($90). This is the only clinical supply the student purchases from the school.

Written responses to survey

Will a proposed 5% increase in the Professional Degree Supplemental Tuition (PDST) next academic year ($580.00) affect your decision to return next year?

1. It will not affect my decision to return but it is tough to afford these increases among the many other fees that add up, from typhon to kaplan to all the vaccines and titers we need for clinical clearance, etc.
2. No, it would not affect my decision but I would hope that the money would be refunded into the program to provide us with better TAs and tutors. I would also want the money to help cut down on some of the extra costs we had to pay, such as the MI (Motivational Interview) training program, totes, stethoscope, background check etc.
3. While it is not ideal, it is not something that will provoke me to drop out of my program and not return for the last year.
4. No
5. No
6. We collectively discussed the pro fees this summer among ourselves in the MEPN class and all of us feel we pay more than enough already.

7. No, but I would like to see an improvement in the hiring process please. Example: TAs who have a nursing background and that our classes are not self-taught. Thank you.

8. No

9. No, but all these extra costs outside of the program costs are annoying. The department keeps saying it needs more money for resources, but right now the resources are not worth it. (Professor quality is weak, classroom doesn't have outlets which is challenging, and TA quality for especially demanding subjects).

10. No

11. Although it's not an ideal increase, I would not choose to stay back next year and completely disregard all my work and effort from this first year.

12. No

13. No

Will a proposed 10% increase in the Professional Degree Supplemental Tuition (PDST) next academic year ($1,060.00) affect your decision to return next year?

1. I sincerely hope it is not a 10% increase. Another $1,060 is A LOT of money.

2. No

3. If the additional supplement paid for part of the incidental costs that we are responsible for I would be okay. If the money was given as a grant to a student that would affect me because I was not able to qualify for financial aid even though I should have and therefore I was not able to apply for grants from the School of Nursing.

4. Again, while it is not ideal, and I know many students who are very upset by this, it will not provoke me to drop out of my program and not return for the last year of it.

5. No

6. Possibly

7. We collectively discussed the pro fees this summer among ourselves in the MEPN class and all of us feel we pay more than enough already.

8. No, but I would like to see an improvement in the hiring process please. Example: TAs who have a nursing background and that our classes are not self-taught. Thank you.

9. Yes

10. No it won't. Not because supplement is worth it but because UCI is working for me location wise, cost wise, and prestige wise.

11. No

12. Yes, I would take this into consideration. Especially if I don't see an immediate return to me as student in that money. We are stuck in a terrible classroom, have to pay for our own totes and materials, vaccines, CPR, background check, etc. while it seems like other classes and majors (specifically med students) get these things included in their program.

13. If the increase is necessary and explained to students what the money is going towards. However, I would prefer not to see a 10% increase if 5% will suffice.

14. 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 must be provided by the program.**

☒ Plan shared with _____AGS President Michelle Herrera_____ on ___10/2/18___ .
　　　　　　　　　　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: No feedback was provided as of the 11/16/18 submission date.

☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting

☒ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

Dorothy Tu, Assistant Dean, presented to the School of Nursing faculty the Multi-Year Plan for PDST, namely providing plans for the proposed increase in the PDST funds for the MEPN program. The two main takeaways to the proposed increase in funds include: 1) advance high quality fidelity simulation, including the amount, quality, and consistency, and 2) utilize and integrate technologically advanced software into the MEPN courses, including Lippincott's DocuCare. These technological investments would also allow training opportunities for faculty to use and integrate the software into their MEPN courses. The proposed increase in MEPN funds was well-received by the faculty. Many faculty have become educated in simulation techniques and feel that increasing simulation within our nursing courses will improve the quality of instruction and preparation of our students. In addition, increasing simulation to as much as 25% would alleviate some of the constraints felt in Orange County clinical agencies which have reached their capacity in available nursing students' shifts. Specifically, pediatrics is an increasingly difficult specialty area to find sufficient clinical days for our students. By increasing simulation and improving the realism of the available simulations scenarios, we will be able to provide our students with opportunities to practice high acuity-low frequency events. Professor Leanne Burke, Pre-Licensure Program Director, believes introducing DocuCare to the MEPN students would be highly useful and relevant as this particular platform is heavily used and prominent throughout the healthcare settings. With additional practice in documentation and utilization of electronic health records, our students will be better prepared to document in the clinical setting during their clinical courses and upon graduation.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on ___10/2/18___ .
                         Graduate Dean
☒ Plan endorsed by ___Chancellor Howard Gillman___ on ___11/13/18___ .
                         Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the

Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$7,233	$7,596	$7,977	$8,376	$8,793	$9,234	5.0%	$363	5.0%	$381	5.0%	$399	5.0%	$417	5.0%	$441
Prof. Degr. Suppl. Tuition (Nonresident)	$7,233	$7,596	$7,977	$8,376	$8,793	$9,234	5.0%	$363	5.0%	$381	5.0%	$399	5.0%	$417	5.0%	$441
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$774	$778	$783	$787	$792	$797	0.5%	$4	0.6%	$5	0.5%	$4	0.6%	$5	0.6%	$5
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
Total Fees (CA resident)	**$20,577**	**$21,340**	**$22,128**	**$22,951**	**$23,805**	**$24,701**	3.7%	$763	3.7%	$788	3.7%	$823	3.7%	$854	3.8%	$896
Total Fees (Nonresident)	**$32,822**	**$33,585**	**$34,373**	**$35,196**	**$36,050**	**$36,946**	2.3%	$763	2.3%	$788	2.4%	$823	2.4%	$854	2.5%	$896

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A

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

The goal of UCI's unique, rigorously interdisciplinary 2-year Master of Public Policy (MPP) program (established 2011), is to train students from diverse backgrounds to become leaders in formulating, evaluating and implementing sound public policy. Our training focuses on providing students with the analytical toolkit necessary to undertake critical evaluation of existing research and policy, and to be able to execute basic policy evaluation. The mastery of communication skills, especially the ability to write concise policy memos, is the skill most highly valued among potential employers. Therefore, we emphasize short, critical writing assignments in our curriculum and provide additional professional seminars delivered by working policy professionals who are well versed in the writing of policy memos. Though we strive to train generalists, students are afforded the opportunity to take advantage of our campus' strengths by offering training in a wide array of social science methods to address today's most pressing policy issues, including immigration, environmental justice, education, and many others. At its heart, the MPP program is committed to facilitating creative exchange between researchers, policymakers, practitioners, and students. The program develops and advances policy applications in Southern California and beyond, training the next generation of policy experts and practitioners to meet the multifaceted challenges that will confront society in the decades to come. They are mentored by faculty who are important voices in local, national and international policy circles, and they are positioned to become leaders in public, private and nonprofit sectors who will make meaningful contributions to the common good.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our last multi-year plan (2015-2016 through 2017-2018), the MPP program proposed to use PDST for the following goals:

(1) **Augment Professional Development Opportunities and Services (*Linked to Program Quality*)**

(1A) The MPP program implemented a biennial trip to Sacramento in order for students to observe the policy process firsthand and to network with policymakers and lawmakers. The inaugural trip occurred in April of 2017 and will be repeated in 2019 and every other year thereafter. We can point to at least one specific instance where the visit to Sacramento directly led to a student being hired in the California State Auditor's office. Student feedback suggested that for many, this experience was the highlight of their MPP career, and it has become an important recruitment tool. With the exception of a $35 deposit that is then used as dining credit, the program covered all costs including airfare of $226.40 per person (in 2017), lodging cost of $279 per room (in 2017; split between two students), and airport shuttle cost of $200 (for entire group). The estimated total cost was $450 per person; PDST revenue covered all costs in full.

(1B) The MPP program increased the number of professional development seminars offered to students by including seminars that advanced the students' analytical toolkit. Examples of professional development seminars offered to students included an Introduction to R and an Introduction to Data Visualization. The topics were chosen in consultation with the students and the feedback for each seminar has been unanimously positive. The program covered the $25 fee per student charged by UCI's Data Science Initiative.

(2) **Improve Return to Fellowship Aid for Students (*Linked to Affordability and Diversity*)**

For the second goal of improving return to fellowship aid for students, we exceeded our projections. For AY2018-19, 89% of PDST revenue ($275,833) was allocated towards student fellowships and stipends. The program remains committed to increasing fellowship amounts in an effort to continue attracting a diverse and academically strong pool of policy-oriented students. Specifically, the program has a track record of enrolling Pell recipients (70% in AY 2017-18).

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The MPP program is pursuing a PDST increase in support of an ambitious plan to establish a leading Public Policy program. The next five years are critical to the long-term success of the MPP program as we move from launch phase to firmly competing with more established programs. If the proposed PDST levels are not approved, the MPP program is at risk of remaining a niche program struggling for recognition within the broader market. As we note below in more detail, if the proposed levels are not approved, we will no longer be able to sponsor the biennial trip to Sacramento and other non-essential training/network opportunities will need to be curtailed. At greatest risk for elimination will be the hiring of a Visiting Professor/Practitioner. While the School of Social Ecology has committed short-term funding for a Visiting Professor/Practitioner, sustaining this practice will not be possible without the increased PDST fees.

There are five areas where the MPP program plans to direct additional revenue by increasing PDST: 1**) institutionalize the biennial Sacramento trip and ensure that every student is able to experience law-making in the State Capital; 2) launch a visiting professorship/practitioner position in which we tap into the local pool of policy leaders to augment existing professional development opportunities, as well as increase networking opportunities, for our students; 3) institutionalize a biennial Public Policy Forum to occur in years where the students do not visit Sacramento (see #1 above); 4) increase the funding provided to our students for participation in local and national conferences; and 5) increase financial offers in order to attract strong applicants and improve applicant yield.** Additional information on each goal is below:

(1) **Sacramento Policy Trip (*Linked to Excellence and Career Development*)**
    The Sacramento policy trip supplements MPP coursework with a real-world public policy experience. The students depart for Sacramento in the morning, check into their hotel, and then attend a reception sponsored and hosted by the MPP. The next day is scheduled out from 8am until 3:30pm, and then we head to the airport to return to Orange County. Students are able to meet with lawmakers during the trip, which provides students with both important educational lessons as well as networking opportunities in the field. Currently, the MPP covers all travel, lodging and dining expenses. If the proposed increase is not approved, the trip would likely be offered as an optional excursion for students pending their willingness to pay their individual travel expenses. It should be noted that the costs incurred by each student for lodging and airfare alone would be greater than the proposed annual increases in PDST. This year we will begin to implement a survey to gauge student satisfaction with their experience in Sacramento. We will ask students to report any interviews and/or offers of employment that directly result from the connections made by the students.

(2) **Visiting Professor/Practitioner Hire (*Linked to Excellence and Career Development*)**
    Many of our competitors' MPP programs, both locally and nationally, are embedded within the structure of a School. While there are pedagogical benefits to our interdisciplinary approach, which draws upon multiple schools on our campus, we lack

sufficient administrative support. This is especially true in terms of the development of networking opportunities for both summer internship and post-graduate employment. By hiring a locally recognized professional who is well-connected in the local policy environment we expect to gain greater access to information pertaining to job opportunities; identify experts to help with resume / job seeking skills and practices; cultivate clients for our Capstone Projects; and provide professional mentorship to our students. The skill set we seek is well beyond the ordinary scope of expertise that one can expect from the hiring of most adjunct professors or lecturers. Initial funding for this position will be supported from the School of Social Ecology's Dean's Office, but the long-term sustainability of the position is dependent upon an increase in PDST resources.

(3) Public Policy Forum (*Linked to Excellence and Career Development*)
The MPP program sponsored a very successful inaugural Policy Forum in May 2018 on the topic of homelessness. In addition to bringing in a Keynote Speaker to share experiences from Seattle, Washington, the panels and audience included local stakeholders on the front line of addressing homelessness in Orange County. The forum provided students with exposure to internship and employment sites (in fact, one student secured an internship at American Family Housing of Santa Ana, CA and is now being offered employment there after she graduates in June, 2019). The Forum also helped to raise the stature and visibility of the program, its faculty, and its students within local policy circles. We will administer surveys to students, participants, and attendees to gather feedback on their level of satisfaction with the Forum. We will also document the students' success in making connections that lead to interviews and offers of employment that directly result from participation in the Forum. It is also expected that the Forum participants will become regular contributors to the MPP either by offering summer internships, making small financial gifts to the MPP, or serving as clients for future research/Capstone opportunities. The PDST revenue will fund the Policy Forum in the years when the biennial trip to Sacramento is not offered.

(4) Funding for Student Participation in Conferences *(Linked to Excellence and Career Development*)
The MPP program currently offers each student $300 to attend local and national policy related conferences and we have been an active co-sponsor of the Western Regional Student Conference of the Association of Public Policy and Management (APPAM) from its inception. This year, we host the conference on the campus of UCI (April 12th – 13th) and will incur administrative costs beyond the amount that is shared by participating institutions such as UCLA, the RAND Pardee Graduate School, UCR, UCSD, the University of Southern California, Pepperdine University and the Claremont Graduate Schools. We will likely host the conference on a revolving basis with each local institution taking a turn. In addition, the current level of funding ($300) is not sufficient to support student travel to these important conferences, so we intend to increase the funding to $500 annually per student.

(5) Increased Offers of Financial Aid (*Linked to Excellence, Access, Inclusion and Affordability*)

The MPP program – more so than highly ranked programs - is heavily reliant on delivering strong financial aid offers in order to compete for the best students against both (A) established programs and (B) newly launched regional programs. Further, improving student financial aid offers allows students to pursue public policy internships (often unpaid, but critical to career outcomes) instead of part-time paid work outside of the discipline. For the incoming cohort in fall 2018, 67% of students received a fellowship with the average amount being $12,000. The current fellowship levels are possible only because we have drawn down on the initial funding allocated for the launch of the MPP. If the proposed PDST levels are approved, we will be able to increase fellowship offerings – **with a slight eye towards need-based** – without taxing the regular operating budget. We're also projecting to distribute a significant portion of increased aid from new PDST revenue to students from low socio-economic backgrounds in order to maintain our track record of enrolling a high percentage (~55% on average over three years) of Pell recipients.

Success for all professional programs is measured by the ability of the programs' graduates in securing well-paying jobs in the fields of their choice. We will enhance our current alumni outreach efforts by tracking career placement data more closely.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 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	$5,186	$0	$0	$0	$0	$0	$5,186
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$0	$27,512	$7,620	$41,484	$10,001	$29,059	$115,676
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$275,833	$27,512	$7,620	$41,484	$10,001	$29,059	$391,509
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)	$30,000	$13,756	$3,810	$20,742	$5,000	$14,530	$87,838
Total use/projected use of revenue	$311,019	$68,781	$19,050	$103,710	$25,002	$72,648	$600,210

Additional Comments:
MPP projects to use additional PDST revenue to fund (1) financial aid (approximately 40% of additional annual revenue), (b) a visiting professor / practitioner (approximately 40% of additional revenue) and (c) an alternating annual student trip to Sacramento or campus policy forum (approximately 20% of additional revenue – located in "Other").

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

The MPP is committed to maintaining an affordable program and the current PDST level is significantly *below* the rates assessed at competitor programs across the UC system (specifically, 26% below that of UCLA, 22% below that of UCSD, and 18% below that of Riverside). In addition to offering a competitive base PDST rate, the MPP Program actively pursues cost-cutting and expense offset opportunities. The MPP program runs a lean staff model whereby primary support is managed by a single staff Assistant Director. Further, the MPP Director leads fundraising efforts in conjunction with his Director's Leadership Committee. Fundraising efforts are focused on support for the MPP student organization known as the Public Policy Student Association (PPSA). The Director has also worked with donors to obtain sponsorships for catering at major events, including the MPP Capstone Presentation. Most clients come from the not-for-profit sector and rely on the uncompensated labor of students to perform meaningful policy analysis that is outside the expertise of the sponsoring agency. Only in two instances (The Los Angeles Police Department and the Public Law Center) has the client been in a position to provide minimal financial support for research related travel and office materials and supplies. The capstone experience, however, affords our students invaluable real-world experiences that can enhance their resume. Furthermore, the final written product is often used as supporting material when applying for jobs or can be referenced during the interview process. On several occasions students were able to present their findings at local conferences and meetings. The client was able to cover meeting registration fees for the student attendees and presenters.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	28	30	30	30	30	35
Domestic Nonresident	2	5	5	10	10	10
International	11	15	15	20	20	20
Total	42	50	50	60	60	65

Additional Comments: N/A

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	%	$	%	$	%	$	%	$	%	$
Residents																
University of Michigan, Ann Arbor (public)	$26,808	$27,612	$28,441	$29,294	$30,173	$31,078	3%	$804	3%	$828	3%	$853	3%	$879	3%	$905
University of Maryland (public)	$22,668	$23,348	$24,048	$24,769	$25,512	$26,277	3%	$680	3%	$700	3%	$721	3%	$743	3%	$765
Arizona State (public)	$14,000	$14,420	$14,853	$15,299	$15,758	$16,231	3%	$420	3%	$433	3%	$446	3%	$459	3%	$473
USC (private)	$45,861	$47,237	$48,654	$50,114	$51,617	$53,166	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,504	3%	$1,548
Public Average	$21,159	$21,793	$22,447	$23,121	$23,814	$24,529	3%	$635	3%	$654	3%	$673	3%	$694	3%	$714
Private Average	$45,861	$47,237	$48,654	$50,114	$51,617	$53,166	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,504	3%	$1,548
Public and Private Average	$27,334	$28,154	$28,999	$29,869	$30,765	$31,688	3%	$820	3%	$845	3%	$870	3%	$896	3%	$923
University of CA, Irvine	**$20,577**	**$21,340**	**$22,128**	**$22,951**	**$23,805**	**$24,701**	**4%**	**$763**	**4%**	**$788**	**4%**	**$823**	**4%**	**$854**	**4%**	**$896**
Nonresidents																
University of Michigan, Ann Arbor (public)	$47,952	$49,391	$50,872	$52,398	$53,970	$55,590	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,572	3%	$1,619
University of Maryland (public)	$47,436	$48,859	$50,325	$51,835	$53,390	$54,991	3%	$1,423	3%	$1,466	3%	$1,510	3%	$1,555	3%	$1,602
Arizona State (public)	$24,000	$24,720	$25,462	$26,225	$27,012	$27,823	3%	$720	3%	$742	3%	$764	3%	$787	3%	$810
USC (private)	$45,861	$47,237	$48,654	$50,114	$51,617	$53,166	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,504	3%	$1,548
Public Average	$39,796	$40,990	$42,220	$43,486	$44,791	$46,134	3%	$1,194	3%	$1,230	3%	$1,267	3%	$1,305	3%	$1,344
Private Average	$45,861	$47,237	$48,654	$50,114	$51,617	$53,166	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,504	3%	$1,548
Public and Private Average	$41,312	$42,552	$43,828	$45,143	$46,497	$47,892	3%	$1,239	3%	$1,277	3%	$1,315	3%	$1,354	3%	$1,395
University of CA, Irvine	**$32,822**	**$33,585**	**$34,373**	**$35,196**	**$36,050**	**$36,946**	**2%**	**$763**	**2%**	**$788**	**2%**	**$823**	**2%**	**$854**	**2%**	**$896**

First Year Annual Charges

Source(s):
University websites: http://fordschool.umich.edu/mpp-mpa/mpp
https://www.publicpolicy.umd.edu/graduate/masters/masters-of-public-policy
https://spa.asu.edu/mpp
https://priceschool.usc.edu/programs/masters/mpp/
Additional Comments: N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

USC is chosen as the private comparison school, as historically many of UCI's MPP applicants have accepted offers at this institution. USC is, indeed, a direct competitor with our program. For public institutions, we have chosen three peers that share the same core curriculum and the same time to degree as UCI MPP. We have not included programs with condensed one-year timeframes or programs that do not share the same core curriculum. Michigan has been chosen as an aspirational program. UCI MPP has only existed since 2011; we believe that the next five years will be an opportunity for the program to mature. Now that several cohorts have graduated, we will be able to tap into an alumni network. In addition, the program will become more seasoned in faculty advising and professional development. We anticipate that these developments will make us competitive with Michigan in five years.

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

UCI MPP is well below comparison private institutions from a student cost standpoint for residents as well as nonresidents. UCI is likewise competitive from a student cost standpoint in comparison to the average annual charge assessed to residents and nonresidents by public institutions. For residents, UCI's first-year annual charges relative to the public average are lower or on par for every year of this plan. For nonresidents, UCI's first-year annual charges relative to the public average are lower for every year of this plan.

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

UCI MPP is distinct from all comparison programs in that it focuses on Southern California as a laboratory for public policy issues. The greater Orange County community provides our students with the perfect laboratory to study critical policy issues that are affecting the nation (and beyond.) California is recognized as a policy innovator because it has faced pressing issues such as immigration, prison overcrowding, minimum wage reform, and sea-level rise. Orange County is becoming increasingly diverse with a

multicultural population base that varies greatly in terms of social and economic status. The varied landscape highlights the need to create policies that carefully balance the competing interests of local constituencies. Our focus on the local community, however, does not inhibit students' ability to take the training we offer and apply it to a national or international context.

No one discipline, no one methodology, and no single analytical tool will provide "the answer" sought to address most complex issues. While many MPP programs tend to focus predominantly on the use of quantitative methods to evaluate policy outcomes, our MPP program prides itself on taking a more complete view of the policy process by requiring students to understand the roles that social movements and advocacy play in shaping policy outcomes. In addition to offering training in quantitative methods, students are also introduced to the qualitative methods that make unpacking complex issues possible. Students are given the opportunity to delve into Southern California-based policy issues within their coursework and during the two-quarter Capstone Project where they are assigned with a Southern-California-based client.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	7%	6%	3%	5%	5%	6%
Chicana(o)/Latina(o)	17%	21%	19%	33%	20%	14%
American Indian	2%	2%	3%	0%	1%	0%
Subtotal Underrepresented	*26%*	*30%*	*24%*	*38%*	*26%*	*20%*
Asian/East Indian	4%	13%	16%	14%	7%	17%
White	17%	17%	19%	19%	50%	32%
Other/ Unknown	13%	11%	5%	2%	4%	7%
International	39%	30%	35%	26%	13%	25%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	43%	53%	70%	N/A	N/A	N/A
Gender						
% Male	40%	48%	64%	24%	57%	48%
% Female	60%	52%	35%	74%	43%	52%

Notes:
Some of the figures in this table may not appear to sum correctly due to automatic rounding by spreadsheet.

Sources:
UC ethnicity, socioeconomic status: UC Corporate data (UCI OIR data used for Fall 2018)
Comparison institutions: Private: USC; Public: Arizona State; Pell grant information unavailable
https://priceschool.usc.edu/programs/masters/mpp/
https://spa.asu.edu/mpp

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The MPP program supports consistent enrollment of underrepresented groups (>26% on average over the past three years). We are on par with, if not exceeding, competitor programs in terms of racial and ethnic diversity. The main strategy for increasing enrollment from these groups is participation in recruitment activities that give access to U.S. domestic underrepresented minority students. The MPP program has participated in Idealist Graduate Recruitment Fairs – across the country - since the inception of the program. The fairs, held in major cities around the US, include strong attendance by this target demographic. MPP aims to introduce the program to these students in order to encourage them to apply, and ultimately, to attend UCI MPP. We have also identified a number of professional policy organizations that cater to specific underserved populations such as the Latino Congressional Caucus and the Legislative Black Caucus.

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?

UCI MPP consistently enrolls students from low socioeconomic backgrounds, including 70% Pell recipients in 2017-18. The program has offered fellowships to these students in order to encourage enrollment. Furthermore, the program highlights UCI campus resources during the MPP orientation in order to ensure that students have access to services they need to succeed. We're expecting our percentage of Pell recipients to regress slightly towards the mean, since the 70% mark in 2017 was historically high and we do not have enough data to confirm whether that rate is an outlier or indicative of a larger, sustainable trend.

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 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?

Historically, the MPP program performs well in regards to gender parity, averaging a nearly 50/50 split over the past three combined academic years ending in AY17-18. The program attempts to support all students regardless of gender, and the program Director

holds open office hours for students expressing any concerns. Over the last three years, the gender ratio has differed significantly from year to year. This is to be expected in a program that has an average enrollment of 20 students per cohort; one or two students would have a major impact on the ratio.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The MPP program expects a balanced composition of students and we project recent historical trends to hold (i.e., the MPP program is expected to enroll underrepresented minorities, Pell recipients and woman at a percentage rate comparable, if not exceeding, the rates of our competitor programs). MPP intends to continue participation in recruitment activities, including Idealist Fairs, which create opportunities for communication with interested prospective students from all demographics.

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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18	Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**	*Ethnicity*		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	2.9%	2.7%	2.4%	Black/Afr-American	Domestic	3.4%	3.1%	2.8%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	4.4%	6.7%	7.1%	Chicano(a)/Latino(a)	Domestic	5.1%	7.7%	8.5%
	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%
Asian/Pac Is	Domestic	14.7%	14.7%	14.3%	Asian/Pac Is	Domestic	13.6%	12.3%	12.7%
	International	0.0%	1.3%	1.2%		International	0.0%	1.5%	1.4%
White	Domestic	77.9%	73.3%	72.6%	White	Domestic	78.0%	75.4%	74.6%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	1.3%	1.2%	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		**2015-16**	**2016-17**	**2017-18**	*Percentage by Gender*		**2015-16**	**2016-17**	**2017-18**
	Female	50.0%	52.0%	56.0%		Female	47.5%	50.8%	54.9%
	Male	50.0%	48.0%	44.0%		Male	52.5%	49.2%	45.1%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Because we are neither a school nor a single department, the MPP does not directly control the recruitment of faculty. Therefore, our recruitment strategy is tied to the recruitment of faculty in the departments within Social Ecology and Social Science. These two departments have demonstrated a commitment to recruiting and retaining a diverse faculty through (a) additional recruitment outreach, (b) active participation in the UC Presidential Postdoctoral Recruitment Program, and (c) consultations with the internal Social Ecology Faculty Equity Advisor. Furthermore, the Department of Urban Planning and Public Policy at UCI intends to recruit another faculty member – with an anticipated start date in July 2019 - dedicated to supporting the MPP program.

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 two main goals/strategies are to (1) increase fellowship offers to incoming students in need and to (2) assist students in acquiring employment after graduation. During the application review process, a comprehensive look at each student allows the Admissions Committee to determine the fellowship financial award. The MPP program compiles a list of alumni employment in order to assess the success of professional development initiatives. We are continuously brainstorming how to better equip graduating students with employment tools and believe the Sacramento trip is a major step in this endeavor. For the 2018-19 academic year, 56% of first year students and 71% of second year students are receiving fellowships. For first year students, the average fellowship amount is $6,760 and for second year students the average fellowship amount is $3,600. The MPP program intends to continue to offer fellowships to the majority of students as it presently does, in order to mitigate financial burdens.

The program plans to evaluate success in meeting its financial goals by surveying students upon graduation starting in Spring 2019. Graduating students will be asked to provide information about debt; in addition, employment information will be surveyed, including status, sector (private, public, and non-profit), and salary. We are also seeing a number of our students apply to doctoral programs, and it is important that we take into account such students who have not entered the labor force by choice.

The two main financial aid/affordability goals, and respective plans to measure each, are as follows:

(1) Increase Fellowship Offers to Incoming Students in Need

Fellowships are awarded upon the completion of a comprehensive review process of each application by the Admission Committee. The MPP program intends to continue to offer fellowships to the majority of students as it presently does, in order to mitigate financial burdens. Measures of success will include (a) the percentage of students receiving fellowships, (b) the average amount of each fellowship, (c) the percentage of low income students matriculated in the program, (d) the percentage of alumni employed in public interest careers, and (e) the level of alumni indebtedness.

(2) Assist Students in Acquiring Employment / Careers after Graduation

The MPP program believes a critical component of overall program affordability is ensuring students receive a positive return on their investment. The program is thus continuously exploring opportunities to better equip graduating students with employment tools. The aforementioned Sacramento trip is, in particular, a significant step in this endeavor. The program plans to evaluate success in meeting its financial goals by surveying students upon graduation starting in Spring 2019. Measures of success will include (a) the percentage of alumni employed, (b) alumni salary data, (c) the percentage of alumni enrolled in doctoral programs, and (d) the percentage of alumni employed by sector.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	N/A	N/A	53%	33%	50%	24%	29%
Cumulative Debt among Students with Debt	N/A	N/A	$69,397	$66,979	$57,090	$54,130	$51,532

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 data show a downward trend in student indebtedness, both in terms of (1) percentage of students with debt and (2) cumulative debt among students with debt. We believe that this trend will continue for the next two years, as financial awards to students have increased.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	29%	$51,532	$50,000	15%
Public comparisons	N/A	N/A	$50,000	N/A
Private comparisons	N/A	N/A	$50,000	N/A

Sources: Arizona State and USC websites
UC: Corporate data
Comparison institutions: https://priceschool.usc.edu/programs/masters/mpp/
https://spa.asu.edu/mpp

Additional Comments: N/A

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

The manageability of student loan debt for our graduates remains a concern, however, 71% of UCI MPP students graduate debt-free in comparison to 57% at public comparisons – *despite* significant cost-of-living discrepancies between Orange County and the regions where our comparison public institutions are located. In addition, we believe the relative high average debt at graduation among student with debt in 2016-17 is a function of the small sample size (29% of graduating students in 2016-17 equates to seven total students). Lastly, we believe further investment in professional development activities – supported by an increase in PDST funding – will ultimately provide improved income opportunities for graduating students.

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

The MPP program supports enrolled students who pursue unpaid public interest internships by providing summer stipends between year one and year two. Students who take on unpaid internships are usually granted a larger summer stipend than other students in order to offset the challenges that come with an unpaid position. In addition, the majority of students receive a fellowship during the academic year. The goal of this fellowship is to mitigate financial burdens and to allow students to take on internships, which are usually unpaid opportunities with non-profit organizations and local government; these positions usually focus on underserved populations.

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?

Public sector jobs generally do pay less than private sector jobs and the UCI MPP program recently placed students in the policy field at both Microsoft and Amazon. However, we continue to believe public sector employment remains a viable option for UCI MPP students given (1) the majority of students - 71% in the most recent year of data - graduate with no debt and (2) the program costs significantly less than MBA programs focused on the private sector. To ensure public sector employment remains a viable option, we are improving our efforts to collect alumni income data and regularly reach out to former students to help build a comprehensive database. UCI also provides Financial Aid counselors. This information is incomplete, but we will share those data with campus officials once the collection is completed. Anecdotally, our graduates' pay is commensurate with what other students from similar programs are being offered, especially given that most salary ranges are tied to a government scale. The MPP program and School of Social Ecology do not provide information about PSLF programs; students are able to obtain this information from UCI's Office of Financial Aid. In addition, the Office of Financial Aid refers students to Federal Government resources about these programs.

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

During all recruitment activities, the MPP Director and Assistant Director share information about financial aid. Topics include fellowship awards, summer stipends, and TA opportunities. Students are also referred to the UCI Financial Aid Office for information about loans and outside scholarships.

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

Once we complete the survey of alumni noted above, these data will be made available to all current and prospective students. The information in the debt table has not been shared with MPP students in the past. Beginning in the 2018-19 academic year, this information will be shared with all students.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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).

<u>**Consultation with students in the program (or likely to be in the program)**</u>

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

☐ (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

☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 met with the MPP students (both the first and second year cohorts) to discuss the proposal at our annual "MPP Boot Camp" on Friday, September 28th. We carefully covered the proposed increase and explained that it would be used to support additional professional development opportunities, institutionalize the Sacramento trip on a biennial basis, support the hiring of a practitioner from the local policy community and maintain (and increase when possible) the high level of fellowships the program is able to offer.

The students thoughtfully asked about alternative ways to fund the above opportunities, asking specifically about "fund raising" opportunities. One of our students wondered if we might be able host an event at DelMar Race Track during the horse racing season akin to what other not-for-profit groups the student was aware of had done in the past. Though such opportunities should never be ruled out, the MPP leadership noted that the MPP program at this point in time does not have a sufficiently large alumni base upon which to draw for such an event. We did, however, discuss ways that we might be able to target our MPP alumni (just over 100) for smaller gifts of $50 - $250 towards the program. It turns out that a current student works in the campus development office and volunteered to work with the MPP director on a targeted effort to raise money from alumni. However, it was noted that the expected success of such a campaign would not meet the funds needed to elevate the program to the degree necessary.

After a substantive discussion, the students voted unanimously to support the proposed increases.

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 must be provided by the program.

☒ Plan shared with _____AGS President Michelle Herrera_____ on ___9/27/18___ .

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: No feedback was provided as of the 11/16/18 submission date.

☐ If applicable, plan shared with _____ .

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.

☐ Agenda item at a regularly scheduled faculty meeting

☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the 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): The PDST was discussed with the current 5 person Steering Committee of the MPP in early September and there was unanimous support for the plan.

IX.e. Below, please 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 Steering Committee (comprised of a total of 5 faculty members from the departments of Urban Planning and Public Policy, Criminology, Law and Society and Political Science) fully support the need to increase PDST for the purpose of providing the best possible educational and professional experience to our students. The committee felt than anything less than a 5% increase (per year) would put the program at a greater disadvantage to our competitors who not only charge a higher Professional Fee, but historically also increase their fees by 5% per year.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Dean Frances Leslie_____ on ____9/27/18_____ .
                   Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on ____11/13/18_____ .
                   Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$9,261	$9,492	$9,729	$9,972	$10,221	$10,476	2.5%	$231	2.5%	$237	2.5%	$243	2.5%	$249	2.5%	$255
Prof. Degr. Suppl. Tuition (Nonresident)	$9,261	$9,492	$9,729	$9,972	$10,221	$10,476	2.5%	$231	2.5%	$237	2.5%	$243	2.5%	$249	2.5%	$255
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$383	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$22,207**	**$22,838**	**$23,480**	**$24,147**	**$24,832**	**$25,541**	2.8%	$631	2.8%	$643	2.8%	$667	2.8%	$685	2.9%	$709
Total Fees (Nonresident)	**$34,452**	**$35,083**	**$35,725**	**$36,392**	**$37,077**	**$37,786**	1.8%	$631	1.8%	$643	1.9%	$667	1.9%	$685	1.9%	$709

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

UCLA Architecture and Urban Design (AUD) will be requesting a 2.5% fee increase annually, over the next five academic years.

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

UCLA Architecture and Urban Design's Master of Architecture (M.Arch.I) program was launched in 1970. It is a three-year professional degree program that prepares students for the practice of architecture and focuses on what architects may bring to bear on today's complex cultural, ecological, political, and technological questions. The M.Arch.I program is accredited by the National Architectural Accrediting Board (NAAB), allowing graduates to pursue professional licensure according to guidelines that vary by state. Graduates holding F-1 visas are eligible for up to two years of Optional Practical Training (OPT) extension due to the degree program's STEM eligibility.

The program accepts students holding a broad range of undergraduate degrees. Approximately fifty percent of the students have prior training in architecture. The varied educational backgrounds of students are an asset to the program, strengthening the interdisciplinarity of architectural 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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Architecture and Urban Design's (AUD) last multi-year plan covered FY16-17 through FY18-19. As outlined in the last multi-year plan, AUD's primary goals were to:

1. **Maintain and advance the quality of our nationally accredited program by supporting faculty and student services.** Last year, our graduate programs were ranked sixth in the U.S. by DesignIntelligence and first among public universities.[1] We have expanded our recruitment efforts to attract talented students and faculty. Specifically, we have used revenue to compensate a number of adjunct faculty for teaching. The adjunct faculty paid with PDST revenue have taught in the department for longer than eight years. These experienced teachers/architects bridge theory and practice and support the curriculum by introducing professional best practices. Without PDST revenue, the department does not have the discretionary funding to compensate these highly qualified individuals. Through alumni engagement efforts, we have created career advancement opportunities for our students and organized career development events including a Career Day and Portfolio Workshops. We used PDST revenue to invite guest critics with diverse perspectives and opinions to participate in midterm and end-of-term project reviews. In addition, we have expanded our outreach to the larger professional and academic communities by offering AUD-supported travel opportunities, free or discounted entrance to industry events, and workshops with visiting professors and professionals.

2. **Ensure access for qualified students through fellowships.** As a public institution, our mandate is to maintain the accessibility of our programs to a socially, economically, and racially diverse population. This mandate is not only critical in our role as part of a public university, but it ensures that our students represent the urban communities they will transform through design and professional engagement. It was our goal that no student should be discouraged from enrolling in the program due to financial considerations. We have used PDST revenue to offer admitted and continuing student fellowships to support students from a wide range of backgrounds and those with financial need. A significant portion of Professional Supplemental Tuition revenue was redirected to student support, in addition to other department-administered opportunities for financial support. Every student who documented financial need received funding from PDST revenue over the course of our last multi-year plan.

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[1] Fixsen, A. and Stephens, S. (2017, September 1). Top Architecture Schools of 2018. Retrieved from https://www.architecturalrecord.com/. May be seen online at: *https://www.architecturalrecord.com/articles/12966-top-architecture-schools-of-2018?v=preview.* Applies to both points.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

This five year proposal reflects an increase at or near the rate of inflation in order to to maintain current program standards and quality. Since initiating PDST in 2010, we have used revenue to benefit students in the five main areas described below. Our goals are to support students intellectually, creatively, and financially; to provide enriching educational and career development opportunities; and to improve student access to educational resources and instructional experiences such as workshops and field work. Without the proposed PDST increase, we will struggle to offer our public program series and career development services, and we will be unable to address equipment, furnishings, and infrastructural deficits that exist in our campus home, Perloff Hall. If the proposed PDST increase is not approved, this will also erode student support and fellowship revenue.

1. **Student Recruitment:** The quality of our M.Arch.I program depends on our ability to attract talented and engaged students. This student community elevates our discussions and creative production, improving educational outcomes overall. Importantly, we are committed to improving access to architectural education for underrepresented minorities. As a public university, we have fewer recruitment fellowships to offer than our private, well-funded competitors. As such we must work even harder to attract students, many of whom are highly sought-after due to widespread institutional concern for improving access to higher education and increasing student body diversity. Additional PDST revenue will allow us to maintain the present value of our fellowship funding packages.

2. **Career Development Opportunities:** Additional PDST revenue will allow us to maintain and expand our current career development programming. To expand our Career Day event, we are improving communications and outreach to our alumni network and expanding our ties to the architecture and urban design community in Los Angeles, nationally, and internationally. We will use additional PDST revenue for faculty and students to attend national conferences. This will improve career opportunities for students and will support development activities for student scholarships. Our Director of Outreach will update contact lists, contact alumni, and enlist alumni and professionals to participate in the career development events we produce for students.

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3. **Need-based Scholarships:** As described above, ensuring that students are not discouraged from enrolling because of financial considerations is a department priority. Need-based scholarships enhance the accessibility of our programs as well as a diversity of backgrounds and perspectives to ensure that all communities benefit from and influence design. Need-based scholarships will continue to be a priority for AUD. Additional PDST revenue will allow us to maintain the present value of our need-based scholarship distribution.

4. **Public and Special Events:** Additional PDST revenue will allow us to continue to host a public lecture series and to mount annual exhibitions. Our PDST request is meant to maintain these activities. AUD organizes an annual lecture series that brings a diverse range of speakers in architecture and urban design as well as related fields – art, technology, science, engineering – to UCLA. We see this as a critical part of our students' education and exposure to today's cultural, ecological, political and technological challenges. These are important networking events for students and faculty. They are also a part of department career development activities. Additionally, we stage several exhibitions of student work throughout the year. In addition to expanding audiences for the work of our students, these programs are an opportunity for the UCLA community and larger public to learn about the issues of concern to our students and faculty, as well as forge partnerships with corporate partners and potential donors.

5. **Building Maintenance and Upgrades:** The tools and curricula of architecture and urban design are rapidly changing research, design and construction in all aspects of the built environment. While we continue to provide a first-class education, our facilities have not kept pace with technological and pedagogical changes in education or the growth of AUD enrollment. Our role is to prepare students for a career in the field and providing instruction with the tools and formats of the profession is expected. Computer-aided production of models and drawings is ubiquitous in the profession and our machines are not keeping pace with those used in practice. In addition, the driving force behind an architectural education at AUD is project-based, collaborative learning, but our classrooms and studios are in need of upgrades to support these collaborative learning formats. A portion of the PDST will support improvements to our fabrication shop and classroom learning spaces. These spaces are currently below standards set by the facilities of competitive institutions. We have far too few pieces of equipment for our enrollment sizes. The equipment we have is in need of decommissioning, replacement and expansion. We do not have a computer lab large enough to support our faculty who teach software requiring hands on tutorials. Our classrooms have inadequate acoustics, lighting, power and furnishings necessary for the project-based learning that is core to our teaching. These issues will be incrementally addressed with funding from the PDST but should be addressed institutionally. The University faces a significant deferred maintenance challenge in Perloff Hall, the home of the program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$260,700	$6,503	$6,672	$6,841	$7,009	$7,178	$294,903
Benefits/UCRP Cost	$85,738	$2,139	$2,194	$2,250	$2,305	$2,361	$96,986
Providing Student Services	$121,847	$3,039	$3,118	$3,197	$3,276	$3,355	$137,833
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	$50,000	$1,247	$1,280	$1,312	$1,344	$1,377	$56,560
Providing Student Financial Aid	$385,875	$9,625	$9,875	$10,125	$10,375	$10,625	$436,500
Other Non-salary Cost Increases	$50,000	$1,247	$1,280	$1,312	$1,344	$1,377	$56,560
Facilities Expansion/Renewal	$50,000	$1,247	$1,280	$1,312	$1,344	$1,377	$56,560
Other (Please explain in the "Additional Comments" below)	$153,465	$3,828	$3,927	$4,027	$4,126	$4,226	$173,599
Total use/projected use of revenue	$1,157,625	$28,875	$29,625	$30,375	$31,125	$31,875	$1,309,500

Additional Comments:

The planned expenditures are based on the department's **2018-19** budgeted figures. We have increased 2018-19 figures by **2.5%** across the years following for Communications (Other Non-salary Cost Increases) and Facilities Expansion/Renewal costs.

The revenue for 2017-18 comes from 120 PDST-paying students (accounting for student leaves of absence), whereas the revenue and expenses for 2018-19 are based on a predicted annual enrollment of 125. Leave of absences are uncommon and when they do occur, they reflect the strength of architectural practice. Indeed, students are occasionally asked to extend summer internships and elect to continue working for career development. Additionally, the department used gift funding in 2017-18 and again in 2018-19 to secure the balance of the 33% student support mandate. These were one-time gift funds dedicated to student scholarships.

"Other" is for administrative support, and materials and supplies. Included in "other" are fees to cover the campus assessment and costs for exhibition mounting and carpentry supplies.

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.

AUD has consistently pursued outside funding for many of its current programs and initiatives, including gifts from individual donors, foundations and corporate partners. In April 2018, the department created a new role, Director of Outreach, to assist the department chair in early development cultivation, to research and prepare grant and gift proposals, and to plan and execute the department initiatives outlined in Section III.a. Development is centralized within the School of Arts and Architecture but these efforts are meant to assist with communicating our needs and cultivating our relationships to complement and extend School development efforts.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	50	43	43	43	43	43
Domestic Nonresident	31	30	30	30	30	30
International	59	52	52	52	52	52
Total	140	125	125	125	125	125

Additional Comments

Our enrollment in 2018-19 was unexpectedly high and resulted in unsustainable overcrowding of classes, classrooms, studios and workshops. Since this enrollment is inconsistent with prior years, we are predicting enrollment that is consistent with prior trends and not based on the 2018-19 cycle. The enrollment noted above optimizes class size and demand on existing facilities and equipment. Increases to enrollment would require substantial investments in faculty and staff FTE, facilities, and equipment by the University. The enrollment figures noted for 2019-20 through 2023-24 reflect international enrollment expectations that are consistent with larger national trends in architectural education.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Virginia (Public)	$20,025	$20,626	$21,245	$21,882	$22,538	$23,214	3.0%	$601	3.0%	$619	3.0%	$637	3.0%	$656	3.0%	$676
Ohio State (Public)	$12,935	$13,323	$13,723	$14,134	$14,558	$14,995	3.0%	$388	3.0%	$400	3.0%	$412	3.0%	$424	3.0%	$437
University of Michigan (Public)	$30,468	$31,382	$32,324	$33,293	$34,292	$35,321	3.0%	$914	3.0%	$941	3.0%	$970	3.0%	$999	3.0%	$1,029
Cornell (Private)	$54,668	$56,308	$57,997	$59,737	$61,529	$63,375	3.0%	$1,640	3.0%	$1,689	3.0%	$1,740	3.0%	$1,792	3.0%	$1,846
Upenn (Private)	$51,458	$53,002	$54,592	$56,230	$57,916	$59,654	3.0%	$1,544	3.0%	$1,590	3.0%	$1,638	3.0%	$1,687	3.0%	$1,737
Yale (Private)	$50,990	$52,520	$54,095	$55,718	$57,390	$59,111	3.0%	$1,530	3.0%	$1,576	3.0%	$1,623	3.0%	$1,672	3.0%	$1,722
Public Average	$21,143	$21,777	$22,430	$23,103	$23,796	$24,510	3.0%	$634	3.0%	$653	3.0%	$673	3.0%	$693	3.0%	$714
Private Average	$52,372	$53,943	$55,561	$57,228	$58,945	$60,714	3.0%	$1,571	3.0%	$1,618	3.0%	$1,667	3.0%	$1,717	3.0%	$1,768
Public and Private Average	$36,757	$37,860	$38,996	$40,166	$41,371	$42,612	3.0%	$1,103	3.0%	$1,136	3.0%	$1,170	3.0%	$1,205	3.0%	$1,241
Your program	$22,207	$22,838	$23,480	$24,147	$24,832	$25,541	2.8%	$631	2.8%	$642	2.8%	$667	2.8%	$685	2.9%	$709
Nonresidents																
University of Virginia (Public)	$31,125	$32,059	$33,021	$34,011	$35,031	$36,082	3.0%	$934	3.0%	$962	3.0%	$991	3.0%	$1,020	3.0%	$1,051
Ohio State (Public)	$35,439	$36,502	$37,597	$38,725	$39,887	$41,084	3.0%	$1,063	3.0%	$1,095	3.0%	$1,128	3.0%	$1,162	3.0%	$1,197
University of Michigan (Public)	$46,406	$47,798	$49,232	$50,709	$52,230	$53,797	3.0%	$1,392	3.0%	$1,434	3.0%	$1,477	3.0%	$1,521	3.0%	$1,567
Cornell (Private)	$54,668	$56,308	$57,997	$59,737	$61,529	$63,375	3.0%	$1,640	3.0%	$1,689	3.0%	$1,740	3.0%	$1,792	3.0%	$1,846
Upenn (Private)	$51,458	$53,002	$54,592	$56,230	$57,916	$59,654	3.0%	$1,544	3.0%	$1,590	3.0%	$1,638	3.0%	$1,687	3.0%	$1,737
Yale (Private)	$50,990	$52,520	$54,095	$55,718	$57,390	$59,111	3.0%	$1,530	3.0%	$1,576	3.0%	$1,623	3.0%	$1,672	3.0%	$1,722
Public Average	$37,657	$38,786	$39,950	$41,148	$42,383	$43,654	3.0%	$1,130	3.0%	$1,164	3.0%	$1,198	3.0%	$1,234	3.0%	$1,271
Private Average	$52,372	$53,943	$55,561	$57,228	$58,945	$60,714	3.0%	$1,571	3.0%	$1,618	3.0%	$1,667	3.0%	$1,717	3.0%	$1,768
Public and Private Average	$45,014	$46,365	$47,756	$49,188	$50,664	$52,184	3.0%	$1,350	3.0%	$1,391	3.0%	$1,433	3.0%	$1,476	3.0%	$1,520
Your Program	$34,452	$35,083	$35,725	$36,392	$37,077	$37,786	1.8%	$631	1.8%	$642	1.9%	$667	1.9%	$685	1.9%	$709

Source(s):

University of Virginia http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3391#tuit_fees

Ohio State: http://gpadmissions.osu.edu/programs/program.aspx?prog=0017#&&tab=costs

University of Michigan https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=17&full_half_term=35&level_of_study=38

Cornell https://aap.cornell.edu/admissions/graduate/tuition

Upenn https://www.design.upenn.edu/graduate-admissions/tuition-and-financial-aid

Yale https://www.architecture.yale.edu/admissions/tuition

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The private institutions listed are among AUD's primary competitors for student applicants to the Master of Architecture I (M.Arch.I) program, offering programs of similar quality and recruiting similar candidate pools. Last year our graduate program ranked sixth among US schools and first among public institutions in a report by DesignIntelligence. The only other public program in the top ten was UC Berkeley, with whom we do not compete due to different program objectives. Yale, Cornell and Penn all ranked in the top seven and are closer competitors than Harvard, Columbia and MIT who rounded out the top seven. Yale, Cornell and Penn offer similar programs and demonstrate strength in design, technology and urbanism. This year our ranking was 13th, however this report was finished prior to publication. Rankings rely on alumni and professional outreach and reflect the standing of our graduates in the professional community as well as in a survey of academic leadership.

We chose a range of public schools with solid reputations who appear on the same ranking outlet. Michigan is a public competitor (ranked in top twenty) offering similar programs. Michigan is a competitor because it has better facilities and production resources, more student funding, and is located in an area with a lower cost of living. Virginia has a well-regarded and established program with emphasis on new technologies and urban design. UVA has fewer well-established faculty, however it has excellent facilities and is currently completing a $4 million technology lab to increase competitiveness. Virginia tuition is significantly less, however the program supports students and faculty with $75 million in annual development for scholarships, research and travel. A large and active alumni group keeps tuition costs low. Like Virginia, Michigan has a notable development program benefiting from its smaller community with less competition for charitable giving. The professional community gives to support educational quality and connect to future members of their workforce. Ohio State is well-recognized for the strength of design and theory teaching and has a graduate program of similar scale. They, too, have a robust development program like that of Virginia. All of the public programs have higher student-faculty ratios. The private programs have comparable student-faculty ratios.

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

While our fees exceed those of our public competitors for residents, they are lower than our public school competitors for nonresidents and lower for residents and nonresidents relative to our private comparators. Location, program quality, and program scale contribute to our higher fees. Indeed, our location in Los Angeles affects the cost of goods, services, personnel and benefits. The public comparison institutions listed are large public universities in locations with lower cost of living. These public schools were chosen because they have compatible pedagogies and support teaching with comparable technology and fabrication equipment. AUD does not have truly comparable public program competitors due to our relatively modest size (our public comparator programs are between 50% and 150% larger) and limited economies of scale. Our competitors are typically private programs, including numerous others that are not reflected in the list above.

Our fees reflect the economies of scale of a modestly scaled graduate program in a public university. Unlike other public programs, our M.Arch I program enrollment is limited by the size and condition of our physical facilities. Without additional space and resources, we cannot support higher student enrollment. Our PDST fee allows us to offer programming nearly compatible with private institutions at a tuition level midway between the fees of public institutions and our private university competitors. This tuition level reflects our top tier, experienced faculty, and our desirable faculty to student teaching ratio.

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

The quality of our M.Arch I program rivals the best of the competitive private programs chosen. Our program's exceptional quality is a result of its relatively small size, the student-faculty ratio of our design studios, and the design education delivered by leading practitioners and scholars. One of our strengths is our size – our student-faculty ratio is less than 12:1 while other programs typically range from 15:1 to 18:1. This allows students to have direct access to our world-renowned faculty. Many of our faculty bridge the worlds of professional design practice and scholarship, engaging a range of cultures and contexts to explore problems at many scales. Lastly, the scope of our alumni contributions to higher education and professional practice is a testament to the skills and knowledge developed while at UCLA.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	4%	2%	1%	1%	N/A	N/A
Chicana(o)/Latina(o)	7%	7%	6%	4%	N/A	N/A
American Indian	1%	1%	0%	0%	N/A	N/A
Subtotal Underrepresented	*12%*	*10%*	*7%*	*5%*	N/A	N/A
Asian/East Indian	18%	15%	13%	14%	N/A	N/A
White	29%	27%	34%	36%	N/A	N/A
Other/ Unknown	4%	2%	3%	3%	N/A	N/A
International	37%	47%	43%	42%	N/A	N/A
Total	100%	100%	100%	100%	N/A	N/A
Socioeconomic						
% Pell recipients	30%	24%	36%	N/A	N/A	N/A
Gender						
% Male	55%	51%	51%	45%	N/A	N/A
% Female	45%	49%	49%	55%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: {After reviewing both public and private comparison institutions' websites, we were unable to find any information on their programs' underrepresented student populations.}

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The Admissions and Fellowships Committees place a high priority on admitting and enrolling a racially and ethnically diverse incoming class. The committees use holistic review processes to evaluate and award fellowships to candidates. It is important to note that while the number of underrepresented minorities that enroll in the M. ARCH I program has decreased between 2015 and 2017, the department has admitted proportionally more underrepresented minorities than it has overall applicants. Specifically, this difference has been between 3 and 13 percentage points higher. Despite these efforts, the data above show declining URM enrollment. Given our small class size, some context for the data is needed. One student represents 2% of the average class size. Indeed, our URM enrollment numbers are very small, as is the variance between them. An increase in competition for URM students may account for the downward trend seen. Of utmost concern to our faculty is the low overall number of URM students studying architecture at UCLA and across the US. To address this, the department heavily recruits URM fellowship students following holistic applicant review. Recruits are typically offered more funding than other non-URM recruits and two members of the admissions committee call URM fellowship recruits and host them at open house events. The data above reflect enrollment but do not reflect the effort to attract URM candidates. In conversations with recruits the department has learned that URM admits who have been awarded fellowships are considering multiple offers during the admissions process, including fellowship offers from private institutions with a competitive advantage.

Importantly, the department makes significant efforts to improve the pipeline of URM students studying architecture before the graduate level. We offer introductory architecture courses during the summer to high school and college students. In 2016 we started offering a limited number of scholarships to recruit URM and low-income students to these pipeline programs. We are expanding this effort, offering six additional scholarships to high school students through a collaboration with the Los Angeles Unified School District and private donations starting in summer 2019. In 2016 we also began recruiting at annual National Organization of Minority Architects events. These efforts are not immediately reflected in graduate program data but are expected to affect URM enrollment in architecture at UCLA and at other institutions as well. We believe our efforts will improve overall trends in architectural education broadly and believe the efforts of other institutions will in turn contribute to URM enrollment trends at UCLA in the near future. Going forward we will continue to use these strategies for creating a robust level of racial/ethnic diversity and will further supplement our efforts as department resources allow.

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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?

We do not review Pell grant data reflecting our applicants' socio-economic backgrounds during the admissions process except when applicants elect to share financial need in supplemental statements. During admissions we use a holistic review to track the socio-economic background of students when this information is provided and to flag students for whom fellowship offers will increase educational access and reduce the burden of student loans. The department does not currently aggregate Pell grant data for subsequent review. Instead, we make every effort to contain the cost of fees for our students while simultaneously maintaining program excellence. The average Pell grant percentage over the past three years is 30%, but this last year enrollment was at 36%, up from 24%. This shows improvement in our reach to low income students. We are mindful of the growing cost of education even at public institutions like ours. We repeatedly provide information to prospective and enrolled students regarding funding. During our two public Open Houses and online recruiting efforts, applicants are provided information on funding opportunities. We share scholarship, grant and work opportunities with enrolled students regularly throughout the calendar year. The department employs student workers and maintains a job board to support student employment and career development. Additionally, we are soliciting the interest of professional practices in paid internship opportunities for our students and in career positions for our alumni. Lastly, our efforts in alumni cultivation are another effort to expand student access to quality employment during and following their studies at UCLA.

For additional information regarding our commitment to student support, please see section VI a. in VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY.

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 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 current M.Arch I cohort is composed of 76 females (55%) and 63 males (45%) and the department views this percentage as a positive indication of gender parity within the program. AUD includes a diverse cross section of our community, including female faculty and students, in all recruitment activities and makes teaching assignments with gender parity in mind. These efforts foreground the contributions of female faculty. The department also solicits the participation of female speakers in all public programming and among the ranks of visiting faculty to provide important role models to current and future students. Lastly, all teaching assistantships and summer teaching roles are filled with gender parity in mind. The department actively recruits women to

apply for these positions because they tend to apply at a lower rate than men. Without this outreach effort, we could not maintain teaching representation that matches student enrollment.

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

We expect that our recruitment efforts (detailed above) will improve URM and Pell Grant recipient enrollment among our student body, though we expect slow improvements. This is because we have noted widespread efforts to attract these applicants to graduate programs across the country and have lost many qualified candidates to better offers elsewhere. Despite our efforts to offer our largest fellowship packages to these admitted students, our take rate has been between 30% and 40% of offers. We are hopeful that the demographic shift we see in undergraduate populations will improve the diversity of future candidate pools. Our recruitment work now includes visiting minority architecture association events and offering full funding to socio-economically disadvantaged students in our summer programs. This year we increased need-based support for continuing students and offered additional fellowship funding. We are also mindful of our need to vigilantly address the composition of our students with respect to residency. We track this information for the purposes of accreditation reporting annually and this practice helps to keep these issues front of mind.

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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	13.6%	9.0%	8.0%
	International	0.0%	4.5%	4.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	9.0%	9.0%	8.0%
	International	9.0%	9.0%	4.0%
White	Domestic	54.9%	55.0%	64.0%
	International	4.5%	4.5%	4.0%
Other/Unknown	Domestic	9.0%	9.0%	8.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	22.0%	30.0%	32.0%
	Male	78.0%	70.0%	68.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.6%	7.6%	8.3%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	0.0%	0.0%	0.0%
	International	7.6%	7.6%	8.3%
White	Domestic	77.0%	77.0%	75.0%
	International	7.6%	7.6%	8.3%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	30.0%	30.0%	25.0%
	Male	70.0%	70.0%	75.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Our department regularly advertises positions that are written to encourage the application of diverse faculty candidates. We advertise these calls in outlets that attract diverse audiences and solicit candidates from a broad network of academics nationally. Last year we interviewed two pools of candidates that included gender parity. Our outreach to URM faculty candidates was less successful in yielding shortlisted candidates. We plan to continue and strengthen these efforts as we search for faculty this year and beyond with additional advertising and redoubled recruitment activities. With URM students underrepresented in graduate and doctoral studies, we continue to strengthen our efforts to improve access to students at all academic levels with the knowledge that this will also improve the long-term demographics of the field.

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 continue to increase opportunities for financial support in order to improve affordability and access, as well as expand career development opportunities for our students so that they are prepared to: 1) enter the profession both during and following the program, 2) grow as practitioners or scholars, and 3) pursue financially viable and fulfilling career paths. Specifically, we would like to increase Pell grant recipient enrollment further while maintaining selectivity and academic excellence. We would like to see the trend toward fewer students with debt, and to decrease overall debt load with additional scholarship offers. To achieve these goals, we will regularly review the financial documents that continuing students provide. If we note trends toward higher debt levels or students acquiring debt, we will offer increased financial support to the extent possible with PDST funding and development activities. We will continue to use FAFSA and self-reported debt information as forecasting devices and will respond with additional student funding when it is available.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	72%	74%	76%	69%	59%	50%	47%
Cumulative Debt among Students with Debt	$66,282	$74,182	$90,182	$82,265	$94,638	$95,369	$92,900

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

The percentage of students with debt has decreased over the past several years. However, those who are incurring debt are incurring larger cumulative debt. We will continue our efforts to provide need-based support to students with the hope of lowering this cumulative debt. These efforts will include the solicitation of additional sources of funding for student fellowships and new scholarships to help mitigate the effects of fee increases and cost of living increases.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	45%	$92,900	$63,480	21%
Public comparisons	Info not available	Info not available	Info not available	Info not available
Private comparisons	Info not available	Info not available	Info not available	Info not available

Sources:
UC: Corporate data
Comparison institutions: N/A
Additional Comments: AIA Salary Calculator: http://info.aia.org/salary/salary.aspx   As of date: 01/07/19.

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.

Professional salaries in architecture and allied disciplines are lower than the educational costs required by these professions. Professional organizations in architecture and leaders of firms must also address these realities and adjust the fees associated with providing professional services accordingly. Students will face challenging choices about where to live, what career path to pursue and other personal decisions in light of student debt. These challenges, while not unique to architectural education, are heightened due to the revenue generated by professional practice. We regularly engage students in conversations regarding pay equity, professional fees and salary negotiation as a form of early career advising and in recognition of the potential impact of student loan 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.

Graduate fellowships are available for students involved in two research centers in the department that focus on policy and design issues affecting society at large: cityLAB and the NOW Institute. CityLAB engages underserved communities in dialogue regarding the built environment, housing development and the future of the city. These experiences prepare students to work for municipalities and non-profits engaged in housing, transportation, and the public good. The NOW Institute engages with issues that impact the sustainability of the city. This work is directly applicable to public service positions with municipalities and non-profit organizations

working to improve the built environment. In addition, our summer programs offer teaching experience to those students who may be interested in careers in education.

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?

No post-graduation career tracking data is available. We are not aware of sources for general industry trends in public interest careers. Students who are interested in public interest issues often pursue dual degrees in planning, which lead to work in public policy and municipal governance. Two of our research centers, CityLab and the Now Institute, regularly engage with policymakers and government officials who affect the built environment. Through these activities, students are exposed to public interest careers. We are also aware of alumni who hold academic positions at institutions of higher education.

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

Financial aid opportunities are featured prominently in all communications materials, including the website and annual catalog, which are the primary tools for students to learn about our programs. We also hold several Online Information Sessions during the fall for students without the resources to travel to an Open House. In addition, we have two student advisors who are available to counsel incoming students in person, via phone and email about the various sources of financial support that are available.

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 dissemination of this information has never been a subject of faculty conversation but will be discussed subsequent to the issuing of this proposal. We will evaluate how this information is communicated by other competitive programs to ensure that students have widespread access to these data when selecting graduate programs.

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.).

There are no additional factors to discuss.

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 only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The chair of AUD met with the 2018-19 student representatives, two students from each year of the 3-year M.Arch.I program. (Each AY the students select participants within their academic cohort to serve as liaisons between the Chair and student body of the department.) On October 10, 2018, they met to discuss the potential 2.5% increase in professional degree fees annually over the span of five years. Students provided substantial positive feedback, noting several advantages of the assessed fee. They noted that while any fee increase would be unwelcome, they also understood that the purpose of the PDST is to invest in the quality of their

educational program and noted the ways in which they experienced the investment. They specifically noted the impact on the recruitment of and support of a talented student body, the career services provided, the need-based scholarships provided, the public and special programs provided, and the improvements to facilities and necessary equipment provided as advantages to the PDST fee. Student representatives are a standing focus group that communicates student concerns to department administration and vice versa. This is a longstanding body that meets quarterly with the Chair. Both students and department administration contribute to the meeting agenda. Student representatives prepare and distribute meeting notes to the student body following quarterly meetings with department administration. This ensures that all students have access to information shared with representatives, and that the representatives may return with additional feedback. Students were asked to send additional feedback received by other members of the student body and no additional feedback was received.

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 must be provided by the program.**

☒ Plan shared with   GSA President Michael Skiles   on 11/06/18   .
        Campus graduate student organization (i.e., your campus' GSA president)

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

☒ If applicable, plan shared with   AUD Student Representatives   on   10/10/2018 .
        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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 faculty were consulted during the October 24th, 2018, all-AUD Faculty Meeting. The proposed 2.5% increases to the PDST were discussed. The faculty support this modest increase, reflecting average increases in inflation.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Vice Provost Robin Garrell on 11/15/18   .
                                  Graduate Dean

☒ Plan endorsed by   Chancellor Gene Block on 11/15/18   .
                                  Chancellor[2]

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[2] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$7,998	$7,998	$8,079	$8,160	$8,322	$8,490	0%	$0	1%	$81	1%	$81	2%	$162	2%	$168
Prof. Degr. Suppl. Tuition	$7,998	$7,998	$8,079	$8,160	$8,322	$8,490	0%	$0	1%	$81	1%	$81	2%	$162	2%	$168
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$383	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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)																
Total Fees (CA resident)	$20,944	$21,344	$21,830	$22,335	$22,933	$23,555	1.9%	$400	2.3%	$487	2.3%	$505	2.7%	$598	2.7%	$622
Total Fees (Nonresident)	$33,189	$33,589	$34,075	$34,580	$35,178	$35,800	1.2%	$400	1.4%	$487	1.5%	$505	1.7%	$598	1.8%	$622

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments: N/A

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

The Environmental Science and Engineering (ESE) professional doctorate was founded by Nobel laureate Willard Libby in 1973. The four-year program is the only ESE professional doctoral program in the nation and enrolls students with Master's degrees in environmental science, environmental engineering, environmental health and related fields to become the next generation of master environmental problem solvers. The program is housed in the UCLA Institute of Environment and Sustainability (IoES), along with other academic programs and research centers – this includes the recently established Center for Diverse Leadership in Science, the first university center to focus on diversity in environmental science. Along with sharing resources, ESE shares the IoES mission to break down barriers between areas of study, foster community, and use Los Angeles as a testbed for global solutions – achieving real world results in the process.

The program begins with rigorous study of diverse subjects from 12 academic departments, including science, engineering, statistics, business management, public policy, and law. After that, students conduct supervised research and publish their findings in peer-reviewed journals. The doctorate culminates in two years of real-world practice, the residency—a hallmark of IoES. Students prepare their dissertation while working full time with businesses, government agencies, and environmental groups. This practical research is done under the supervision of a UCLA doctoral committee. Successful completion of this dissertation results in the award of the Doctorate in Environmental Science and Engineering (D.Env.). Students graduating from the ESE program occupy senior leadership positions in private businesses, governmental and non-governmental agencies, and non-profits like the Environmental Protection Agency, the Walt Disney Company, the Army Corps of Engineers, and the consulting firm AECOM. A smaller number of our graduates establish careers in academia.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last PDST multi-year plan, covering the period of AY 2016-17 through AY 2018-19, proposed increases to support student services and to provide financial aid to students in their first two years of the program. PDST funds were used to maintain support services including counseling/advising by our graduate program administrator, to provide financial aid for students in the form of stipends and bridge funding for students as they seek residency positions. This support helped **to maintain the affordability of the program to all students regardless of socioeconomic background**. In academic year 2018-19 we increased the annual stipend provided to students in the first and second year of the program from $24,000 to $30,000 in light of the increasing cost of living in Southern California. Likewise the additional PDST income enabled us to assist students in times of financial difficulty. Examples of this include the second year of the program where students are expected to be fully supported by working on a project with a faculty member. In most cases, faculty were able to offer some funding, but not full funding. The extra PDST income has helped to provide the remaining funding necessary to cover tuition and stipend for the student during this year. Another example is a student who had difficulty finding a residency position and needed an extra quarter of health insurance coverage during their job search. This support is highly variable due to specific circumstances of individual students.

Our program utilizes the Cota Robles Fellowship to help attract students who will contribute to diversity at UCLA. Revenue from PDST help us to meet the requirement that our program can provide matching support for Cota Robles students, which **enables us to admit more students whom are diverse**.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

To maintain the affordability of the program to all students regardless of socioeconomic background, new PDST revenue will be used for student financial aid and to support the salaries and benefits of staff who provide financial aid and course-related student services. By the end of this plan, over fifty percent of PDST revenue will go to student financial aid. New PDST revenue combined with support from our endowment will allow us to fully support our students, including a stipend, for the first two years of the program. Assisting students with the costs of their education (including living expenses) and providing strong responsive student services are crucial to the functioning of the program, and the cost of both experience annual increases, as reflected in our proposed annual increases of 1-2%. The main consequence of the PDST increases not being approved will be a decrease in student financial aid in terms of our ability to fully support students in their first or second year of the program or to provide needed bridge funding. This will place an additional financial burden on first and second year students in the program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$18,771	$939	$985	$1,035	$1,086	$1,141	$23,957
Providing Student Services	$36,167	$1,085	$1,118	$1,151	$1,186	$1,221	$41,927
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	$121,018	($34,015)	($24,883)	($970)	$8,480	$326	$69,956
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	$175,956	($31,991)	($22,780)	$1,216	$10,752	$2,688	$135,840

Additional Comments:

The costs for providing student services are mostly for the salary of the program administrator, who provides many student services such as processing stipends and other financial aid, assistance with course enrollment, etc. Students in Residency are enrolled *in absentia* and are assessed the full PDST fees and Tuition is reduced to 15%.

Please note that the negative incremental revenue for year 1 and year 2 reflects declining enrollment from students in prior cohorts who needed more time to complete their dissertations and that by year 4, the program's enrollment will stabilize to reflect its expected levels. We have made a concentrated effort to graduate students who have been in the program longer than the standard time to degree.

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 ESE program engages in an active and continuing fundraising campaign, including solicitation of donations from alumni and an annual fundraising event. Virtually all of the donations received are used to support student financial aid. In 2017-18 a total of $60,000 was raised. The program currently has an endowment with a current value of $800,000.

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 proposed a multi-year plan with modest 1-2% increases over the next five years to reduce the immediate impact on students over time.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	15	13	11	11	12	12
Domestic Nonresident						
International	7	5	4	4	4	4
Total	22	18	15	15	16	16

Additional Comments

In 2012-2013, the program moved from the Environmental Health Science Department to the Institute of the Environment and Sustainability. There are currently a few students in the program who have been enrolled over the 4 year expected timeframe. We are assisting these students to finish the program within the next two years, at which time we will return to a normal enrollment pattern of 4 new students per year, with an expected 4 year program completion timeframe.

Enrollment projections reflect our expectations based upon prior experience of what enrollment is likely to be.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents							%	$	%	$	%	$	%	$	%	$
Univ North Carolina	$13,073	$13,465	$13,869	$14,285	$14,714	$15,155	3%	$392	3%	$404	3%	$416	3%	$429	3%	$441
Harvard	$50,926	$52,454	$54,027	$55,648	$57,318	$59,037	3%	$1,528	3%	$1,574	3%	$1,621	3%	$1,669	3%	$1,720
Cal Tech	$52,233	$53,800	$55,414	$57,076	$58,789	$60,552	3%	$1,567	3%	$1,614	3%	$1,662	3%	$1,712	3%	$1,764
Public Average	$13,073	$13,465	$13,869	$14,285	$14,714	$15,155	3%	$392	3%	$404	3%	$416	3%	$429	3%	$441
Private Average	$51,580	$53,127	$54,721	$56,362	$58,053	$59,795	3%	$1,547	3%	$1,594	3%	$1,642	3%	$1,691	3%	$1,742
Public and Private Average	$38,744	$39,906	$41,104	$42,337	$43,607	$44,915	3%	$1,162	3%	$1,197	3%	$1,233	3%	$1,270	3%	$1,308
Your program	$20,944	$21,344	$21,830	$22,335	$22,933	$23,555	2%	$400	2%	$486	2%	$505	3%	$598	3%	$622
Nonresidents																
Univ North Carolina	$29,423	$30,306	$31,215	$32,151	$33,116	$34,109	3%	$883	3%	$909	3%	$936	3%	$965	3%	$993
Harvard	$50,926	$52,454	$54,027	$55,648	$57,318	$59,037	3%	$1,528	3%	$1,574	3%	$1,621	3%	$1,669	3%	$1,720
Cal Tech	$52,233	$53,800	$55,414	$57,076	$58,789	$60,552	3%	$1,567	3%	$1,614	3%	$1,662	3%	$1,712	3%	$1,764
Public Average	$29,423	$30,306	$31,215	$32,151	$33,116	$34,109	3%	$883	3%	$909	3%	$936	3%	$965	3%	$993
Private Average	$51,580	$53,127	$54,721	$56,362	$58,053	$59,795	3%	$1,547	3%	$1,594	3%	$1,642	3%	$1,691	3%	$1,742
Public and Private Average	$40,501	$41,716	$42,968	$44,257	$45,585	$46,952	3%	$1,215	3%	$1,251	3%	$1,289	3%	$1,328	3%	$1,368
Your Program	$33,189	$33,589	$34,075	$34,580	$35,178	$35,800	1%	$400	1%	$486	1%	$505	2%	$598	2%	$622

First Year Annual Charges

Source(s):
https://www.gradoffice.caltech.edu/financialsupport/budget
https://www.gsas.harvard.edu/prospective_students/costs_tuition_and_fees.php
http://www.gsas.harvard.edu/images/stories/pdfs/policy_on_financial_awards_at_gsas.pdf
https://cashier.unc.edu/files/2018/07/18_19YR.pdf

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

These institutions are the only Environmental Science and Engineering (ESE) doctoral programs in the United States to our knowledge. The UCLA ESE program is unique in that it is a professional degree; the other comparators offer academic PhD doctoral degree programs. Based on our research, no other professional ESE degree programs leading to the D.Env. degree exist in the US. The comparison programs are quite different from the UCLA ESE program, but are the only comparisons possible. Over 90% of graduates from the ESE program go on to careers in applied fields within public agencies, non-profit organizations, and businesses or consultancy firms and less than 10% end up in academia. Graduates from comparator programs enter academic careers at a higher rate. The comparators are the closest programs to the ESE program, but the D.Env. degree caters more specifically to students wanting professional careers and is the only program of its kind.

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

The costs for the UCLA ESE program lie in between the costs for the private and public institutions surveyed. The fees for the North Carolina program may be lower because the cost of living there is less than in Los Angeles.

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

No other professional ESE doctoral degree programs exist in the US. Our program is unique as it specifies that students must participate in a residency position off-campus where they are embedded in, and working full-time for, an organization. The residency is a unique and visionary opportunity that brides the academic and professional sectors to provide students with professional experience and training in applied research under the guidance of a UCLA doctoral committee. In turn, the residents provide the host organization with high-level analyses and cutting-edge science to address their most pressing environmental science and engineering issues.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	5%	0%	0%	0%	N/A	N/A
Chicana(o)/Latina(o)	9%	9%	9%	12%	N/A	N/A
American Indian	0%	0%	5%	5%	N/A	N/A
Subtotal Underrepresented	*14%*	*9%*	*14%*	*17%*	*0%*	*0%*
Asian/East Indian	18%	14%	14%	11%	N/A	N/A
White	46%	50%	46%	40%	N/A	N/A
Other/ Unknown	9%	5%	5%	4%	N/A	N/A
International	14%	23%	23%	28%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	67%	0%	0%	N/A	N/A	N/A
Gender						
% Male	53%	46%	36%	33%	N/A	N/A
% Female	47%	55%	64%	66%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: no information 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

We were unable to obtain any information on the racial and ethnic diversity at other institutions. The ESE program encourages applicants from underrepresented groups to apply and is committed to creating a robust level of racial and ethnic diversity. The enrollment of URMs in the UCLA ESE program has ranged between 9-14% in recent years, but has increased to 17% in fall 2018.

In addition to new efforts described below, the ESE program's efforts to enroll a diverse student body include providing financial support such that URM students who decline admission do not do so because of a lack of financial support and showcasing on our IoES website our diverse students and research that relates to environmental justice and community health issues including water quality, air quality, and toxics. For students who receive offers of admission to ESE, we encourage them to choose UCLA by providing full support for the two years they are on campus that includes all tuition and fees and a competitive stipend. We also nominate eligible students for applicable fellowship programs that support minority students. The ESE program currently has four recipients of the Cota Robles Graduate Fellowship, a highly competitive fellowship given by the UCLA Graduate Division to diverse students. The Cota Robles fellowship provides two years of full tuition, fees, and a stipend as well as a community of diverse graduate students and planned social events.

Also, the IoES recently launched the Center for Diverse Leadership in Science (CDLS) in 2018 with the specific aim of recruiting and retaining diverse students in STEM fields. Some students who participate in CDLS may be provided financial support, but all students engaged with the Center receive mentoring and community building activities to support them during their program. In Fall 2018, two newly admitted ESE students were supported by CDLS. Starting with the 2019-20 academic year, we plan to enhance our recruitment of minority students by collaborating with majority-minority Masters' Degree programs and establishing relationships with national organizations such as the Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS). We will closely monitor diversity levels of applicants and admitted students in our program and make adjustments in our efforts.

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 data regarding receipt of Pell Grants is subject to volatility based on the small cohort size. Also, some portion of admitted students each year are typically international students. The program promotes access for students from low socioeconomic backgrounds through broad-based advertising and recruitment strategies similar to those for diverse students. We provide full support for the first two years, including a competitive stipend. We also showcase on our website IoES research that addresses environmental justice and community health issues such as water quality, air quality and toxic releases that disproportionately affect disadvantaged communities. We have also recently launched the Center for Diverse Leadership in Science which will attract, support, and help retain students from underrepresented minorities and those from lower socioeconomic backgrounds by providing funding, mentoring and community building and social activities.

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 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?

Over the past three years our program has admitted 15 students, 53% of admitted students were female which is higher than the UCLA graduate population (47%) and considerably higher than other science and engineering programs (30% - including engineering, physical science, life science and health science) over the same period. We encourage female applicants to apply to our program by showcasing the accomplishments of female students and alumni on our website. Our program has attracted many highly qualified female applicants and our enrollment of female students has increased each year for the past three years. We expect this trend to continue and will closely monitor gender diversity to ensure gender parity is achieved.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.
With the launch of Center for Diverse Leadership in Science and our continuing outreach efforts and our commitment to providing funding and fellowships, we expect to increase our recruitment, support, and importantly, retention of diverse students in our ESE program. By year 5 of this plan, we aim to maintain our enrollment of female students at 50% or more and increase enrollment of URM students to 20% or more.

V.f. In the following 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0%	0%	0%
	International	11%	12%	12%
Chicano(a)/Latino(a)	Domestic	0%	0%	0%
	International	0%	0%	6%
American Indian	Domestic	0%	0%	0%
Asian/Pac Is	Domestic	0%	0%	0%
	International	14%	12%	12%
White	Domestic	51%	44%	40%
	International	16%	12%	12%
Other/Unknown	Domestic	8%	14%	13%
	International	0%	6%	6%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	44%	42%	31%
	Male	53%	58%	69%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0%	0%	0%
	International	0%	0%	0%
Chicano(a)/Latino(a)	Domestic	0%	0%	0%
	International	0%	0%	9%
American Indian	Domestic	0%	0%	0%
Asian/Pac Is	Domestic	0%	0%	0%
	International	28%	24%	18%
White	Domestic	31%	29%	36%
	International	28%	24%	18%
Other/Unknown	Domestic	14%	12%	9%
	International	0%	12%	9%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	28%	24%	18%
	Male	72%	76%	82%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The Institute of the Environment and Sustainability is committed to increasing the diversity of our faculty. The data provided above from the Office of Academic Planning and Budget includes information about FTE faculty only. For example, in 2017-18, the total FTE represented in the table is 8.58, with 5.50 being ladder faculty. However, the IoES, as Center for Interdisciplinary Instruction (CII), had three additional female core faculty members who were not included in this dataset; two had 0% percent appointments (salary came from another unit) and one was *in Residence* (full salary came from IoES). One of these female faculty members identified as domestic Asian/Pacific Islander, one identified as domestic white, and one identified as international white. Core faculty are full members of the faculty including voting privileges on all personnel actions. Beyond the core faculty, the IoES had an additional 42 Senate faculty who have 0% appointments (who vote on all matters except personnel actions). We do not have diversity data on those faculty. In the past year, the IoES recruited three new FTE faculty, one male and two female (one of whom is a split appointment with the Statistics Dept., a field that is historically gender-biased). In addition to supporting diverse graduate students, the newly launched IoES Center for Diverse Leadership in Science supports the recruitment and, importantly, retention of diverse faculty in STEM fields through peer mentoring, fellowships, research support, and professional training workshops.

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 maintain the affordability of the program to all students regardless of socioeconomic background. The UCLA ESE program pays all fees and provides a stipend for the first two years (a practice which has been in place since well before the 2010-11 cohort) to all students enrolled in the program except those continuing to engage in outside employment while studying. This is made possible by an endowment with a current value of $800,000 established by donations to the program over the last 20 years, and also from Graduate Division fellowship funds, and the PDST fee return to aid in which over 70% of PDST revenue is currently (2018-19 academic year) returned to students. Students in the residency phase of the program pay all their own fees and living expenses. We interact regularly with students to assess their financial conditions, and measure our success by the number of students in the residency phase who have to take leave because of financial hardship. For example, over the last two years, as a result of such regular interactions, the program provided additional support of approximately $63,196 to 8 students. Over the last 10 years no ESE student has left the program purely for financial reasons.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	33%	33%	75%	50%	100%	50%	40%
Cumulative Debt among Students with Debt	$26,791	$10,768	$19,433	$34,975	$9,100	$52,556	$52,538

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 small number of students in the program makes the debt totals sensitive to the debt incurred by one or two students. The number of students graduating each of these years varies from 1 to 7. In the last two years where there is a larger amount of debt, the graduating classes were 4 and 7 students. Given the small size of the proposed increases, we do not expect a significant increase in the level of debt as a consequence of the 1-2% annual increases in PDST levels.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	40%	$52,538	$80,000	9%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:
UC: Corporate data
Comparison institutions: no data found for comparators
Additional Comments: Salary information from previously collected graduate surveys. Approximately 10% of ESE graduates work for non-profit organizations and 36% are in the public sector.

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 feel that the combination of full support for most students in the first two years coupled with a full-time residency position done while earning a full salary off campus results in a very manageable student loan burden for ESE program graduates. During the two years of residency, students continue to pay the PDST fees, but because they are not on campus, they are considered *in absentia* and only pay 15% of regular tuition, and no campus fees.

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.

ESE has one fellowship that supports students working specifically on water quality issues, the Pankaj Parekh Graduate Fellowship. This fellowship was established to honor the memory and legacy Dr. Pankaj Parekh. He earned an ESE doctorate in 1984 and became director of Water Quality for the Los Angeles Department of Water and Power, where he was in charge of clean drinking water for more than four million people

Many of our ESE graduate students seek residency positions and subsequent careers in public agencies or nonprofit organizations, including those that address issues related to public health disparities, for example, Los Angeles Regional Water Quality Control Board, U.S. Environmental Protection Agency, South Coast Air Quality Management District, Heal the Bay, TreePeople, California Air Resources Board, etc. These positions in the public and non-profit sectors are generally lower-paying than those in private firms or industry; however, students that enroll in the ESE program are typically service-minded individuals that are driven to tackle environmental and quality of life issues for all.

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?

We have no detailed information on the salaries of ESE graduates who pursue public interest careers. Information on ESE alumni indicate that about 10% of ESE graduates are currently working for non-profit organizations and 36% are in the public sector. Because of their excellent technical and broad, interdisciplinary training, as well as their doctoral research experience, ESE graduates are typically hired into career positions that are far above the normal entry level jobs. These positions, even in the non-profit sector, pay well enough so that loan repayment is not a major problem.

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

The program website describes the financial aid programs for prospective students, setting out the standard financial package provided to students in the first and second years. It also describes the residency program, through which students obtain full-time employment as part of the program requirements. In addition, the website page provides a list of fellowships with links available to

ESE students. We have formed a committee charged with a broad review of the program, which will include consideration of outreach and recruitment.

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 program provides such information to students upon request. The program review committee will take up recruitment and outreach, including this question.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The 22 students enrolled in the ESE program were contacted by email on October 11, 2018 requesting their response to the proposed PDST levels. That email summarized the history of PDST levels for the ESE program and explained the rationale for the proposed levels for the next 5 years. Responses were requested by October 19, 2018, with a reminder email to them on October 17, 2018.

Responses were received from 2 students which are included in Attachment A. One response was in the form of several questions about where PDST revenue is allocated and sought clarification on other sources of income for the program.   This response also included a comparison with a larger graduate program at UCLA, which offers more staff support for career services. The second response was in opposition to any PDST increases. The student conveyed concerns about the program itself and the need for more job placement assistance and career services. The letters make reference to a misperception that ESE professional fees are used to offset staff time for a separate graduate program - this is not the case. The correct information will be transmitted to the students. The relevant issues raised by the students are included in the charge for an internal program review committee established this academic year focused on possible revisions to the program.

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 must be provided by the program.**

☒ Plan shared with _____Michael Skiles_____ on ___November 6, 2018_____ .
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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

ESE faculty were contacted by email on October 11, 2018 requesting their response to the proposed PDST levels. That email summarized the history of PDST levels for the ESE program and explained the rational for the proposed levels for the next 5 years. Responses were requested by October 19, 2018, with a reminder email to them on October 17, 2018.

We received one response which is attached – see attachment B. The faculty member voiced their support for gradual fee increases rather than a larger fee increase all at once.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Robin Garrell_____ on ___November 15, 2018_____ .
Graduate Dean

☒ Plan endorsed by _____Gene Block_____ on ___November 15, 2018_____ .
Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

ATTCHMENT A – Student Feedback

Please note that the following feedback is included here exactly how it was provided to the program by our students.

I have a few questions/concerns, please relay them to the rest of the ESE Faculty Advisory Committee.

First, why is the PDST used to support students, program staff, *and* operating expenses? If the fee is supposed to be a supplement to help with the professional aspect of our program then I feel as though it should only be used to support staff and other expenses that help us with that. I do not understand why it is being used to help with other students. I understand it supports ESE students in the program during years 1 and 2 but I feel that support should be coming from IoES endowment or Grad Division.

Second, while I am grateful for the work Harrison does for us, I would like more clarification as to the program staff and expenses the PDST supports and how they support us in a professional manner. I came from the Fielding School of Public Health where they have a full time, dedicated, Director of Career Services. She runs professional development workshops, organizes career fairs, and meets with students one-on-one to discuss career opportunities, answer questions, goes over resumes or conduct practice interviews. I realize FSPH is much larger, so a full time employee makes sense, but I am not quite understanding why our PDST is so high and where it goes when it comes to "program staff and expenses."

Thank you for reaching out for student comments. I am writing to express my opposition to the proposed fee increases.

While I appreciate the work you all do for us, we simply do not have the staff or professional resources we expect and deserve in exchange for a professional fee-- even at its current price.

To my knowledge even the modest requests ESE students have made for support at a programwide level in obtaining residencies have remained unfulfilled (i.e. a detailed page on the website to direct potential employers to and a letter from the administration to help explain our program to potential employers.) We are almost halfway through the Fall quarter and half of the third year students are still lacking residencies.

A comparable program, the DrPH, charges $7200 in professional fees. This is almost $800 less than our current PDST without considering the proposed increases, yet DrPH students have access to a staff member dedicated to helping them get jobs. At this time, I do not see how our program differs significantly from the PhD model in terms of resources (i.e. PhD programs all have SAO's) that justifies a professional fee.

Additionally, I do not think this proposal is particularly justifiable this year, when our already thinly-spread program resources are now being spread across an additional graduate program in IoES.

I definitely support paying you all well, but continuing to charge students - who make an average of $52k before tax during residency (n=4) - more each year is not a sustainable plan. With the current PDST of $7,998 and the 2018 tax of $10,525 for that salary, the average resident takes home $33,477. For students who got residencies in expensive cities like Los Angeles, those who are not married to a partner with an additional income, those who come from low income backgrounds, those who choose to work for non-profits (and likely make less $), etc. - this is a tough reality to face when we expected to make significantly more money in the second half of our program because we'd have a "real job". (On that note- I think the PDST should be addressed explicitly on the website for prospective students.)

I'm sure you know no students are happy about a proposed fee increase, but I wanted to share my perspective in more detail in the hopes of making residency a more enjoyable process for all.

I want to emphasize that I know you all work very hard to support us in our program, and I thank you for that. But I do not support the proposal to pay more while receiving less, particularly when there is no concrete plan to rectify our lacking professional development opportunities.

ATTACHMENT B – Faculty Feedback

Please note that the following feedback is included here exactly how it was provided to the program by one of our faculty.

This seems reasonable to me. We'd all like to keep the fees low, but I agree with the logic that regular small increases are better than a large on later.

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels			Increases/Decreases					
	2018-19	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$31,755	$34,136	$36,696	$38,532	7.5%	$2,381	7.5%	$2,560	5.0%	$1,836
Prof. Degr. Suppl. Tuition (Nonresident)	$26,004	$27,954	$30,050	$31,552	7.5%	$1,950	7.5%	$2,096	5.0%	$1,502
Mandatory Systemwide Fees (CA	$12,570	$12,970	$13,382	$13,809	3.2%	$400	3.2%	$413	3.2%	$426
Campus-based Fees**	$373	$384	$395	$407	3.0%	$11	3.0%	$12	3.0%	$12
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0	0.0%	$0
Other (explain below)***	$900	$900	$900	$900	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$45,598**	**$48,389**	**$51,374**	**$53,648**	6.1%	$2,792	6.2%	$2,984	4.4%	$2,274
Total Fees (Nonresident)	**$52,092**	**$54,452**	**$56,973**	**$58,913**	4.5%	$2,361	4.6%	$2,520	3.4%	$1,940

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** The "Other" fee above is the Law School's Law Material & Technology Fee, an annual fee charged to all students in the same amount.

Additional comments: N/A

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

Founded in 1949, UCLA Law was the first public law school in Southern California and one of the youngest top-ranked law schools in the United States. We have achieved our distinction by focusing on the two pillars of access and excellence. Beginning in the 1970s, our clinics were among the first to teach students systematically about the link between doctrinal mastery, strong conceptual underpinnings and practical, concrete legal skill development. We remain committed to this integration of theory and practice, and provide students in the 3-year Juris Doctorate program a robust and deep curriculum as well as access to a substantial and expanding set of both simulated practice opportunities and live-client clinics.

Our students benefit from access to a top-notch faculty who contribute to legal knowledge and engage deeply in issues related to law and public policy, while also showing commitment to excellence in teaching. Our faculty are influential nationwide and are leading scholars in areas including bankruptcy, corporate law, constitutional law, critical race theory, evidence law, environmental law, immigration law, intellectual property and tax law, among other areas. Our faculty and researchers offer invaluable analysis for legislators, scholars, the judiciary, and the public while providing critical training for UCLA Law students and the legal community.

Students also benefit from UCLA Law's tremendous depth and breadth of academic offerings. We have established many centers and institutes on a wide array of rich and cutting edge legal and public policy topics. Those centers and institutes include: The Promise Institute for Human Rights, David J. Epstein Program in Public Interest Law and Policy, Resnick Center for Food Law & Policy, Williams Institute on Sexual Orientation and Gender Identity Law and Public Policy, Ziffren Center for Media Entertainment Technology & Sports Law, Emmett Institute on Climate Change & the Environment, and Lowell Milken Institute for Business Law & Policy and we also have significant programs in areas like criminal law, critical race theory, tax law, and trial advocacy.

Today, the UCLA Law alumni community is more than 17,000 strong and extends around the world. Alumni live and practice in virtually every state and more than 50 foreign nations, though a significant majority is located here in California. These graduates excel in their chosen fields, from private practice to business to government to public interest and beyond. We have a long tradition of distinction on the bench, with more than 320 alumni who are serving, or have served, on courts throughout the country. Six UCLA Law alumni are now judges on the U.S. Court of Appeals for the Ninth Circuit – the largest number of graduates from any one school.

We take pride in these achievements and recognize that the strength of UCLA Law is a direct result of the superlative work of our faculty and staff, the talents of our diverse and academically gifted student body, and the accomplishments and generosity of our alumni. As a public law school, we also deeply value access, and aim to contribute to both the excellence and the socioeconomic diversity of our state and nation's great lawyers.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

We last submitted our multi-year PDST plan in 2014. At that time, the goals of the UCLA School of Law were:

1) Maintain and expand access to an excellent education for the strongest and most diverse student body possible while allowing less affluent students to avoid facing crushing debt at graduation;
2) Expand clinical and experiential learning opportunities that are increasingly vital to our students' career success;
3) Enhance loan forgiveness and other support programs that reduce any educational debt accrued by those who work in government and public interest employment after graduation;
4) Hire and retain a world class faculty;
5) Continue to develop nationally renowned centers of excellence and educational programs;
6) Expand our engagement in public policy issues that affect the city, the state, and the nation;
7) Rehabilitate and modernize the UCLA Law physical plant.

At the time we submitted our last plan in 2014, UCLA PDST levels had remained unchanged at 2012-13 levels. The University's agreement with the Governor kept our PDST levels frozen, effectively keeping PDST at 2012-13 levels through 2018-19. This created challenges for managing basic inflationary costs, which range from salaries to benefits to operating costs, as well as investing in strategic initiatives to compete as a top tier law school. As an example, system-wide staff COLA's have increased 18% during this tuition freeze period – not including any merit raises in this period – in addition to increased cost of benefits and UCRP. In part, we have managed to survive these mandated increases by limiting the addition of new staffing, even when the services and responsibilities the staff provide have expanded and more support was needed. This is not a model that we can sustain any longer without the risk of losing our top talent or burning them out. In order to make continued progress toward our goals, we have also made use of all of the possible funding tools at our disposal, including seeking private support where available, working with the campus to deploy available resources thoughtfully, and engaging in strategic cost cutting measures as discussed in detail in section III.c. We significantly expanded our LLM program enrollment by 30% and the associated revenue from this program has meaningfully

assisted overall operations. And we are the beneficiary of President Napolitano's Public Service Law Fellowships initiative, which we are extremely grateful for.

We are proud to be able to report many areas of success below despite the funding limitations. Here is a brief assessment of each goal over the last few years:

1) **Student Body**: we have long been committed to the goals of access and excellence, and express that in our admissions standards. In the fall 2018 1L entering class, the 25th and 75th quartiles indicate an overall academically strong class – indeed, the 25th percentile LSAT for this class is the highest we have ever seen. We also have significant first gen, underrepresented minority student, and gender inclusivity metrics, which reflect our reputation as a public law school accessible to, and supportive of, candidates from a variety of demographic backgrounds. In addition, for the UCLA Law class of 2020, 18% of students identify as first-generation college graduates.

2) **Clinical and Experiential Learning**: law school clinics play an important role in engaging students and faculty with the local community (and beyond), and in providing excellent legal services while also providing first-rate, hands-on training for students. We have been fortunate to receive generous gifts from alumni and donors to support our clinical and experiential learning initiatives, and our investments in this program have been primarily possible through extramural funding. Most recently, we have established several new clinics staffed by full-time faculty and established a new program in Trial Advocacy to expand our experiential offerings and co-curricular opportunities for students pursuing careers in litigation.

3) **Loan Forgiveness**: we continued to offer a generous loan repayment assistance program with the goal of allowing any student who wants to pursue a career in public interest or public service, the opportunity to afford to do so. For the most recent years, nearly 100 of our graduates working in public interest received financial assistance from UCLA Law's loan repayment program each year.

4) **Faculty**: we have one of the most credentialed and diverse faculty at any top law school. UCLA Law ranks 11th nationally in scholarly impact according to the recently-published Sisk citation study, as one example. Retention of this highly successful faculty is always a concern – a great many of our strongest faculty continue to receive visiting appointments at other law schools, often a prelude to permanent offers. Some of the visits are from law schools like Yale, Harvard, Columbia, NYU, and Penn. In the last couple of years, we lost the retention battle with three ladder faculty and there have been several ladder faculty retirements as well.

5) **Centers/Institutes/Programs**: we have continued to have a robust and expansive group of centers, institutes, and programs, which allow students to have an extremely rich and rewarding educational experience, and which also contribute to

policymaking and scholarship. The topics range from entertainment, environmental, sexual orientation, critical race studies, public interest, food policy, human rights, criminal justice, trial advocacy, business and several other topics. We have also invested to expand the staffing within our popular and well-regarded Public Interest Program with new career counselors and expanded leadership, as well as created the Ziffren Center as our overall 'umbrella' for our world-class entertainment law program. These programs also assist with funding for core law school operating needs relating to their areas of excellence, funding student scholarships, visiting faculty appointments, post-graduate employment and student competitions. But these resources can only be used in accordance with the gift agreements and for their designated purposes, so, while they undoubtedly strengthen the institution, they cannot substitute for the core operational funding provided by PDST.

6) **Public Policy**: we have continued to serve as leaders and role models for programs and centers that are on the cutting edge of public policy. UCLA Law faculty are enormously engaged in the major public policy issues of our time. In addition, our centers and institutes support this faculty engagement, and further our contributions to public policy. For example, the Williams Institute for Sexual Orientation Gender Identity Law & Policy, a national think tank, is the go-to resource with its high-quality research and trainings for judges, legislators, policymakers, media and the public on sexual orientation and gender identity. We have added several new programs including a Criminal Justice Program and the new Promise Institute for Human Rights. As with many of the programs mentioned above, these centers are possible through the generosity of our alumni and other donors.

7) **Physical Plant**: this remains one area where significant financial investment has not been possible. UCLA Law has operated primarily out of a single building dedicated to the school's exclusive use. The original portion of the building was built in the 1950's when the law school first opened with several major expansions and renovations, with the most recent phase completed nearly 20 years ago. So, it is no surprise that our classrooms have a significant need to be modernized, right-sized and redesigned to allow for a more collaborative learning environment. A recent strategic space study revealed that our physical plant offers significantly fewer square feet per student than nearly all of our competitor schools. UCLA Law has half the gross square foot per student as Stanford and Arizona State law schools, and only 2/3 the space of other top public schools like Virginia and Michigan.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We expect to face continued challenges in sustaining and building on our accomplishments without additional funding. We continue to experience basic inflationary costs as described earlier in section II, which must be managed, and our ability to continue managing these costs and invest in strategic initiatives without additional funding is limited. For example, our cost cutting measures, as described in greater detail in section III.c., have included limiting the addition of new staffing and deferring maintenance and equipment replacement, which are strategies that simply cannot be continued indefinitely.

UCLA Law's financial plan seeks to use a combination of the three revenue buckets that we have available to fund our academic program: (a) general fund support, (b) student tuition income, and (c) private support. We have increased the size of our existing self-supporting LLM degree program, which generates revenue that benefits many operations at the law school; however, this program is currently at capacity and we do not believe it can be expanded further given the international marketplace and facilities capacity constraints. We have expanded fundraising efforts and have had unprecedented success in that area. And we have moved forward with developing a promising new self-supporting degree program, a Masters in Legal Studies. The approval process is still underway and, once approved, it will take several years to generate positive cash flow of a significant magnitude to fill any budgetary gaps at that time. We also have made significant strides in our fundraising efforts, e.g., almost doubling our endowment since the start of the freeze, from $101 million in June 2012 to $185 million as of June 2018, which is relatively low compared to our peers. We continue to build off our successes and plan to expand efforts as described in section III.c.

For these reasons, we believe we have done everything we can to take care of ourselves and it will become increasingly difficult to maintain our current strengths, much less invest in our strategic goals for the future, without additional funding through PDST.

Uses of PDST Increase
2019-20 will be the first opportunity UCLA Law may have to increase the PDST in six years, since it was frozen at 2012-13 levels. The rationale for the PDST increase is **to strategically enhance the JD program**. As outlined in the financial table below, resources would be added first to areas that benefit students directly. New PDST funds will be used to specifically address the following goals:

Maintain Affordability and Access: we are committing to distributing to financial aid about 50% of the new revenue generated from the PDST increase, which far outpaces the Regental mandate and will help us further our goal to maintain and, in concert with our diversity strategies described in section V, expand access to UCLA Law for the strongest and most diverse student body possible. The funds will go toward increasing need-based aid, ensuring there is funding for public interest summer fellowships, adding resources to our loan repayment assistance program, and ensuring we recruit the most robust student cohort possible. Specifically for loan forgiveness, we have not had the funding available to expand this program as much as we would have liked. For example, our salary cap on this program has not adjusted upwards to keep pace with inflation, and several top schools have improved their programs by lowering or entirely eliminating loan payments for some borrowers and/or expanding the number of graduates, and kinds of positions, that qualify for the program. We have not been able to afford such changes.

Expand Student Services: as the needs of our students have grown, we want to continue to invest in providing them the resources and support they need to be successful as a law student and as a professional. This could include additional personnel in academic support, career counselors, psychological resources, and ensuring the overall campus climate is collegial and supportive.

Improve Clinical & Experiential Coursework: this is a cornerstone of UCLA Law. We want our students to be practice ready by gaining valuable real-world skills and experiences, and at the same time helping the community. So we want to build upon our strong program and provide more clinic options. This would include hiring additional faculty to ensure students get the close supervision they need (the best practice recommendation is an 8-to-1 student-to-faculty ratio) and potentially developing new clinics where there is a need to.

Maintain Teaching Capacity and Retention: we strive to improve our student-faculty ratio and to retain the best faculty so that our students have the richest and rewarding learning experience possible. And we would use the PDST increase to ensure we could focus on both capacity building and retention. Given these widespread efforts to poach our excellent faculty, it is critical that we have the resources to invest in retaining faculty. Although the base salaries of tenured faculty are not covered by PDST, retaining excellent faculty often requires the law school to make additional investments including research support, both in the summer and otherwise and housing allowances (particularly in light of the exploding cost of housing in the Los Angeles area.) As we have lost several ladder faculty, it is a strategic imperative to replenish the ladder faculty ranks.

Begin Addressing Deferred Maintenance Needs of our Physical Plant: investment in our physical plant is essential, though the amounts we are able to devote to this is only partially meeting deferred maintenance needs and does not help with a longer term plan for a facilities upgrade and/or expansion.

Consequences and Risks if PDST Increase is Not Approved

If the proposed PDST increases are not approved, we will need to cover necessary expenditures on deferred maintenance, as well as inevitable cost-increases in COLAs, staff salaries, etc., by making cuts elsewhere in our program, including by potentially reducing our financial aid, making some reductions in our curriculum, and scaling back in our experiential offerings. We may also need to cut back on student support services, including career counselors who provide invaluable support to students in launching their careers. We would also potentially lack important flexibility for retaining and recruiting top-notch faculty, many of whom receive recruiting attention on a regular basis from other top law schools.

To make-up for the increase if it is not approved, we would need to consider the possibility of expanding our current JD enrollment and/or LLM enrollment size beyond what we would strategically and responsibly want to do. We already are on the larger side in both of these areas. A revenue-driven increase in class size could dilute the experience of our students. It could also place significant additional pressure on our aging and already-cramped facilities, and reduce employment opportunities for our class as a whole. In the case of the LLM student population, any further increase would require us to admit less qualified students than our current pool. In the case of the JD population, an increase would pose potential challenges for our students in their job-seeking efforts.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue			Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	
Faculty Salary Adjustments	$3,258,758	$222,788	$232,293	$142,788	$3,856,627
Benefits/UCRP Cost	$2,918,801	$222,788	$232,293	$142,788	$3,516,670
Providing Student Services	$2,905,351	$123,771	$129,052	$79,326	$3,237,500
Improving the Student-Faculty Ratio	$0	$123,771	$129,052	$79,326	$332,149
Expanding Instructional Support Staff	$2,275,985	$148,526	$154,862	$95,192	$2,674,564
Instructional Equipment Purchases	$0	$0	$0	$0	$0
Providing Student Financial Aid	$12,660,879	$1,237,713	$1,290,516	$793,264	$15,982,372
Other Non-salary Cost Increases	$4,836,750	$222,788	$232,293	$142,788	$5,434,619
Facilities Expansion/Renewal	$0	$173,280	$180,672	$111,057	$465,009
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0
Total use/projected use of revenue	$28,856,524	$2,475,426	$2,581,032	$1,586,529	$35,499,510

Additional Comments: N/A

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

<u>Cost Cutting</u>
We have already taken, and anticipate continuing to take, a number of steps to reduce our costs, creating both one-time and permanent savings. Some of the steps taken over the past few years were undertaken as a consequence of frozen PDST levels. They included: delaying or permanently canceling recruitment of several staff positions; extending the replacement cycle of computer and server equipment; delaying most capital expenditure projects; curtailing spending on travel, entertainment, and printing costs; undertaking a careful review of library acquisitions, including the cancellation of numerous titles; and terminating consulting contracts.

A number of these cuts are temporary, or are repeated for a few years at best, but rarely are they permanent in nature. An example is our library book collection. UCLA Law currently ranks 45th in total number of volumes and titles in our library, well below our overall rank of 16th. Our anecdotal evidence is that inflation for subscriptions has been running about 5%/year for the last number of years, and the only way we've sustained our collection is by canceling subscriptions. To maintain our top tier standing, things like this simply cannot continue.

In addition, as described earlier, inflation alone has the impact of increasing costs without doing anything new. If deeper cost-cutting is needed due to no PDST increase, then those cuts will have to come from areas that impact students directly from financial aid, faculty teaching, and student services.

<u>Fundraising</u>
In 2014, the Law School launched a $150 million campaign as part of the UCLA's campus Centennial Campaign. We have raised $132 million or 88% (as of December 2018) of the goal and hope to complete the campaign by, or before, the December 2019 target date. In addition, the last two fiscal years (2016-17 and 2017-18) are the second and third highest fundraising years we have ever had, and represent the highest two-year total for fundraising in the Law School's history. We received the single largest philanthropic gift the law school had ever received: $20 million to create the Promise Institute for Human Rights (the final $7.5 million of that commitment to be contributed this year and not yet reflected in the numbers above). In addition, we are very proud that 77% of our JD graduates made a contribution last year, the highest percentage of any UCLA unit.

However, despite these successes and major milestones, the endowment sits near $185 million as of June 2018. This is a substantial increase from the total when PDST was frozen (the endowment was $101 million in June 2012), and yet is still very low relative to our competitor schools. As a comparison, though recent public information is limited, Harvard Law's endowment was $1.7 billion (as of 2015) and Virginia Law's endowment was $555 million (as of June 30, 2018). It is not surprising that as the youngest law school in the top 20, our endowment is also lower than our peers, but it does put us at an obvious fiscal disadvantage. In addition, while we appreciate the benefits of a conservative portfolio management philosophy, the 4.30 percent payout is lower than some peer institutions. Many gifts of course are paid toward current use rather than endowment. In both cases, most significant gifts are committed to specific and new projects and goals, rather than taking the form of discretionary funding to relieve the core operating budget. Fundraising and philanthropic support are critical, but they cannot be a substitute for the core funding provided by general funds and PDST.

Looking forward, our fundraising strategy includes expanded strategic engagement with potential philanthropists in the LA region who are not necessarily alums of the Law School but who support the mission of UCLA Law. In addition, we are expanding our efforts to target foundations, non-profits and governmental agencies for grant opportunities. In addition to continuing to work closely with our existing donors and alumni, these new efforts will expand the universe from which we fundraise dollars. But we also do recognize that the community beyond our graduates is far more likely to contribute to specific areas of concern, like climate change or criminal justice reform, than to core funding.

In summary, we have been strategic, thoughtful, and quite successful in our fundraising and continue to find new ways to maximize this revenue source. We have seen unprecedented success in our efforts but yet cannot do more to advance the School or even maintain this progress without the partnership from the state and/or with increases in the PDST.

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 proposing uneven increases due to the fact that we have not had an increase in the Law PDST in six years. Therefore, we expect higher increases in the first two years and then expect to moderate from there.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	743	743	750	755	0	0
Domestic Nonresident	174	183	184	176	0	0
International	<u>38</u>	<u>39</u>	<u>37</u>	<u>37</u>	<u>0</u>	<u>0</u>
Total	955	965	971	968	0	0

Additional Comments

We have projected very slight increases in 1L JD enrollment in the next few years. The market for qualified students remains challenging given the aggressive efforts by our peer law schools to recruit students and the reduction in the nation-wide applicant pool since the Great Recession. In fall 2010, there were 604,000 applications to accredited law schools; that number fell to 355,000 in fall 2014 and continued to decline a couple more years after. We have seen a recent uptick in LSAT test-takers and applicants to law schools in the last two admissions cycles, but we are still very far from the peak a decade ago. For us to continue to enroll the very best and brightest students, and to provide appropriate access to law school for those with limited means, requires us to invest significantly in financial aid.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges									
	Actuals	Projections			Increases/Decreases					
	2018-19	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					%	$	%	$	%	$
Residents										
NYU (#6)	$67,696	$69,727	$71,819	$73,973	3.0%	$2,031	3.0%	$2,092	3.0%	$2,155
Michigan (#8)	$59,762	$61,555	$63,402	$65,304	3.0%	$1,793	3.0%	$1,847	3.0%	$1,902
Virginia (#9)	$60,700	$62,521	$64,397	$66,329	3.0%	$1,821	3.0%	$1,876	3.0%	$1,932
Northwestern (#11)	$64,402	$66,334	$68,324	$70,374	3.0%	$1,932	3.0%	$1,990	3.0%	$2,050
Cornell (#13)	$65,541	$67,507	$69,532	$71,618	3.0%	$1,966	3.0%	$2,025	3.0%	$2,086
Georgetown (#14)	$62,244	$64,111	$66,035	$68,016	3.0%	$1,867	3.0%	$1,923	3.0%	$1,981
Texas (#15)	$35,715	$36,786	$37,890	$39,027	3.0%	$1,071	3.0%	$1,104	3.0%	$1,137
Vanderbilt (#17)	$57,458	$59,182	$60,957	$62,786	3.0%	$1,724	3.0%	$1,775	3.0%	$1,829
USC (#19)	$64,908	$66,855	$68,861	$70,927	3.0%	$1,947	3.0%	$2,006	3.0%	$2,066
Public Average	$52,059	$53,621	$55,229	$56,886	3.0%	$1,562	3.0%	$1,609	3.0%	$1,657
Private Average	$63,708	$65,619	$67,588	$69,616	3.0%	$1,911	3.0%	$1,969	3.0%	$2,028
Public and Private Average	$59,825	$61,620	$63,468	$65,373	3.0%	$1,795	3.0%	$1,849	3.0%	$1,904
Your Program (UCLA #16)	$45,598	$48,386	$51,359	$53,627	6.1%	$2,788	6.1%	$2,973	4.4%	$2,268
Nonresidents										
NYU (#6)	$67,696	$69,727	$71,819	$73,973	3.0%	$2,031	3.0%	$2,092	3.0%	$2,155
Michigan (#8)	$62,762	$64,645	$66,584	$68,582	3.0%	$1,883	3.0%	$1,939	3.0%	$1,998
Virginia (#9)	$63,700	$65,611	$67,579	$69,607	3.0%	$1,911	3.0%	$1,968	3.0%	$2,027
Northwestern (#11)	$64,402	$66,334	$68,324	$70,374	3.0%	$1,932	3.0%	$1,990	3.0%	$2,050
Cornell (#13)	$65,541	$67,507	$69,532	$71,618	3.0%	$1,966	3.0%	$2,025	3.0%	$2,086
Georgetown (#14)	$62,244	$64,111	$66,035	$68,016	3.0%	$1,867	3.0%	$1,923	3.0%	$1,981
Texas (#15)	$53,035	$54,626	$56,265	$57,953	3.0%	$1,591	3.0%	$1,639	3.0%	$1,688
Vanderbilt (#17)	$57,458	$59,182	$60,957	$62,786	3.0%	$1,724	3.0%	$1,775	3.0%	$1,829
USC (#19)	$64,908	$66,855	$68,861	$70,927	3.0%	$1,947	3.0%	$2,006	3.0%	$2,066
Public Average	$59,832	$61,627	$63,476	$65,380	3.0%	$1,795	3.0%	$1,849	3.0%	$1,904
Private Average	$63,708	$65,619	$67,588	$69,616	3.0%	$1,911	3.0%	$1,969	3.0%	$2,028
Public and Private Average	$62,416	$64,289	$66,217	$68,204	3.0%	$1,872	3.0%	$1,929	3.0%	$1,987
Your program (UCLA Law #16)	$52,092	$54,449	$56,958	$58,892	4.5%	$2,357	4.6%	$2,509	3.4%	$1,934

Source(s): Tuition and fees for 2018-19 per each school's website as of October 2018. All amounts listed include tuition and fees; health insurance is excluded.

#6 NYU: Fall 2018: https://www.nyu.edu/students/student-information-and-resources/bills-payments-and-refunds/tuition-and-fee-rates/2018-2019/professional/school-of-law-2018-2019/fall-2018/j-d--program.html; Spring 2019: https://www.nyu.edu/students/student-information-and-resources/bills-payments-and-refunds/tuition-and-fee-rates/2018-2019/professional/school-of-law-2018-2019/spring-2019/j-d--program.html

#8 Michigan: https://www.law.umich.edu/financialaid/Pages/tuitionrates.aspx

#9 Virginia: https://www.law.virginia.edu/financialaid/annual-cost-attendance-budget

#11 Northwestern: http://www.law.northwestern.edu/admissions/tuitionaid/tuition/

#13 Cornell: https://www.lawschool.cornell.edu/admissions/tuition/tuition_expenses.cfm

#14 Georgetown: https://www.law.georgetown.edu/admissions-aid/financial-aid/tuition-cost-of-attendance/

#15 Texas: https://law.utexas.edu/admissions/tuition-fees-and-expenses/

#17 Vanderbilt: https://law.vanderbilt.edu/prospective-students/costs-financial-aid/budget.php

#19 USC: https://gould.usc.edu/academics/degrees/jd/financial-aid/cost/


IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The institutions listed above are the law schools with whom we compete the most directly for students and faculty. Listed beside the name of each school is the US News rank from spring 2018. We list the law schools ranked from #6 through #19, with a focus on those that are centered in major metropolitan cities, excluding UC Berkeley. In addition, we want to highlight the competition with #19 USC to UCLA (separated by just 14 miles). These are not aspirational schools as there is a direct and fierce competition with each of the schools each year when recruiting a new JD class.

And over the past six years of our PDST freeze the average tuition increase of the top 20 law schools (excluding Berkeley, who has also seen a frozen PDST) is: 3-5% annually. Cumulatively, these schools have enjoyed an increase of 20-30% during the same six years of our tuition freeze.
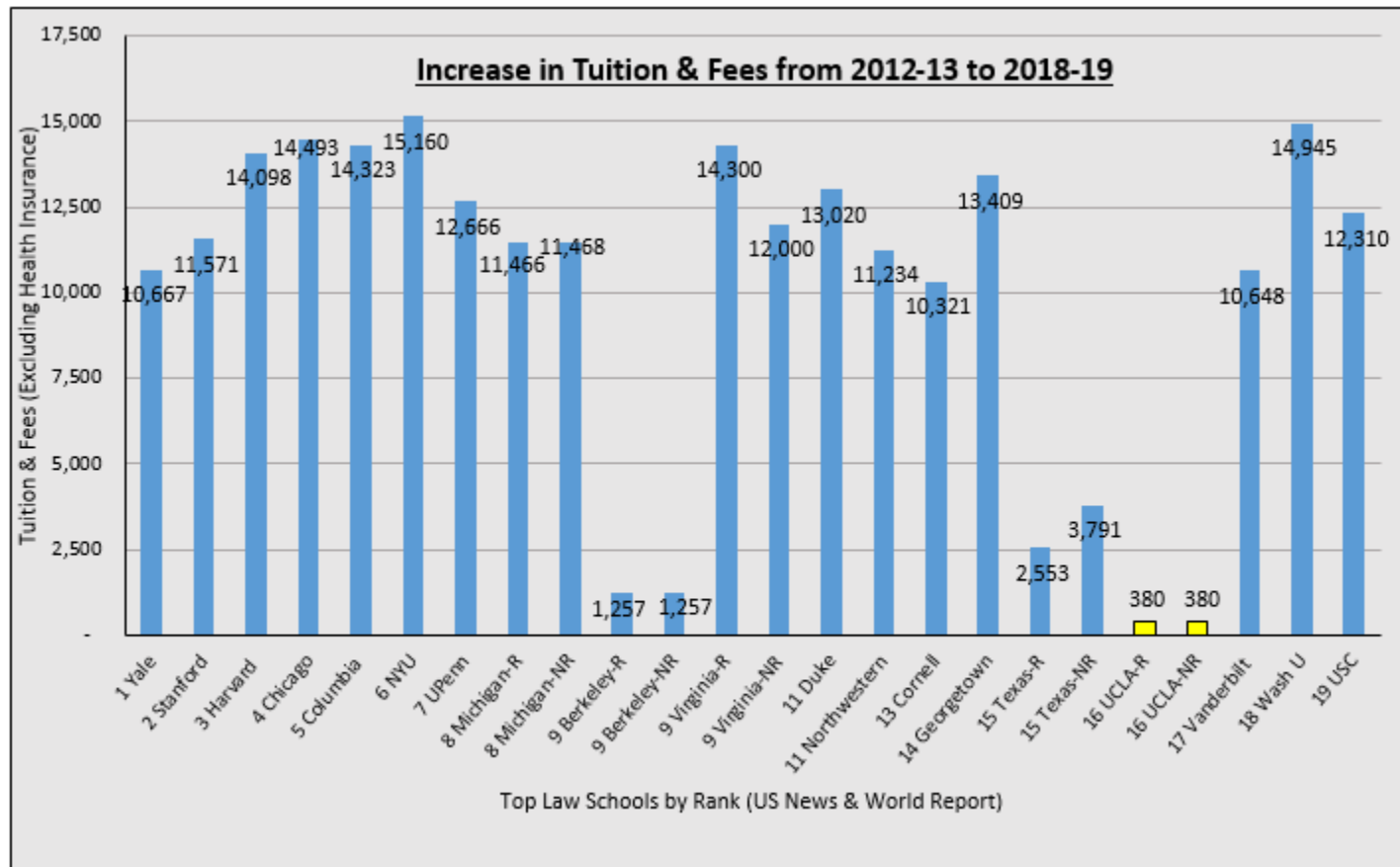
IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

On the chart below of top law schools, UCLA Law is the most inexpensive law school of any on this list, apart from the University of Texas School of Law for Texas residents (see chart below for total tuition & fees not including health insurance for 2018-19). UCLA Law is also currently several thousand dollars less expensive than two other UC law schools, Berkeley Law, and Davis Law.

Top Law Schools Total Tuition & Fees for 2018-19
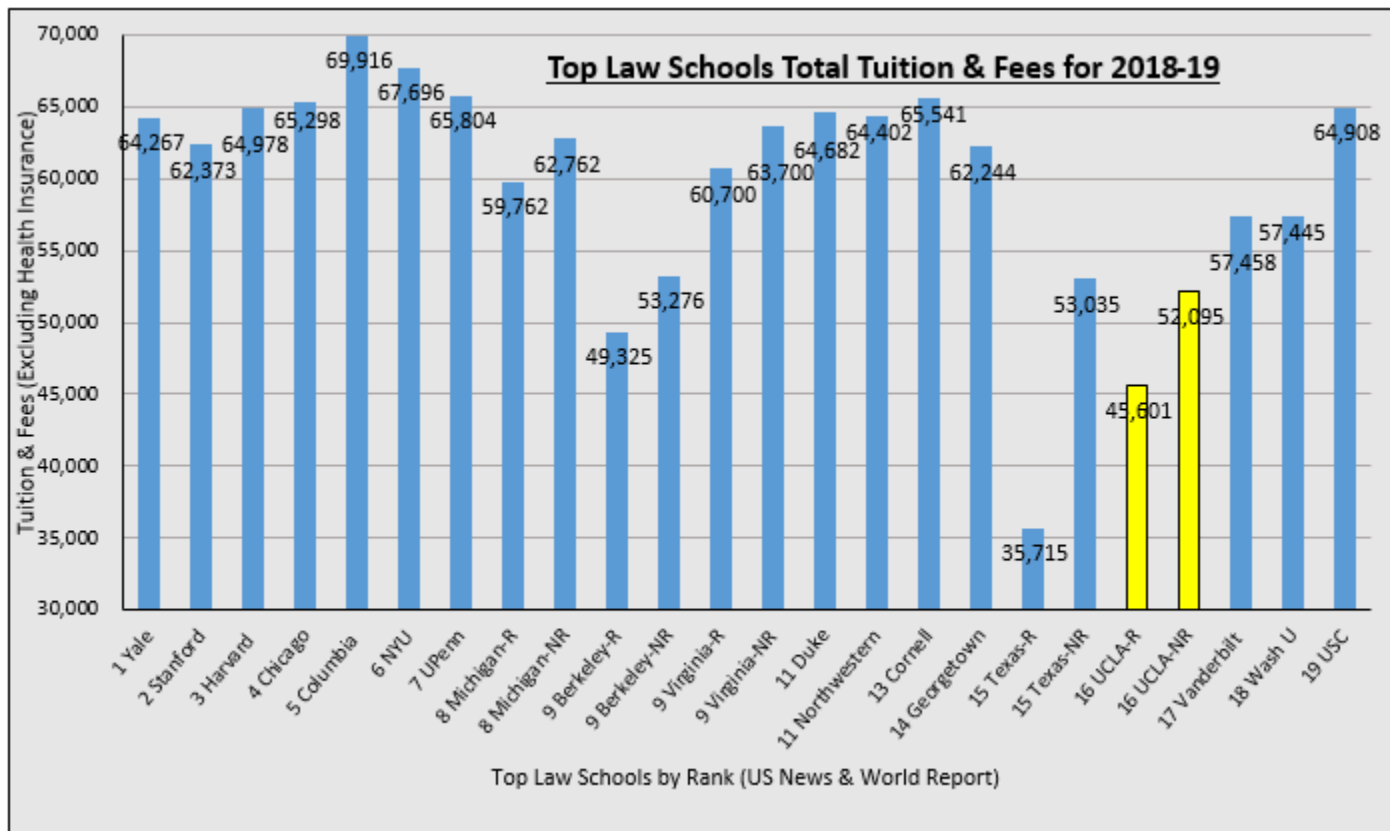
For residents, the tuition and fees for UCLA Law is generally $12,000 to $24,000 LESS than the comparison institutions, PER YEAR. For non-residents, the difference still remains high with UCLA Law $5,000 to $15,000 LESS than the comparison institutions. This is true for both private and public comparisons. The basic fact is that UCLA Law's tuition is significantly less than that of our peer schools and we are located in a city that is ranked in the top 10 most expensive cities to live in in the US (according to a Kiplinger study in 2018).

The next chart shows the actual dollar increase in total tuition and fees for the same top law schools from 2012-13 to 2018-19 (the tuition freeze period for UC law schools). Basically, all top law schools besides Berkeley, UCLA, and Texas have increased fees from $10K to $15K in total during this period per student. These are the cumulative dollars over the last six years and as such, these schools have had the benefit of incrementally new revenue each year that has a compounding effect for each of the years before. We simply cannot compete and maintain our top tier position if we cannot generate new PDST fee revenue.

Increase in Tuition & Fees from 2012-13 to 2018-19

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

UCLA Law is a relatively young law school when compared to our top-tier peers. We have achieved our distinction by focusing on the two pillars of access and excellence. UCLA Law is recognized as one of the top law schools in the nation due to our world class faculty and impactful programs and centers, and through its values of being innovative and forward thinking. As a public university, UCLA Law has strategically prioritized access by valuing programming focused on attracting diverse and socioeconomically disadvantaged students at a rate above or equal to our peer institutions – we believe we have the highest proportion of first generation college students among top tier programs. In addition to generous financial aid packages, UCLA Law cost of attendance is provided at lower cost than its peer institutions. In short, UCLA Law students graduate with a top tier legal education at a lower cost and with less average debt than our public and private competitors.

UCLA Law has differentiated itself with cutting edge, innovative, and social impact centers and programs. These include the Critical Race Studies Program, Williams Institute on Sexual Orientation and Gender Identity Law & Policy, The Promise Institute for Human Rights, Emmett Institute on Climate Change & the Environment, Resnick Center for Food Law & Policy, David J. Epstein Program in Public Interest Law & Policy, Ziffren Center for Media Entertainment Technology and Sports Law, and Lowell Milken Institute for Business Law & Policy.

In addition, we further enrich the educational experience of students through a robust clinical and experiential learning program, which offers impactful training programs and live-client clinics including: the Veterans Legal Clinic, Immigrant Family Legal Clinic, Asylum Clinic, Community Economic Development Clinic, Youth and Justice Clinic, Documentary Film Clinic, First Amendment Amicus Brief Clinic, among many other opportunities.

UCLA Law has ranked well on several specialty law rankings according to the US News & World Report. We are:
- #6 in Environmental Law
- #9 in Tax Law
- #12 in International Law
- #21 in Intellectual Property Law

This is an illustration of the depth and breadth of our expertise and distinction in these legal areas and is one of many ways we differentiate ourselves.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	3.0%	3.4%	3.5%	3.7%	4.8%	6.9%
Chicana(o)/Latina(o)	10.2%	10.3%	10.2%	10.4%	7.8%	8.4%
American Indian	0.8%	0.7%	0.4%	0.3%	0.4%	0.2%
Subtotal Underrepresented	*14.0%*	*14.4%*	*14.1%*	*14.3%*	*13.0%*	*15.5%*
Asian/East Indian	14.1%	13.6%	14.2%	14.3%	6.5%	9.4%
White	54.7%	55.1%	55.6%	56.2%	68.9%	54.1%
Other/ Unknown	14.6%	14.1%	13.0%	11.1%	8.5%	12.4%
International	2.7%	2.9%	3.1%	4.0%	3.0%	8.6%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	32.2%	28.8%	29.8%	n/a	n/a	n/a
Gender						
% Male	49.6%	50.3%	49.3%	49.8%	53.6%	49.5%
% Female	50.4%	49.7%	50.7%	50.2%	46.4%	50.5%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data. All columns of "Ethnicity" demographic data as reported to the American Bar Association and listed on each school's website under the ABA 509 Required Disclosures. UC Corporate data was not used for the ethnicity portion of the table. "Pell Recipients" and "Gender" data are from UC Corporate data sources.

Comparison institutions: Public: Michigan, Virginia, Texas. Private: Cornell, Georgetown, Northwestern, NYU, USC, Vanderbilt.

#6 NYU: http://www.law.nyu.edu/sites/default/files/NYULaw-ABA-509-Standard-Information-Report.pdf

#8 Michigan: https://www.law.umich.edu/aboutus/Documents/Std509InfoReport-12-15-2017.pdf

#9 Virginia: https://www.law.virginia.edu/system/files/about/2017aba.pdf

#11 Northwestern: http://www.law.northwestern.edu/admissions/disclosures/documents/ABA-Standard-509-Information-Report.pdf

#13 Cornell: https://www.lawschool.cornell.edu/about/upload/Std509InfoReport-99-99-12-14-2017-11-20-50.pdf
#14 Georgetown: https://www.law.georgetown.edu/wp-content/uploads/2018/05/2017-509.pdf
#15 Texas: https://law.utexas.edu/wp-content/uploads/sites/2/2017/12/2017-ABA-509.pdf
#17 Vanderbilt: https://law.vanderbilt.edu/Std509InfoReport2017.pdf
#19 USC: https://gould.usc.edu/resources/downloads/about/aba/aba-standard-509-information-report.pdf?121818111444

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

As the chart above indicates on the overall enrollment of underrepresented students, we achieve higher levels of racial and ethnic diversity than our comparison public schools and come close to matching our comparison private schools (all of whom are permitted to practice forms of race-based affirmative action prohibited in California). We have maintained a relatively consistent level over the years. If you include the Asian/East Indian category with the underrepresented students, we exceed the publics and privates in terms of total diversity in the student body. We have accomplished this despite the constraints imposed by Proposition 209 on our efforts to recruit underrepresented minorities. However, we are dedicated to continuing to explore all permissible options to increase diversity within our student body as described below.

UCLA Law has a three-step strategy for building, recruiting, and supporting a more diverse student population.
- **Pipeline Building before Applying to Law School**: UCLA Law has a nationally recognized, award-winning outreach program designed to build a pipeline of domestic students from underrepresented groups that are primarily current undergraduate students thinking about law school. Now in its 22nd year, the Law Fellows Program works with approximately 125 undergraduates from historically underrepresented backgrounds each year. Nearly 750 of those fellows have gone on to law school, including more than 160 at UCLA Law. It has received several major national awards, including the highest honors that the State Bar of California and the American Bar Association give to education pipeline programs.
- **Targeted Recruitment When Applying to Law School**: In the Admissions Office, we created a new position several years ago focused on Multicultural Recruitment whose purpose is to reach and connect with students from all walks of life but primarily underrepresented students, and to ensure that UCLA Law is on their list of schools to consider applying to. The Assistant Director of Admissions/Manager of Multicultural Recruitment spearheads our diversity recruitment efforts.

- **Academic Support While a UCLA Law Student**: In the Student Affairs Office, our Director of Learning Environment & Academic Affairs serves as the Law School's chief diversity officer and promotes policies to support diversity and inclusion at the School. This is a high level management position and reports directly to the Associate Dean of Academic and Student Affairs.

Our excellent outreach, admissions, and student services teams, including those mentioned above, not only help us recruit a more diverse student population but also provide support to develop programs that are more responsive to the needs of an increasingly diverse population. We have implemented changes to create an environment that is more welcoming and inclusive throughout the students' experience with the Law School – from the time of arrival for first-year orientation, to services provided during their three years here (including academic counseling, academic support, and other special needs), to helping them find jobs as they finish their law training. We have strong and robust student "identity" organizations, and a new program to support first generation students in particular (see below).

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

As the chart indicates above, the trend is consistent that nearly 30% of the students that enroll in UCLA Law received Pell Grants as an undergraduate each year. In evaluating applications for admission, we place special emphasis on socioeconomic disadvantage. It is difficult to assess fully how our program compares in terms of socioeconomic diversity, as not all schools share these numbers, but we anecdotally, we believe our metrics on this are indeed strong.

UCLA Law Achievement Fellows Full-Tuition Scholarship Program
One of the strategies employed to promote access for students from low socioeconomic backgrounds is the UCLA Law Achievement Fellowship Program which is currently in its second year of existence. The goal of the program is to provide a full tuition scholarship for a small number of academically talented, high-achieving applicants who have also overcome significant obstacles in life, such as socio-economic disadvantage, disability, being the first in their family to attend college, attending under-resourced schools, or other major hardships or challenges. Hardships such as homelessness, working multiple jobs or long hours in high school or college, being undocumented, living in foster care, receiving government assistance, and subsisting at or near the federal poverty line are just a few examples of the types of disadvantages that have been considered in the past when awarding the Achievement Fellowship.

First Gen Initiatives

UCLA Law is proud of our newly-expanded first generation initiatives; roughly one in six students at UCLA Law is the first in his/her family to graduate from college. We are extremely proud that we are making a difference by enhancing these students' opportunities – we believe that we rank at or near the top of top tier law schools in our current percentage of first generation students. We are committed to fostering a sense of support, belonging and community among law students who identify as first-generation college (neither parent completed a four-year degree at a U.S. university). The First Generation Initiative ("First Gen In") will promote the academic success, professional development, and personal growth of our first-generation students. In addition, we established a new student group aimed at developing this community in the First Gen Law Students Association.

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 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 evidenced in Table V.a., UCLA Law has effectively reached gender parity at 49.3% male and 50.7% female in 2017-18. This is in-line with privates who have a similar stat of 49.5% male and 50.5% female in 2016-17. However, UCLA Law's gender parity is much better than our public comparators whose stats indicate that 53.6% male and 46.4% female.

On a national scale and looking at trends, in 2016 women outnumbered men in law schools for the first time on record. In 2017 we saw a similar stat with 51.27% women and 48.69% men enrolling in law schools. UCLA Law's results very much reflect that of the national trend. Of the top 20 law schools, only six schools had a ratio with more women than men. Those law schools were UCLA and also NYU, Northwestern, Berkeley, Georgetown, and Vanderbilt.

Another major initiative we launched that we believe supports our success on this metric is the UCLA Law Women LEAD (Leadership Empowerment Advancement Distinction) network that was formed for women in the legal profession and founded in 2015. This network connects intergenerational cohorts of alumnae that focuses on three phases of a legal career: (1) students and young alumnae, (2) mid-career professionals and (3) senior level professionals. UCLA Law has 6,700+ total alumnae and 1,700 in the UCLA Law Women LEAD network. This is a way to distinguish ourselves from other law schools, to engage this particular demographic, and leverage their strengths and accomplishments.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Although we cannot fully predict the outcomes of these demographics, we do not expect enormous deviation from the trend in underrepresented minority students, Pell Grant recipients, and gender that we have seen in the last several years. We have developed programs and initiatives to support these cohorts of applicants, either in the pipeline development, recruitment, application, and support during law school. As we continue to devote effort, time, and resources to these activities, it demonstrates to everyone UCLA Law's commitment to truly be a law school with access and opportunity for those truly interested in attending a top law school.

To summarize, our outreach program is building a pipeline of qualified applicants, we target our recruitment to ensure there is a diverse pool, award full-tuition scholarships under the Achievement Fellows Program, expand our First Gen Initiative, support current students so there is an inclusive and equitable student environment, and engage alumni to highlight their careers and use them as role models. These are just a sampling of the explicit activities we deploy to create a well-rounded, diverse, and balanced student body. But truly it is in embedded in the DNA of virtually everything we do. Access is a core value that transcends everything we do, and do it under the parameters and auspices of Prop 209. Thus, our hope is that our numbers of underrepresented minority students and socioeconomically diverse students actually show some degree of increase.

V.f. In the following table, 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.8%	3.9%	3.9%
	International			
Chicano(a)/Latino(a)	Domestic	5.6%	5.9%	5.2%
	International			
American Indian	Domestic	0.5%	0.5%	0.4%
Asian/Pac Is	Domestic	8.0%	7.8%	7.8%
	International			
White	Domestic	77.5%	75.5%	77.6%
	International			
Other/Unknown	Domestic	4.7%	6.4%	5.2%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
	Female	41.3%	43.6%	44.8%
	Male	58.7%	56.4%	55.2%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	7.7%	7.6%	7.7%
	International			
Chicano(a)/Latino(a)	Domestic	6.2%	6.1%	6.2%
	International			
American Indian	Domestic	1.5%	1.5%	1.5%
Asian/Pac Is	Domestic	9.2%	9.1%	10.8%
	International			
White	Domestic	73.9%	74.2%	72.3%
	International			
Other/Unknown	Domestic	1.5%	1.5%	1.5%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
	Female	35.4%	36.4%	36.9%
	Male	64.6%	63.6%	63.1%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The recruitment and retention of a diverse faculty remains a top priority for UCLA Law. For both entry-level and lateral recruitments we are committed to broadly developed searches with the goal of recruiting exceptionally talented and diverse faculty. Our goal is to focus on top prospects that both meet the needs of our institution and aim to provide a learning environment for our students that includes a wide array of racial, ethnic, and socio-economic backgrounds.

We collaborate closely with the UCLA Office of Equity, Diversity and Inclusion to implement a series of processes and best practices designed to ensure we have a broad and diverse pool of candidates. They include:
- **Equity Advisor**: Every year, the Law School's Advisory Committee appoints an External Appointments Committee made up of several faculty members and includes a designated Equity Advisor. The Equity Advisor works with the UCLA Office of Equity, Diversity, and Inclusion (EDI) to promote equity, diversity, and inclusion within their school/division; attends EDI training on the faculty search process and is a resource for the School.

- **Faculty Search Committee Toolkit**: this toolkit is produced each year by the UCLA Office of Equity, Diversity and Inclusion and designed to assist the search committee in equitably initiating and completing faculty searches. These guidelines help the committee build a diverse pool through conscious effort from the start of the search process.
- **Mandatory Training Sessions**: The UCLA Office of Equity, Diversity and Inclusion organizes mandatory training sessions each academic year designed to provide guidance about broadening the diversity of the pool of candidates, as well as training in the UCLA guidelines and requirements for diversity in the search process.
- **Search Plan**: Before beginning a search, departments must submit and receive approval on a search plan to the UCLA Office of Equity, Diversity and Inclusion, which explains how we will identify potential candidates, including advertising broadly to reach a diverse group of potential candidates, and make a faculty appointment. In addition, we must also receive approval from the UCLA Office of Equity, Diversity, and Inclusion of both an applicant pool and a short-list of candidates to ensure the search has been sufficiently broad and inclusive, before proceeding to the next step in the hiring process.
- **UC Academic Personnel Policy 220**: this policy requires that faculty contributions to diversity receive recognition and reward in the academic review process and the policy provides clear guidance for both review and appointment of a faculty that is dedicated to the diverse goals of the UC.

Finally, we have also found that the Law School's institutes and centers, and our programmatic strengths in areas like Critical Race Studies have proven a key draw for diverse recruitment at all levels.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

As stated earlier, **our goal is to maintain and expand access to UCLA Law for the strongest and most diverse student body possible, while at the same time allowing less affluent students to avoid facing crushing debt at graduation.** We also seek to maintain loan forgiveness and other financial support programs that reduce the educational debt of those who work in public service careers after graduation.

In the current fiscal year 2018-19, **UCLA Law has allocated 43% of the actual PDST revenue collected to financial aid**. This significantly exceeds the Regental mandate of 33% and illustrates our commitment to ensure access and affordability for our students. In addition, if you count private philanthropy devoted to financial aid that figure increases to 65% of the amount of PDST total revenue. In fact, as we reported to the ABA for last year, approximately 80% of our JD students received some form of grant aid

from the law school with the median grant aid recipient receiving $20K per year. For the proposed PDST increase, we project that approximately 50% of the increased revenue will be devoted to financial aid.

We view our significant commitment to financial aid as the most effective vehicle for attracting a talented and diverse student body, one with significant numbers of students committed to entering public service. Over the next several years, UCLA Law seeks to maintain its strong financial aid commitments, with the goals both of significantly outpacing any fee increases and of exceeding the 33% return-to-aid mandate. As stated previously, we have budgeted to have a return-to-aid of approximately 50% of new PDST revenue returned back to aid to our students.

Our overall financial aid strategy spans the full life-cycle of a law student and attempts to be as transparent and as predictable as possible so that students considering law school options can make an intelligent decision.

- **Need-Based Aid Commitment before Law School**: UCLA Law is one of a minority of top law schools that continue to give out need-based aid. Our policy is to provide a three-year scholarship to students upon arrival, so that they can know what their expected aid will be each year. We do not require them to fill out an additional FAFSA form in years 2 or 3. That helps with their financial planning because of this predictable amount. We also disclose and educate them on what additional forms of financial aid they can expect while they are in law school and potentially after they complete their degree.
- **Summer Public Interest Employment Funding during Law School**: we fund any student who chooses to do unpaid public interest work during their summer after their first year and after their second year of law school. This allows our students to make decisions about whether to pursue a summer associate position at a law firm or choose to serve in a public interest capacity. No student is turned away and so they always have options.
- **Loan Repayment Support after Law School**: we provide both a Loan Repayment Assistance Program for those pursuing full-time public interest work and we also have a program for post-graduate fellowship program for the recent grads who work in a public service capacity.

Each of these programs allows our students and graduates to have a sense of their financial options and plan based around that. They also have the confidence that UCLA Law is there to support their career options especially if they choose to pursue public interest work. This partnership in financing their legal education is a unique feature of UCLA Law, but yet is one that is quite financially intensive and thus we need a continuous pool of resources to draw from.

UCLA Law has thus made financial aid and scholarships a fundraising priority. In fact, Student Support fundraising is the second highest category of fundraising, only behind programs and centers fundraising. But as discussed previously, for the dollars raised

versus what we can actually spend, there is a gap because for those that contribute to endowments, we only spend the portion from the payout (rather than the corpus that gets invested) and the pledges are paid in over time. For example, a $1 million endowment commitment will generate less than $45,000/year to award in financial aid.

As described above, the metrics we use to measure our success in meeting affordability goals is to: continue a robust need-based financial aid program, guarantee funding is available for any student who would like a public interest summer fellowship, and that our Loan Repayment Assistance Program continues to provide a backstop in offsetting the cost of working in public interest after graduation. In addition, as detailed in the next two tables on average debt at graduation, we aim to stay in line with our public comparators (excluding Texas).

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	87%	83%	83%	78%	72%	75%	68%
Cumulative Debt among Students with Debt	$106,517	$109,442	$116,899	$121,616	$121,094	$118,321	$121,495

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

The average indebtedness by dollars has stayed quite flat during the period that the PDST tuition freeze has been in place. The percent of our students taking on any debt has somewhat decreased over this time. Some of this results from macro trends in law school environments (in the wake of the recession, law students generally became more debt-averse), and some of this results from our frozen fees coupled with our commitment to strong financial aid. In addition to our significant return to aid, financial aid is one of the key areas in which we are fundraising from our donor base.

The table below shows the average debt at graduation for our comparators. But we feel that it is important to dive one layer deeper to get a better sense of indebtedness and how we fare better than others. UCLA Law's average debt is $121K. The East Coast private law school comparators debt range from $148K to $171K, 20% to 40% more than UCLA. Our public comparisons also outpace our average debt with Michigan at $125K and Virginia at $143K, though as one would expect Texas is lower at $100K due to their lower cost of living and their lower instate tuition.

We are proud of where we rank on this particular metric relative to our comparators. However, our ability to maintain this standing is at risk without a fee increase because things like basic inflation will continue to chip away at our ability to devote so much funding to financial aid and helping our students finance their legal education.

If the PDST fee increase is approved, we expect that with our goal of returning 50% of the new PDST revenue back to students in the form of financial aid, we do not expect to see a significant change in the indebtedness of our students upon graduation and thus remain on the low end of this metric. In addition, if we had a stable commitment to an increase in PDST, we would be interested in improving our post-graduate debt relief programs for students pursuing public sector positions.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
PRIVATE SECTOR POSITIONS				
This program (UCLA)	68%	$121,495	$180,000	10%
Public comparisons	65%	$122,806	$180,000	10%
Private comparisons	68%	$143,228	$180,000	11%
PUBLIC SECTOR POSITIONS				
This program (UCLA)	68%	$121,495	$55,053	31%
Public comparisons	65%	$122,806	$60,737	29%
Private comparisons	68%	$143,228	$60,142	34%

Sources: UC: Corporate data; The "Graduates with Debt" percentage and "2016-17 Average Debt at Graduation among Students with Debt" as reported to the US News by each school for the class of 2017. The "Median Salary at Graduation" for the class of 2017 per each law schools' website as required to be reported by the National Association for Law Placement (NALP).

Comparison institutions: Public: Michigan, Virginia, Texas. Private: Cornell, Georgetown, Northwestern, NYU, USC, Vanderbilt.
#6 NYU: http://www.law.nyu.edu/sites/default/files/upload_documents/NALP%20Summary%20Report%20and%20Tables%2012-5_JD%202016_Redacted.pdf
#8 Michigan: https://www.law.umich.edu/careers/classstats/Documents/NALPSummaryReport2017.pdf
#9 Virginia: https://www.law.virginia.edu/career-services/employment-data-recent-graduates
#11 Northwestern: http://www.law.northwestern.edu/professional-life/career/stats/documents/northwestern_pritzker_nalp_employment_summary_2017.pdf
#13 Cornell: https://www.lawschool.cornell.edu/careers/upload/Class-of-2017-NALP-Summary-Report.pdf
#14 Georgetown: https://www.law.georgetown.edu/wp-content/uploads/2018/05/L17-ABA-Employment-Summary-with-Addendum.pdf
#15 Texas: https://law.utexas.edu/wp-content/uploads/sites/4/2018/10/NALP-Class2017-for-web.pdf
#17 Vanderbilt: https://law.vanderbilt.edu/files/NALP-2017-Summary-Report.pdf
#19 USC: https://gould.usc.edu/resources/downloads/careers/jd/students/statistics/nalp_report_2017.pdf?121818101111

Additional Comments: N/A

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

As the table above indicates, our average debt at graduation is slightly below our public comparison schools and well below our private comparison schools. That is in line with the fact that we are a relative bargain compared to nearly all of our law school peers. The percentage of students graduating with debt are in line with our comparators.

Another priority for UCLA Law is to provide opportunities to work in government and public interest employment. For this group, debt burdens are of course more challenging. As noted previously, we have devoted significant financial resources to fund post-graduate fellowships for students who are pursuing such work, as well as offering an LRAP Program, coupled with federal loan forgiveness programs to support students pursuing these career objectives.

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

UCLA Law is committed to our students who pursue or who are interested in doing public interest or public service work. We have developed a multi-pronged strategy to support these students and graduates to ensure these are financially viable career options and can manage debt service obligations.

- **Summer Stipends**: We provide stipends to all students who choose public interest work in the summer after their first year and after their second year of law school. In summer 2018, approximately 200 students received aid through this program.
- **Post Graduate Fellowships**: for graduates who volunteer for public interest work during part or all of their first year after graduation while they look for longer term public interest positions, we offer a number of competitive and coveted post-graduate fellowships. Students are paid $55,000/annually and also get a $2,500 BAR stipend. This gives the much needed funding to work in these organizations and get experience that is invaluable to their future success as an attorney.
- **Loan Repayment Assistance Program (LRAP)**: we have supported a long running program to help grads working in public interest with debt service financial support. In 2018, we provided LRAP assistance to over 100 former students working in public service.
- **Career Counseling and Placement Support**: over the last couple of years, we have doubled the staffing capacity of our public interest office. This is designed to provide more personalized support to students and to meet the growing demand in the number of students who are interested in public interest.

- **Fundraising**: scholarships are a fundraising priority for the Dean. In addition, specific support is directed to the Public Interest Support Fund. These funds are used to support the public interest program and provides scholarships and fellowships to students pursuing public interest.

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

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

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

UCLA Law makes extensive use of the Law School's website and hardcopy recruitment publications to market our generous financial aid programs. We have staff dedicated to discussing and reviewing financial aid for prospective students either virtually or in person. The goal is to proactively seek out these students and provide sound and effective counseling on "cost of attendance" topics. Our aim is to make students aware that UCLA Law is committed to providing access to all admits, regardless of socio-economic circumstances, and increasing freedom of career choice to those who are committed to pursuing public interest jobs.

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?

UCLA Law provides a link to show the current median salary and employment data on the front page of its website as required by the American Bar Association. For average debt, we report that information to various entities including the US News and the Princeton Review. We also provide that information to any student or prospective student who inquires about it.

VII. OTHER

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

Maintaining Excellence: It is imperative that UCLA Law maintain the strength of our program and seek to grow still stronger if possible. Without an increase in the PDST as requested above, UCLA Law will face a strategic and tactical disadvantage as it seeks to recruit and retain a top-tier faculty, to attract enormously talented students, and to maintain its cutting-edge curriculum. Some degree of additional tuition is critical to maintain excellence, access and service.

Fundraising Momentum: In addition, as we close out the Centennial Campaign at UCLA in 2019 and raise a record amount in gifts, we want to continue the momentum we've gained thus far. We are proud of our fundraising momentum, but fundraising and philanthropy cannot serve as a substitute for PDST. Not only are many of these gifts paid in slowly over time, but they are generally for targeted purposes and/or for endowments, extremely valuable for sustaining the Law School for the long term, but permitting access only to a small fraction of the amount raised.

Access and Affordability: UCLA Law is equally committed to serving students from all walks of life and to supporting their aspirations for a range of careers in the legal profession. To that end, UCLA Law has been relatively conservative in setting its PDST relative to other UC law schools and has been very generous with financial aid in a market for law students that is highly competitive. Currently, among our top law school peers, what we charge for residents and non-residents is the second and fourth lowest amount for tuition and fees for students. The only non-UC law school peer with a lower price tag is tuition for a resident student at University of Texas Law School.

Professional School Programs: For the last several years, all other professional school programs across the UC system have been allowed to request, and have received, approved increases in their PDST. As part of UC's agreement with the Governor, the UC law schools have been the sole set of professional programs denied the opportunity to make any adjustment to 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 only 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 2018-19 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.

☐ (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
☒ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☒ Other (please describe): consultation with a select group of student leaders known as the Dean's Student Advisory Council.

UCLA Law Dean Jennifer Mnookin consulted students on two occasions. First on October 16, 2018 the Dean consulted the Dean's Student Advisory Council made up of appointed student leaders who represent the student body, and encouraged them to discuss the issue with their classmates. Second on October 24, 2018 the Dean hosted a student town hall open to all law students and organized by the Student Bar Association where she presented on the potential fee increase and facilitated a discussion. Approximately 80 members of the Law School community attended including current law students, faculty and senior staff.

IX.b. Below, please 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.

Overall the students were not significantly resistant to the idea of an increase given that there had been a tuition freeze for the prior six years. However, they did raise concerns that were related to financial aid and financial support available to students. They had three specific focus areas of inquiry related to: (1) impact on UCLA Law's tuition guarantee, (2) additional need based aid for those students who are most in need, and (3) potentially increasing the amount of funding for summer public interest fellowships.

1. UCLA Law's Tuition Guarantee: for the JD class of 2020 and class of 2021, the Law School guaranteed that the tuition charged to students during their three years of law school would not exceed a cumulative total amount. With the PDST increases that we are proposing, we assured students that we would standby those amounts both on an annual estimated basis as well on the guaranteed three year total. Effectively, when the class of 2020 started in the fall 2017 and the class of 2021 started in the fall 2018, we made commitments to them that their total tuition and fees would have a cap. The proposal we have included here remain under that cap that we made one and two years ago.

2. Additional Need-based Aid: we also assured students that if the PDST were approved, a portion of it would be devoted to an increase in need-based financial aid.

3. Summer Public Interest Fellowships: as described above, nearly 200 students each year do some sort of public interest work during their summer after the 1L or 2L year that is subsidized by the Law School with a stipend to each student. We are taking seriously the suggestion of potentially adjusting our funding for these summer fellowships if the PDST increase is approved.

As described throughout this document, UCLA Law is committed to affordability and access, which is why our financial aid far exceeds the 33% return-to-aid mandate. We expect with this increase that we would continue to do so in order to support our neediest students as well as support their pursuit of public interest work.

No written feedback was provided by 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 must be provided by the program.**

☒ Plan shared with ___GSA President Michael Skiles_____ on _11/6/18_____ .

<p style="margin-left: 2em; font-size: small;">Campus graduate student organization (i.e., your campus' GSA president)</p>

☒ Comments or feedback was provided.

☐ Comments or feedback was not provided.

Nature of feedback or full comments:

AVC Roth and R. Lee-Garcia met with the GSA President on 11/6 to review the PDST fee proposals.   The GSA President shared overall concerns about increasing fees and also stated that there were specific concerns with the Law proposed fee increases.   While the GSA president understood that fees have been flat which can create a difficult financial situation, his general concern was that there are some students that are used to paying a fee at a certain level and they will now have to pay a higher fee. The President also shared concerns related to the different styles that Schools use to present the fees to their students. It seems as though some Schools present the materials in a format that the students like and there are other presentations that they do not like.

☐ If applicable, plan shared with _____ on _____ .

<p style="margin-left: 2em; font-size: small;">Program graduate student organization (i.e., your program council or department GSA)</p>

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting

☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the 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): Consulted with the Dean's Faculty Advisory Committee.

IX.e. Below, please 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 proposed PDST levels were presented by the Dean to the Faculty Advisory Committee (a committee elected by their senate faculty peers) on October 11, 2018 for discussion. The proposal was endorsed unanimously by the Committee. Given our extensive period of a fee freeze, everyone thought that this proposed increase was appropriate.

In addition, the PDST proposal was presented by the Dean to the faculty in a regularly scheduled faculty meeting on November 2, 2018. The discussion topics included the current "tuition guarantee" for the current 1L and 2L classes and also whether a new tuition guarantee would be extended to the fall 2019 entering class that is being recruited at this time. It was reiterated that UCLA Law is committed to the tuition guarantee when each cohort first enrolled and would of course adhere to what had been committed. One faculty member expressed some concerns she had heard from students. Other faculty indicated that they clearly understood the need for an increase, and, while they would love to limit tuition increases to the extent feasible, realized that this fee increase was necessary to support our excellence and that without, stable and permanent additional state funding, it is simply not feasible to keep fees constant indefinitely.

Overall, the faculty recognized and supported the proposed fee increase. No written feedback was provided by faculty.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Vice Provost Robin Garrell _____ on 11/15/18 _____ .
                      Graduate Dean

☒ Plan endorsed by   Chancellor Gene Block _____ on 11/15/18 _____ .
                      Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$23,745	$24,932	$26,178	$27,488	$28,862	$30,304	5.0%	$1,187	5.0%	$1,246	5.0%	$1,310	5.0%	$1,374	5.0%	$1,442
Prof. Degr. Suppl. Tuition (Nonresident)	$23,745	$24,932	$26,178	$27,488	$28,862	$30,304	5.0%	$1,187	5.0%	$1,246	5.0%	$1,310	5.0%	$1,374	5.0%	$1,442
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$437	$441	$446	$450	$455	$459	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$5	1.0%	$5
Nonresident Suppl.	$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	NA	$0	NA	$0	NA	$0	NA	$0	NA	$0
Total Fees (CA resident)	**$36,752**	**$38,339**	**$39,992**	**$41,726**	**$43,537**	**$45,433**	4.3%	$1,587	4.3%	$1,652	4.3%	$1,734	4.3%	$1,811	4.4%	$1,897
Total Fees (Nonresident)	**$48,997**	**$50,584**	**$52,237**	**$53,971**	**$55,782**	**$57,678**	3.2%	$1,587	3.3%	$1,652	3.3%	$1,734	3.4%	$1,811	3.4%	$1,897

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments: None.

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

One of the core missions of the David Geffen School of Medicine is to "create world leaders in health and science." We aim for excellence in all tenets of healthcare, including education, research, community engagement, and clinical care. We believe that the core value of diversity and inclusion are inseparable from our mission. Each year we admit 175 new students into our Doctor of Medicine (MD) program, which includes our core 4-year M.D. program, our 8-year M.D./PhD, and 5-year concurrent (M.D./MBA, MD/MPH, MD/MPP) degree programs. Our average overall enrollment in MD education is 700 students. As a medical school, we seek to fill a unique niche in medical education, adding to clinical excellence something more– a uniquely "UCLA" brand of mindset and skillset that will strengthen the impact each of our 175 annual graduates will have in the world of health and healthcare. Critical to the success of this mission goal is the creativity to forge new directions and approaches to medical student teaching, the courage to drive change in a complex organization, the discipline to steward resources in a responsible manner, and effective strategies to identify the incremental resources needed to accomplish these aspirations.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The additional revenue resulting from our previous increases in PDST funding have allowed us to advance the goals stated in our expiring multi-year plan for AY 2016-17 through AY 2018-19 in the following ways:

- **Curricular Redesign Efforts**: PDST funding has supported an era of innovation and testing new ideas, creating Task Forces that bring faculty and students together to chart future progress in our curriculum, and helped to launch our formal curriculum redesign efforts.
  - **Task Forces**: We commissioned Task Forces with faculty, staff and student members in the following areas: Early, Authentic Clinical Experiences; Entrustable Professional Activities; Cultural Competence and Health Disparities; Social Medicine and

Humanities; Health Policy; Ultrasound in Medical Education; Advising and Mentoring; Faculty Development. The findings of these Task Forces have informed enhancements to our curriculum, some of which have been enabled by the resources that PDST provides. Examples include purchasing additional bedside ultrasound and other simulation equipment and sponsoring a conference on Team-Based Learning in Medical Education. Additionally, our Early Authentic Clinical Experience work catalyzed a number of specific programs that engage early learners in meaningful clinical work, such as our Hot Spotting Initiative. In this program, medical students work in inter-professional teams (nursing, dental, social work, public health) to provide interdisciplinary care to some of our most vulnerable, complex patients, helping to manage complex medical issues both in the clinic and in the patients' homes.

- o **Classroom teaching innovation:** Stimulated by these PDST-supported efforts, we established an Education Innovation group. Led by some of our most talented educators, this group is implementing promising new approaches to increase teaching effectiveness. For example, we sponsored some members of this group to join a national consortium on Team-Based Learning and were able to support implementation of pilot work on TBL through investments in technology to enhance the classroom implementation.
- o **Curriculum Redesign:** In 2017, we launched a major redesign of our entire curriculum, described in more detail below. We formed a steering committee and started a campus-wide conversation about the future goals for our MD program, involving faculty, staff, medical student, residents, school and health-system leaders, alumni, and the community.

- **Classroom Support and Technology:** During the planning stages of building Geffen Hall, the new home to our Medical Education enterprise, we partnered with educational technology experts to ensure that our classrooms have state-of-the-art technology. PDST funds enabled us to equip our new education building with technologies that enable new, more effective teaching methods. For example, we created a technology-enabled teaching lab, with dual monitor workstations for small group work on digital histology, microscopy, and imaging, replacing more limited and outdated facilities in our prior education teaching lab.

- **Pipeline, Outreach and Diversity Initiatives:** Our outreach efforts for our pipeline programs as well as the M.D. program brought us to over 35 conferences, health professions fairs, and school visits where we engaged with over 7,000 pre-med students and advisors. PDST funds provided the support for the development of a new partnership between DGSOM and area community colleges in an initiative designed to connect first generation students and students traditionally underrepresented in medicine with people and opportunities at DGSOM. With the support of our pipeline programs (PREP, RAP, SHPEP – discussed more in the diversity strategy section), program graduates are now matriculating at medical schools across the country.

We established an "Equity Hub" in October, 2017, a physical space designed to provide a home for educational and outreach efforts in the health sciences. This space is located in the Clinical Health Sciences complex and has provided a convenient location for health science students and faculty to host forums and programs addressing issues of diversity, equity, and inclusion. With an increasingly diverse student body, we wanted to assure that we have robust resources of academic and other support for our students, described more below.

- **Student support services:** With funding from PDST, we were able to add an additional academic support counselor, doubling our capacity for providing customized assistance for students and to organize structured activities such as tutoring to enhance academic performance. We also created the Behavioral Wellness Center (BWC), a new resource for well-being support and mental and behavioral health care tailored to the unique experiences of medical trainees. Since opening in August 2017, BWC has provided a range of services to 30-40 students per month.

- **Faculty Development:** PDST funds enabled us to send six of our most accomplished faculty educators to attend the Stanford Faculty Development Program, an internationally renowned, month long, in-residence clinical teaching train-the-trainer program [http://sfdc.stanford.edu/clinical_teaching.html]. We plan to leverage this investment through the delivery of this faculty development program here at UCLA, thereby extending this training investment to all of our key teaching faculty. Our PDST-supported investment in faculty development also enabled us to send a select cohort of six physician educators to attend a conference focusing on the development of advanced teaching skills. Finally, we were selected by the Accreditation Council for Graduate Medical Education as a regional training site for a GME Assessment Course, which supports training faculty in state-of-the-art clinical observation and assessment methods. We have expanded our Medical Education Fellowship, a program that now trains 20-25 faculty and Chief Residents to enhance their teaching effectiveness and create curricular innovations based on sound principles of teaching and learning. PDST revenue also supports these programs.

In addition to the advancement of these goals identified specifically in our 2016-2017 PDST application, we are proud to highlight the following achievements in the areas of affordability, diversity, and program quality (details are provided in the appropriate sections of our plan):

- **Affordability:** The median amount of scholarship support, funded from PDST and philanthropic efforts, provided to students each year increased from $50,000 in 2014 to $80,000 in 2018. Furthermore, the percentage of graduates who leave medical school with no debt has more than doubled, from 16% Class 2013-14 to 39% Class of 2016-17. (Source: UCOP Data)

- **Diversity:** The diversity of our medical school has increased from 31% URiM in 2015-16 to 34% in 2017-18.

- **Program Quality:** DGSOM continues to be one of the most competitive medical schools in the country, with over 14,000 applications last year and an acceptance rate of less than 3%, the school now ranks #4 in primary care and #8 in research in the U.S. News & World Report "Best Medical School" rankings. Each year, increasing numbers of DGSOM students have been able to engage in supported research projects in the summer between their first and second year of medical school. This past year, 140 students (80% of the student body) received financial support for their research activities, with 80 of these students receiving additional financial support in order to attend national meetings to present their research. We have doubled the number of students who have taken the opportunity to pursue a concurrent degree or an additional year of research. The opportunity to earn a second degree enhances the reputation and prestige of our school. First, it attracts a unique type of applicant, one who aspires to have an impact on health of communities through their work as a physician and through there complementary disciplinary training in related areas such as in public health, policy, and management. Obtaining such degrees also sets our graduates apart both when applying to residency and in the job market. Our ability to provide the financial support to students during this additional year of training is something that sets DGSOM apart to medical student applicants, and increases our likelihood of attracting the best and brightest students. We have launched a major curricular redesign effort, moving forward with our work to develop a cutting-edge medical education curriculum for the future. In the annual AAMC Graduation Questionnaire, 96.7% of graduates agreed or strongly agreed that they were satisfied with the overall quality of their medical education, which rates DGSOM at the 100th percentile of US Medical Schools.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

There are several ways in which the 5% PDST increase we are proposing for the next 5 years is crucial to goals we have for our medical education program at the David Geffen School of Medicine at UCLA. We are at a critical phase of our curriculum redesign efforts, for which additional financial support is essential. We need to **complete the redesign initiative and launch the new curriculum**, planned for 2020. This new curriculum shall yield enhancements and improvements which will only be possible with additional investments. Without increased PDST revenue, we would need to scale back this effort, to the detriment of the significant leaps in educational impact we most certainly will achieve. We also seek to **sustain and expand direct student services,**

including academic support and expanding well-being and mental health services. Increased PDST support will enable us to add these much-needed elements. Our revamped admissions program has enabled us to more efficiently **manage rapidly increasing numbers of applicants while maintaining a strong commitment to holistic review, with the goal of matriculating an outstanding and diverse entering class each year. We need PDST revenue to allow us to sustain these program improvements.** Our investments expanded faculty development activities are paying off in measurable **improvements in the quality of instruction** experienced by our students, and continued additional investments are needed to advance those gains further.

- **Curricular Redesign**: In July 2017, the Faculty Executive Committee of DGSOM and the Vice Dean for Education launched an initiative to redesign the entire medical school curriculum. The initiative has completed its first phase, a reaffirmation of our core purpose as a medical school: "To empower students to become physicians committed to excellence and leaders in innovation, research, health, education, advocacy and humanistic care." We have just begun phase II, in which we have four working groups of faculty, staff, students, and residents developing new ideas and design elements for the new curriculum. These working groups are exploring emerging trends in teaching and learning, targeting strategies and content designed to cultivate the mindset, skillset, foundational knowledge, and leadership and community engagement attributes that align with our mission. We will be enhancing our basic science curriculum to increase connections to clinical practice and adding more early authentic clinical experiences, promoting high-level training and successful transition to clinical practice.

Our goal is to have a cutting-edge curriculum ensuring that a DGSOM graduate will be easily distinguishable from other medical school graduates. DGSOM graduates will be noted for both their outstanding medical skills and their expertise as leaders in an additional area—whether it be public health, scientific inquiry, advocacy, heath systems, social justice, medical technology, our graduates will be poised to be physicians <u>and</u> leaders in the area of their passion.

Incremental increases in PDST funds will help us support this important endeavor, which potentially includes the addition of community partners in education, advanced technology, support for expanded early authentic clinical experiences, additional faculty leadership in education, consultation with thought leaders in education and medicine, and explorations of best practice strategies and teaching innovations. In addition, when the new curriculum is implemented in 2020, new programs and enhancements in teaching, evaluation, and assessment will be needed to ensure the success of the endeavor.

- **Student Academic Support:** The quality of education at DGSOM is enhanced by our ability to ensure that all students achieve their academic potential. Our current academic support program focuses on working with students to identify the learning strategies best suited to their individual learning styles, a crucial element in helping students navigate the challenging task of

absorbing the volume of knowledge required for a physician in training. Increased revenue from PDST funds will support our efforts to further enhance the services we can provide to all students.

- **Diversity.** We will be enhancing the student experience through community service and civic engagement opportunities to promote leadership in advocacy and humanistic care. In line with this effort, we will increase support to expand outreach and pipeline activities, designed to further enhance our already significant efforts to identify and recruit talented students from underrepresented and disadvantaged backgrounds. We also plan to strengthen our support for our First-Generation students and build on the program created this year. Finally, advancing and increasing equity and diversity inclusion related programming in our new Equity Hub will be supported by PDST funds.

- **Admissions:** With steady and significant growth in the number of applications each year, we now receive over 14,000 applications to our program's 175 slots. The challenge of reviewing these applications in an efficient and holistic manner has become increasing challenging. This year we piloted a new, more substantive admissions process with the following features. First, we manage all applications with a state-of-the-art online admissions management system. Second, we employ a team of professional readers, such that we now have two independent and holistic review of all files that meet our academic metric thresholds. Third, we enhanced our recruitment efforts with a pilot program which provides travel stipends to support disadvantaged applicants' travel to UCLA for their medical school interviews.   Additional revenue from PDST will enable us to make these new enhancements permanent and set the stage for even further improvements.

- **Faculty Development:** Another way in which we seek to improve the quality of the educational experience for our students is through continuous efforts to cultivate teaching excellence. We have created an initial wave of opportunities for faculty to bolster their teaching effectiveness, to employ new educational techniques, and optimize the use of advanced educational technology. We seek to build on this success. For example, we plan to have the cadre of six faculty who underwent the month-long intensive train-the-trainer program in teaching excellence at the Stanford Faculty Development Center will conduct several rounds of this 7-session program for our teaching faculty. Also, in order to optimally use our state-of-the-art educational facility to the fullest, we need to provide targeted educational opportunities for faculty to learn relevant teaching approaches, such as the so-called "flipped classroom," use digital imaging and screen-based simulation technological advances and tools and refine team-based teaching skills. The additional resources from PDST will be support all of these efforts.

- **Affordability.** Even as we benefit from increased philanthropic support of scholarships, it is a high priority of ours to grow scholarship aid to continue to reduce the debt burden of our graduates. Increased revenue from PDST will make a substantial contribution to that goal, as **we plan to devote 35-40% of PDST revenue to financial aid**. Of the current almost 750 students, one-

quarter are substantially supported by scholarships, with the David Geffen Medical Scholarship, Leaders of Tomorrow Scholarship, Dean's Leadership in Health and Science Scholarship, and most recently, the LA Care Scholarship. As we work to increase philanthropic efforts toward our goal of being able to move from one-quarter of the class being fully supported to at minimum one-half of the class being fully supported, increased PDST funding will allow us to strengthen the financial aid support for the students not otherwise funded. Currently, we are able to support 35% of each student's need—increased PDST funds, combined with our philanthropic gifts, will ensure that we can improve on this level of support.

In summary, the additional revenue from PDST will enable a number of enhancements and improvements to our program, each of which has tangible and significant positive impact on our students. Our curriculum redesign efforts will advance their educational experience; investments in academic and student support will foster their success and well-being; diversity and admissions enhancements create a diverse student body, with all the benefits that affords; faculty development investments heighten teaching effectiveness, with positive impacts on student learning; investments in financial aid decrease the debt burden on students and reduce the ways in which debt can induce stress and constrain career choices. Without PDST as an additional source of revenue, we will be significantly hampered in all of these areas.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$1,730,165	$51,905	$53,462	$55,066	$56,718	$58,419	$2,005,735
Benefits/UCRP Cost	$2,629,925	$78,898	$81,265	$83,703	$86,214	$88,800	$3,048,804
Providing Student Services	$4,258,317	$127,750	$131,582	$135,529	$139,595	$143,783	$4,936,556
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$0	$150,000	$157,500	$165,375	$173,644	$182,326	$828,845
Instructional Equipment Purchases	$37,000	$1,850	$1,943	$2,040	$2,142	$2,249	$47,222
Providing Student Financial Aid	$5,924,000	$296,200	$311,010	$326,561	$342,889	$360,033	$7,560,692
Other Non-salary Costs	$1,000,000	$30,000	$30,900	$31,827	$32,782	$33,765	$1,159,274
Facilities Expansion/Renewal	$200,000	$10,000	$10,500	$11,025	$11,576	$12,155	$255,256
Other (Explain in "Additional Comments")	$794,603	$131,963	$94,467	$105,135	$116,514	$128,646	$1,371,328
Total use/projected use of revenue	$16,574,010	$878,565	$872,629	$916,260	$962,073	$1,010,177	$21,213,714

Additional Comments: N/A

Details for Total 2018-2019 PDST Revenue:
- "Other Non-Salary Costs" includes costs associated with software and printing, supplies, service charges and temporary personnel contracts, professional memberships, faculty professional development and travel.
- "Other" represents student event-related costs, including recruitment events, orientation, diversity events, curriculum training, student organizations, student travel to professional conferences, academic support/study materials, and other related activity expenses.

Details for Incremental 2019-2024 PDST Revenue:
- Increases to "Faculty Salary Adjustments", "Benefits/UCRP Cost", and "Providing Student Services" represent inflationary adjustments to faculty and staff salaries and benefits.
- Increases to "Providing Student Financial Aid" represent adjustments to student scholarship support in line with tuition and cost of living increases.
- Increases to "Other Non-Salary Costs" represent inflationary adjustments to non-salary costs, including software and printing, overhead, supplies, service charges, and temporary personnel contracts, professional memberships, faculty professional development and travel.
- Increases to "Other" represents estimated new costs associated with curricular redesign efforts for new curriculum effective FY19-2020, including additional costs for community engagement and development, events and programs to foster innovation, and obtaining best practices from peer institutions.
- "Expanding Instruction Support Staff" costs are included with a year-over-year increase to reflect the added support staff required as part of the curricular redesign effort, which will require an overlap between both the current curriculum and the redesigned curriculum to be delivered during the transition process, requiring an increase in instructional support.

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

We continue to proactively and aggressively seek to grow our philanthropic support for the educational program, with some significant success, especially in the area of scholarship support. In the 2017-2018 academic year, out of over 750 students, one-quarter are substantially or fully supported by scholarships, with the David Geffen Medical Scholarship providing full support and the Leaders of Tomorrow Scholarship providing full tuition for all four years. Another important philanthropic gift continues to support the Dean's Leadership in Health and Science Scholarship, which fully supports an extra year of education for medical

students, enabling them to earn a second degree or engage in a productive year of full-time research. This year alone 28 students obtained an additional degree (MS, MBA, MPP, MPH) with full tuition support. Most recently, thanks to a generous gift, the new LA Care Scholarship will provide full scholarships for an additional eight medical students—four from our Charles R. Drew/UCLA program and four from the UCLA Westwood program. As part of the overall UCLA Centennial Campaign, we have received several important gifts. For example, we received a $20 million gift to support our simulation program. Other donors have named spaces in our new medical education building, Geffen Hall.

Other philanthropic gifts include:

- *Medical Students Book Gift* to support the annual purchase of copies of <u>The Quotable Osler</u> for each matriculating student.
- *White Coat Fund* to support initiatives in the David Geffen School of Medicine such as the annual White Coat Ceremony and other student focused endeavors.
- *Doctoring Program Gift* to support the medical student Doctoring Program.
- *Excellence in Teaching awards* that recognize exemplary faculty contributions to the teaching mission and encourage further creative innovation.
- *Well-being gift* to support wellness-enhancing activities for medical students.

In addition to seeking philanthropic support to help achieve our goals, our Medical Education team has made significant operational changes to enhance organizational efficiency, including:

- Introduce new, streamlined document request procedures in our Registrar
- Implemented new, online room reservation program to maximize efficient utilization of education spaces
- Created an incentive-based mechanism for allocation of discretionary travel funds to prioritize mission essential travel and assure equity across the unit.
- Reducing discretionary spending by one-third over past three years; for example, we reduced expenditures on food and entertainment by reducing the number of meetings for which food is provided.

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

Not applicable.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	514	516	516	516	516	516
Domestic Nonresident	173	173	173	173	173	173
International	11	11	11	11	11	11
Total	698	700	700	700	700	700

Additional Comments: N/A

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					First Year Annual Charges — Increases/Decreases										
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents							%	$	%	$	%	$	%	$	%	$
University of North Carolina, Chapel Hill	$32,906	$33,893	$34,910	$35,957	$37,036	$38,147	3%	$987	3%	$1,017	3%	$1,047	3%	$1,079	3%	$1,111
University of Washington	$36,801	$37,905	$39,042	$40,213	$41,420	$42,662	3%	$1,104	3%	$1,137	3%	$1,171	3%	$1,206	3%	$1,243
University of Michigan	$37,868	$39,761	$41,749	$43,837	$46,029	$48,330	5%	$1,893	5%	$1,988	5%	$2,087	5%	$2,192	5%	$2,301
University of Pittsburgh	$56,896	$58,603	$60,361	$62,172	$64,037	$65,958	3%	$1,707	3%	$1,758	3%	$1,811	3%	$1,865	3%	$1,921
Mayo Clinic SOM	$55,500	$57,165	$58,880	$60,646	$62,466	$64,340	3%	$1,665	3%	$1,715	3%	$1,766	3%	$1,819	3%	$1,874
University of Pennsylvania	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
Public Average	$41,118	$42,541	$44,016	$45,545	$47,130	$48,774	3%	$1,423	3%	$1,475	3%	$1,529	3%	$1,586	3%	$1,644
Private Average	$59,319	$61,098	$62,931	$64,819	$66,763	$68,766	3%	$1,780	3%	$1,833	3%	$1,888	3%	$1,945	3%	$2,003
Public and Private Average	$47,185	$48,726	$50,321	$51,970	$53,675	$55,438	3%	$1,542	3%	$1,594	3%	$1,649	3%	$1,705	3%	$1,764
UCLA DGSOM	**$36,752**	**$38,339**	**$39,992**	**$41,726**	**$43,537**	**$45,433**	**4%**	**$1,587**	**4%**	**$1,653**	**4%**	**$1,734**	**4%**	**$1,811**	**4%**	**$1,896**
Nonresidents																
University of North Carolina, Chapel Hill	$59,786	$61,580	$63,427	$65,330	$67,290	$69,308	3%	$1,794	3%	$1,847	3%	$1,903	3%	$1,960	3%	$2,019
University of Washington	$66,753	$68,756	$70,818	$72,943	$75,131	$77,385	3%	$2,003	3%	$2,063	3%	$2,125	3%	$2,188	3%	$2,254
University of Michigan	$56,968	$59,133	$61,380	$63,712	$66,133	$68,646	4%	$2,165	4%	$2,247	4%	$2,332	4%	$2,421	4%	$2,513
University of Pittsburgh	$59,078	$60,850	$62,676	$64,556	$66,493	$68,488	3%	$1,772	3%	$1,826	3%	$1,880	3%	$1,937	3%	$1,995
Mayo Clinic SOM	$55,500	$57,165	$58,880	$60,646	$62,466	$64,340	3%	$1,665	3%	$1,715	3%	$1,766	3%	$1,819	3%	$1,874
University of Pennsylvania	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
Public Average	$60,646	$62,580	$64,575	$66,635	$68,762	$70,957	3%	$1,933	3%	$1,996	3%	$2,060	3%	$2,126	3%	$2,195
Private Average	$59,319	$61,098	$62,931	$64,819	$66,763	$68,766	3%	$1,780	3%	$1,833	3%	$1,888	3%	$1,945	3%	$2,003
Public and Private Average	$60,204	$62,086	$64,027	$66,030	$68,096	$70,227	3%	$1,882	3%	$1,941	3%	$2,003	3%	$2,066	3%	$2,131
UCLA DGSOM	**$48,996**	**$50,584**	**$52,237**	**$53,971**	**$55,782**	**$57,678**	**3%**	**$1,588**	**3%**	**$1,653**	**3%**	**$1,734**	**3%**	**$1,811**	**3%**	**$1,896**

Source(s):
Best Medical Schools for Research - US News & World Report
Best Medical Schools for Primary Care - US News & World Report
University of North Carolina – Chapel Hill Tuition & Fees
University of Washington Financial Aid Budget
University of Pittsburgh Cost of Attendance

University of Michigan Cost of Attendance
Mayo Clinic Tuition & Financial Aid
University of Pennsylvania Tuition & Fees
UCLA Office of the Registrar (includes 5% increase to PDST)

Additional Comments:
- Excludes room & board, transportation, and other personal expenses.
- University of Michigan tuition projected to increase by 5% for residents and 3.8% for non-residents per instruction on website.

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The comparator institutions were chosen primarily due to their proximity in position to US News & World Report ranking with the notion that DGSOM applicants are more likely to apply to other highly ranked research and primary care institutions, thus making those nearest DGSOM's ranking our direct comparators.

Comparator School Criteria Comparison						
Using FY2018-19 Tuition & Fees						
School Name	**Public/Private**	**Research Ranking**	**Full-Time Enrollment**	**Faculty-Student Ratio**	**In-State Tuition & Fees**	**Out-of-State Tuition & Fees**
UCLA David Geffen SOM	*Public*	*8*	*698*	*3.6*	*$ 36,752*	*$ 48,996*
University of North Carolina - Chapel Hill	Public	23	833	1.9	$ 32,906	$ 59,786
University of Pittsburgh	Public	14	591	3.7	$ 56,896	$ 59,078
University of Washington	Public	11	1000	2.8	$ 36,801	$ 66,753
University of Michigan	Public	15	717	2.7	$ 37,868	$ 56,968
				Public School Tuition Average	$ 41,118	$ 60,646
Mayo Clinic	Private	6	263	3.4	$ 55,500	$ 55,500
University of Pennsylvania	Private	6	595	4.2	$ 63,137	$ 63,137
				Private School Tuition Average	$ 59,319	$ 59,319

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

With the 5% increase in PDST, DGSOM ranks competitively to comparator schools for residents and non-residents. Our fees for residents and non-residents are comparable to or lower than the average for Public, Private, and combined institutions.

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

The David Geffen School of Medicine places particular emphasis on the goal to ensure that all graduates have the skills, training and mindset to contribute to healthcare and communities beyond direct patient care. Whether it be pursuing scientific research, public/community health, or leadership in health systems, healthcare finance, health care technology, or global health, DGSOM students are actively encouraged to pursue this additional area of passion and are provided the resources to do so. DGSOM is unique in having specific programs within the MD program that enable students to achieve these goals. Our PRIME LA program, an innovative training program focused on meeting the needs of California's underserved populations in both rural communities and urban areas by combining specialized coursework, structured clinical experiences, advanced independent study and mentoring is one of the special opportunities that set DGSOM apart. Additionally, the Charles R. Drew/UCLA Medical Education Program provides training in the scholarly and humane aspects of medicine and fosters the development of leaders who will advance medical practice and knowledge in underserved areas in the United States and abroad. DGSOM students can also earn a combined or concurrent degree, such as a M.D./Ph.D. through the Medical Scientist Training Program, an M.D./M.B.A. with the UCLA Anderson School of Management, or an M.D./D.D.S./Oral Surgery Residency. Our global health program is one of the strongest in the country and is supported by our Global Health Education and Research Program (GHERP).

As part of a top-tier research institution with world-class researchers, DGSOM provides a wealth of research opportunities to our students, and over 80% of the student body engages in at least a month-long, immersive research experience, unique in the fact that this experience is not only funded, providing students financial support over the summer months, but students also have the opportunity to receive funding to travel to professional conferences to present their research. Many students carry forward their research endeavors throughout medical school and publish in high impact, peer-reviewed journals.

Lastly, DGSOM students receive a their clinical education in a wide range of settings, including the top-ranked hospital Ronald Reagan UCLA Medical Center, the Los Angeles County Harbor-UCLA and Olive View-UCLA Medical Centers, the Veterans Association Greater Los Angeles Health System, Cedars-Sinai Medical Center, the Venice Family Clinic, Kaiser Permanente, Kern Medical, and

Santa Monica UCLA Medical Center, providing students with an unequaled diversity of training opportunities in academic health centers, private practice environments, community clinics, county hospitals, the Veterans Hospital, and experience with rural, urban and inner-city populations.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	13%	13%	16%	14%	7%	8%
Chicana(o)/Latina(o)	18%	18%	18%	19%	3%	7%
American Indian	NA	NA	0%	0%	0%	0%
Subtotal Underrepresented	*31%*	*31%*	*34%*	*33%*	*11%*	*15%*
Asian/East Indian	39%	39%	35%	38%	17%	21%
White	22%	22%	25%	24%	61%	47%
Other/ Unknown	6%	6%	6%	5%	11%	13%
International	2%	2%	0%	0%	1%	4%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	42%	45%	44%	42%	NA	NA
Gender						
% Male	49%	48%	49%	49%	46%	51%
% Female	51%	52%	51%	51%	54%	49%

Sources: Association of American Medical Colleges – 2018-19: https://www.aamc.org/download/321526/data/factstableb1-2.pdf; https://www.aamc.org/download/321540/data
Notes: Comparator Schools include: University of North Carolina (NC, public); University of Washington (WA, public), University of Pennsylvania-Perelman (PA, private), University of Michigan (MI, public), Mayo Clinic (MN, private), University of Pittsburgh (PA, public)
"Asian/East Indian," includes "Asian" and "Native Hawaiian or Other Pacific Islander" together
"Other/Unknown," includes "Other," "Multiple Race/Ethnicity," and "Unknown Race/Ethnicity" together

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Our strategy has been to focus efforts on recruitment and outreach, coupled with implementation of holistic review in admissions, and have substantially increased the diversity of our medical school, which remains significantly higher than the national average, and among the highest in the nation. For the past three years, as in previous years, approximately 34% of the DGSOM class has been comprised of groups historically underrepresented in medicine, as compared to approximately 20% nationally (AAMC). In 2016, DGSOM was ranked by U.S. News and World Report as the fourth most diverse top-ranked medical school in the country in 2016 in terms of the number of African-American students.[1]

We have invested in the identification, support and preparation of promising premedical students from diverse backgrounds by creating and maintaining structured and informal strategies to increase underrepresented and disadvantaged students in medicine. Three structured academic enrichment programs are offered that provide premedical students from across the country the opportunity to develop the skills necessary to be a competitive applicant to medical school. Those programs are the UCLA Pre-medical/Pre-dental Enrichment Program (PREP), the Reapplication Program (RAP), and the Summer Health Professions Education Program (SHPEP). PREP was founded in 1982 and has continuously been supported by the school. The UCLA Reapplication Program assists students from California who are disadvantaged and/or underrepresented and who were previously unsuccessful in gaining admission to medical school. Students are guided by faculty, staff, students and administrators in strengthening their reapplication to medical school.   This year-long program has over a 90% success rate in assisting students in gaining admission to medical school. SHPEP is funded by the Robert Wood Johnson Foundation and is part of a national initiative to encourage underrepresented and disadvantaged students to pursue careers in the health professions.

DGSOM also engages in a variety of outreach activities. For example, DGSOM participated as one of four sites in the Diversity & Inclusion Toolkit Pilot Project sponsored by the Association of American Medical Colleges (AAMC) and Association of Public and Land-Grant Universities (APLU). Through informal outreach services the school reaches over 3,500 underrepresented and disadvantaged premedical students. Informal mechanisms include: conferences such as the "Minority Health Conference"; training

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[1] https://www.usnews.com/education/best-graduate-schools/top-medical-schools/slideshows/10-medical-schools-with-the-most-african-american-students?slide=8

sessions for premedical advisors and college counselors/advisors; workshops for premedical student organizations; tours and presentations on medical school admission for area high schools, colleges, and universities. The school also attends Graduate and Professional Information Days at college campuses in California. In addition, the school produces resource directories and advertises in publications that reach targeted student populations. Indicators of success that are monitored include the number of students gaining acceptance to medical school and other health professional schools, number of student contact at outreach events and pre and post tests administered to students participating in our premedical enrichment programs.

These pipeline programs are designed to provide information, encouragement, support, and exposure to the health professions, and many graduates from these programs are currently matriculating at DGSOM. Our outreach programs target area schools with high percentages of groups historically underrepresented in medicine, as well as significant percentages of first-generation college students and students from under-resourced backgrounds. We also created "Open Forums" designed to provide a space to discuss issues of importance to the entire DGSOM community. We introduced holistic review to our admissions process in 2014, then revised our Multi-Mini Interview (MMI) rubric in 2015. These efforts, accompanied by our pipeline programs, have contributed significantly to our success in recruiting a very diverse student body.

Sources: http://www.aamcdiversityfactsandfigures2016.org/report-section/section-3/

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

The percentage of enrolled first year medical students from low socioeconomic backgrounds, identified (from financial aid recipients) using the maximum Pell Grant EFC (student and parent contribution) as a threshold has remain higher than the national average over the past several years (DGSOM: 43%; National Average: 32%).

From recruitment to graduation, through counseling and workshops, we teach and stress to our premedical students the importance of budgeting, careful spending, and wise borrowing, and that student loans are an investment in your future and do not have to be a career obstacle. We continue to impress upon prospective students and applicants that a medical education at the David Geffen School of Medicine at UCLA is affordable and that financial constraints should not be a deterrent to their consideration of becoming a physician in the field of their choice. Physician wages will allow them to repay their loans within a reasonable period of time. Through the use of our website, group sessions, and individual counseling, we inform and educate a

diverse group of prospective students and applicants about their ability to finance their education and provide information about the amounts and types of financial aid they are likely to receive.

Our scholarship opportunities, targeted recruitment of disadvantaged students, holistic admissions program, the outreach and pipeline programs outlined above, and training opportunities in underserved areas have contributed to our success in drawing students from this population. We also initiated a "First Gen; First to Go" medical school community composed of medical students, residents and faculty who identify as first-generation college graduates. This key initiative is designed to support career trajectories in medicine for first-generation trainees.

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 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?

DGSOM gender parity compares favorably with gender parity trends nationwide. On average, our student body has been approximately 51% women and 49% men. Our strategy for promoting gender parity parallels our strategy for ensuring diversity. Our holistic admissions process and commitment to diversity in general, coupled with active recruitment and pipeline efforts, help to ensure a diverse pool of strong applicants.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Through our efforts to increase affordability through philanthropic gifts and financial aid support, we expect to reduce the financial barriers to medical school and, therefore, increase opportunity for Pell Grant recipients and students from economically disadvantaged backgrounds. As we enhance our already strong recruitment efforts in schools and colleges with significant percentages of students from backgrounds historically underrepresented in medicine, we expect to see the composition of students in our program continue to move toward reflecting the population of the State of California.

V.f. In the following 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.6%	3.0%	3.1%
	International	0.2%	0.2%	0.1%
Chicano(a)/Latino(a)	Domestic	4.2%	4.4%	4.4%
	International	0.8%	0.8%	0.8%
American Indian	Domestic	0.1%	0.1%	0.1%
Asian/Pac Is	Domestic	23.7%	24.2%	24.8%
	International	5.7%	5.3%	5.2%
White	Domestic	50.7%	49.9%	49.2%
	International	7.2%	7.1%	7.0%
Other/Unknown	Domestic	4.0%	4.4%	4.8%
	International	0.6%	0.6%	0.6%
Percentage by Gender		2015-16	2016-17	2017-18
Female		39.8%	40.6%	41.5%
Male		60.2%	59.4%	58.5%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	2.7%	3.2%	3.2%
	International			
Chicano(a)/Latino(a)	Domestic	4.7%	4.9%	5.0%
	International	1.7%	1.4%	1.8%
American Indian	Domestic			
Asian/Pac Is	Domestic	13.0%	12.7%	12.9%
	International	4.2%	4.3%	4.7%
White	Domestic	63.2%	63.4%	62.5%
	International	10.2%	9.8%	9.1%
Other/Unknown	Domestic	0.3%	0.3%	0.9%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		23.8%	24.5%	25.5%
Male		76.2%	75.5%	74.5%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

As reflected in our diversity statement, we aim for excellence in all tenets of healthcare, including education, research, community engagement, and clinical care. We believe that the core values of diversity and inclusion are inseparable from our institutional goals. DGSOM leadership is committed to fostering an environment that celebrates the unique backgrounds, contributions, and opinions of each individual. DGSOM faculty diversity compares well to AAMC national averages. As of December 2017, the total faculty, inclusive of instructors were 3.1% Black or African American, 5.0% Hispanic or Latinx, 0.1% American Indian/Alaskan Native/Native Hawaiian or other Pacific Islander, 30.3% Asian, and 56.2% White. If one reviews the last publicly available AAMC roster, which is from December 2015 the following was the national faculty composition: 3.0% Black or African American, 4.5% Hispanic or Latinx (this includes those who identified as multiple race-Hispanic), 0.3% American Indian/Alaskan Native/Native Hawaiian or other Pacific Islander, 14.6% Asian, and 63% White. Therefore our faculty is of similar representation of the full-time US Medical School Faculty reported from December 2015.

In terms of medical students the California matriculants from 2015 were 4.6% Black or African American, 13.6% Latinx, 0.2% American Indian/Alaskan Native/Native Hawaiian or other Pacific Islander, 36.3% Asian, and 28.6% White. The remainder of the percentages comprise categories of other or unknown.

DGSOM has made a substantial commitment to enhancing faculty diversity. Specifically, in regard to recruitment, our efforts are designed to attract a wide range of applicants through adherence with the UCOP and UCLA guidelines for faculty searches as well as the addition of other strategies as follows:

- Including the UCLA Affirmative Action statement in each job ad
- Including a statement of the department's commitment to equity, diversity and inclusion
- Noting UCLA's family-friendly policies and resources (including stopping the tenure clock to support new parents)
- Requiring each candidate to submit a statement indicating the candidate's contributions to equity, diversity and inclusion
- Using the UCLA Equity, Diversity and Inclusion hiring guide "Searching for excellence: Evidence based strategies for equitable and inclusive faculty hiring". Active searches are expected of all faculty searches.
- All search committees must form a diverse team with different experiences, backgrounds, and viewpoints: Dr. Kelsey Martin (DGSOM Dean) mandates that at least 25% of the committee be composed of women/historically underrepresented in medicine
- All DGSOM Search Committee Members are asked to attend a Search Committee Diversity Briefing

In 2018, DGSOM added two Assistant Deans for Equity, Diversity and Inclusion, whose mission is to enhance efforts to recruit and retain individuals from historically underrepresented groups in medicine to our medical school, residency training programs, and faculty. The 2018 DGSOM Leadership Summit focused on efforts to enhance diversity in the medical school. In addition, during the 2017-2018 academic year, DGSOM participated as one of only several sites in the Diversity & Inclusion Toolkit Pilot Project sponsored by the AAMC (American Association of Medical Colleges) and the APLU (Association of Public & Land-Grand Universities). Implementation of potential changes that were identified by using the Toolkit will enhance current diversity efforts. The creation of the Health Equity Hub has provided students with a designated space and resources to engage in targeted activities and programs designed to enhance the diversity climate and provide community building and educational activities open to faculty and students in the medical school as well as opportunities to collaborate with individuals from the Dental School, Nursing School, and the School of Public Health.

We have a significant number of resources, opportunities and activities specifically designed to support and retain women and groups historically underrepresented in medicine, including:

- Diversity roundtable discussion
- DGSOM open forum discussions
- Support from the Sr. Associate Dean and the two Assistant Deans for Equity, Diversity and Inclusion
- Special funding opportunities from the Office of Equity, Diversity and Inclusion
- Mentoring programs
- Dependent Care Travel Awards
- Junior Faculty Career Enhancement Fellowship opportunities
- Women of Color Research Network
- David Geffen School of Medicine Women in Science and Doctors of Medicine program
- Participation of faculty from diverse backgrounds in activities of the Equity Hub, described earlier

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our primary goal is to ensure that all qualified students, regardless of their financial resources, have an opportunity to attend medical school at UCLA. We are committed to maintaining a competitive tuition rate, keeping our tuition rates lower than the national average for comparable schools. We are similarly committed to active efforts to develop new and maintain existing scholarships. Our aspirational goal is to ensure that the majority of our students are able to graduate free of debt (see information below about the Geffen scholarship award). We have and will continue to return well over the required minimum percentage of the professional degree supplemental tuition fees as need-based financial aid to our students. In addition to PDST-funded financial aid, we continue to increase philanthropic efforts toward our goal of being able to move from one-quarter of the class being fully supported to at minimum one-half of the class being fully supported. Both need and merit based scholarships are available to students. Additional support is provided through supported summer research awards, tuition payment for concurrent degrees and for the MD/PhD tuition. Scholarships are aligned with our goals to recruit the best and brightest students, to ensure that those students without financial means will be able to realize their dreams. We continue to measure our success by meeting our goal of maintaining a rate of student loan indebtedness that is decreasing and remains consistently lower than the national average (public and private schools), and our goal of offering an ever-increasing number of full scholarships to our students.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	86%	94%	88%	84%	86%	76%	61%
Cumulative Debt among Students with Debt	$80,897	$100,555	$103,498	$111,623	$121,696	$155,251	$169,915

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?

Our percent of students with debt has decreased by 20% over the past three years, and we are confident this number will continue to decrease as we increase the number of students receiving scholarships. Our successful efforts in the area of philanthropy have allowed us to significantly expand our scholarship portfolio, resulting in almost one quarter of our medical students receiving full support or tuition support. As a result, the available funds we have for need-based financial aid through PDST go further because fewer students require aid, therefore the amount of aid available for each student is greater.

Our commitment is to continue to return to aid over one-third of the total PDST revenue. Our commitment to exceeding this goal has resulted in over $4.5 million dollars above the required amount to be returned to aid. Between scholarship support and the amount of available aid, we expect that an increase in the PDST will positively contribute to our goal of continuing to lower the level of student indebtedness.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	61%	$169,915	$55,974	43%
Public comparisons	77%	$181,179	$55,974	46%
Private comparisons	72%	$206,204	$55,974	52%

Sources: Student debt figure provided by UCOP
UC: Corporate data
Comparison institutions: AAMC
Median Salary Data: https://www.aamc.org/download/493114/data/2018stipendsurveyreportfinal.pdf

Additional Comments: *This program debt percentage and average debt taken from academic year 2016-17; starting salaries will vary based on chosen specialty from $142-$280K. Median salaries for DGSOM Housestaff are slightly higher than the national median her AAMC and can be found here.*

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 strive to assure that loan management is not problematic for our graduates. Loan repayment can be postponed through loan forbearance after graduation while students are in residency. Additionally, various loan repayment plans offer a reduced monthly payment which is more manageable with a residency salary. Once they are out of residency, there are special Loan Repayment plans for those who go into Primary Care, which is the lowest paying of the specialties. However, even in this area, our graduates' incomes will allow them to pay back their loans without significant sacrifice. We also provide information and counseling to all of our graduates and school medical residents on loan repayment.

During their final year of medical school and their one-on-one Loan Exit Interview, our seniors are counseled extensively on: Income-driven repayment plans, traditional repayment plans, the Public Loan Forgiveness Program, and National Health Service Corp's (NHSC) and other Loan Repayment / Forgiveness Programs located in other states as appropriate. We also provide similar one-on-one debt management counseling to our medical residents.

Income-driven repayment (IDR) plans allow graduates to make affordable (very low) minimum monthly loan payments. The payment amount is based on the borrower's income, family size, and state they live in. They will never pay more than 10%, 15%, or 20% of discretionary income (depending on the plan). Depending on their income and level of debt, our graduates usually qualify for income-driven plans during internship and residency, but some may continue to be eligible if they work in a lower paying primary care specialty in a non-profit or clinical setting or when their debt is very high. When our graduates are no longer eligible for income-driven plans, they may switch to another payment plan that allows them to continue to make affordable monthly payments.

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.

Medical school graduates all earn about the same relative salaries during their internship and residency years, regardless of whether they choose a primary care specialty more oriented towards public interest than subspecialties. We work to increase the awareness of our students to careers in public service and opportunities to work in underserved communities through our training programs located in underserved areas, as well as through our PRIME-LA and Drew/UCLA Medical Education Program. Both of these training programs provide supplemental education and opportunities to work with underserved populations and under-resourced communities. Further, we promote public service to our students in a variety of ways--all DGSOM students are granted $600 in travel funds, so that they can attend the professional conference of their choice. Many students attend conferences encouraging public service and/or addressing the needs of the underserved and provide professional networking opportunities to organizations dedicated to public service and health for underserved populations. We also have Income-Driven Repayment (IDR) and Public Service Loan Forgiveness for students in the primary care specialties and/or those working in non-profit, clinical, medically underserved settings.

Our ability to award grants and scholarships including Health and Human Services (HHS) scholarships for Disadvantaged Students as well as university and federal low-cost loans (including HHS Loans for Disadvantaged Students and Primary Care Loan) allow our students to graduate with a more manageable loan package that includes subsidized and low interest loans and no costly private loans. The growing number of full scholarships available to students will ensure that increasing numbers of our students will graduate debt-free, ensuring that debt will not drive their career choice. Without financial constraints, more students feel free to focus their careers in the public service arena and/or working with underserved populations.

During their senior year of medical school and their one-on-one Loan Exit Interview, our seniors are counseled extensively about: Income Driven Repayment (IDR) as one of 5 repayment plans, the Public Loan Forgiveness Program, and National Health Service Corp's (NHSC) and other Loan Repayment / Forgiveness Programs located in other states as appropriate.

IDR allows graduates going into "low" paying internships, residencies, and practice to have affordable (very low) minimum monthly loan payments. Depending on their income and level of debt, our graduates usually qualify for IDR only during internship and residency, but some may continue to be eligible if in a lower paying primary care specialty in a non-profit or clinical setting. When our graduates are no longer eligible for IDR, they switch to another payment plan that allows them to continue to make affordable monthly payments until they can pay more.

Public Service Loan Forgiveness (PSLF) is for borrowers who work in the "public service" arena, including jobs in government and nonprofit 501(c) (3) organizations. It will forgive remaining debt after 10 years of eligible employment and qualifying minimum monthly loan payments. Physicians working in government or non-profit 501c3 settings (usually primary care physicians) qualify and sign up for PSLF right away since IDR payments in their internship and residency count as part of the 10 years. The other loan repayment and forgiveness programs will specify primary care physicians practicing in medically underserved communities to qualify.

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?

Among medical school graduates in general, salary earnings are driven more by specialty choice than by private versus public employment, with relatively small differences in average salaries for physician graduates in a particular specialty who work in public hospitals or health systems as compared to those in private practice. For example, primary care physicians of hospital-owned practices earned a mean, first-year salary of $192,554, while those in a physician-owned (private) practice earned $185,000.[2] Although we do not see substantial salary difference between graduates based on public versus private practice, we do provide students information and support, as well as scholarships, to ensure that they have the option to choose the specialty career that's right for them without undue regard to compensation or debt. We provide to our students, graduates, and residents information on loan repayment programs for serving the underserved and in primary care specialties. UCLA awards Health and Human Services (HHS) Scholarships and Loans for Disadvantaged Students to our medical students that come from disadvantaged backgrounds or

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[2] https://www.beckersasc.com/asc-turnarounds-ideas-to-improve-performance/physician-employment-vs-private-practice-14-statistics-on-pay-satisfaction-more.html

from a family with an annual income below a level based on low income thresholds according to family size published by the U.S. Bureau of Census. The majority of our scholarships are need based. All DGSOM students are informed about available opportunities to learn and train in underserved communities, connecting many students to training programs and career locations that assist with loan repayment and debt reduction. Lastly, we offer all first year students the opportunity to engage in funded summer research. This program assists with financial need over the summer. Some summer internships focus specifically on research in underserved areas and with underserved populations.

Our philanthropic efforts to ensure robust scholarship opportunities for our students have resulted in ensuring that almost one-fourth of our students will graduate from medical school debt-free, therefore allowing them the opportunity to pursue public interest careers without having to worry about medical school debt. In the field of medicine, primary care specialties average lower salaries than other specialties, and physicians in under-resourced, inner city and/or rural communities may earn less than physicians in the private sector and/or more urban, resourced communities. We strive, however, to ensure that indebtedness does not drive the long-term career decisions of our students by ensuring that they are fully informed of all the resources available to help them manage any debt they may have.

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

DGSOM's financial aid programs are included in our marketing and outreach to prospective medical students, especially those focusing specifically on underrepresented students, disadvantaged students, and first-generation college students. We have staff that travel to targeted undergraduate institutions and community colleges, conferences and meetings designed to increase exposure of the opportunities at the David Geffen School of Medicine. We provide information through personal conversations, as well as the use of our web site, email, phone appointments, written communications and group sessions to enhance our current outreach efforts. We intend to continue to point out and reiterate to prospective students and applicants that they can finance a medical education and easily be able to repay their loans over time. Our financial aid professional staff meet with all medical school applicants to provide them with information about available scholarships and aid. Our team works to ensure that all prospective students are aware of the support available to them, that a medical education is a wise investment with great value over a lifetime, and that financial constraints should not limit their dream of becoming a physician.

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?

DGSOM provides extensive information about the average debt and how to manage debt in medical school. This information is on the DGSOM Admissions website and is covered during applicant's interview visit to the school. Median salary information for program graduates parallels the average national salaries for physicians in the U.S. and that information is widely available.

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.).

None

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 only 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 2018-19 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.

☐ (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

☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☐ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A focus group was conducted on October 24, 2018. In attendance were seven medical students, representing elected class leaders from all four years of the student body. They were provided a brief background on the history of PDST, including recent increases and how the increased revenue was used to benefit students. Overall, students were supportive of the plan, and specifically had positive comments regarding the overall programmatic goals for the proposed PDST increase, especially in two areas. First, students agreed that the ongoing curriculum redesign efforts and the new curriculum proposed for 2020 each warrant additional revenue in support. Several students are actively involved in the redesign effort, providing important student input into how the structure of a new curriculum and specific activities will enhance the student academic experience. Second, students supported ongoing investments in faculty development, especially in the continuing emphasis on promoting teaching excellence and efforts to enhance inclusivity in the classroom. No specific changes resulted from this feedback. (See Attachment A on presentation to medical student leadership)

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 must be provided by the program.

☒ Plan shared with   GSA President Michael Skiles   on 11/6/18   .
        Campus graduate student organization (i.e., your campus' GSA president)
            ☐ Comments or feedback was provided.
☒ Comments or feedback was not provided.

☐ If applicable, plan shared with _____ on _____ .

Program graduate student organization (i.e., your program council or department GSA)

    ☐ Comments or feedback was provided.

☐ Comments or feedback was not provided.

    Nature of feedback or full comments:

Consultation with faculty

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

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

These comments are summarized from verbal feedback provided to Vice Dean Braddock at his presentation of the proposal to the DGSOM Faculty Executive Committee (FEC) on October 3, 2018. (Please see Attachment A on presentation to faculty executive committee)

- Faculty were interested in the history of the PDST and the historical use of the PDST.

- FEC members were pleased to know that 35-40% of the PDST was returned to students in the form of financial aid, and that the remaining funds went to support our educational programs and student support services. There was interest in the impact of the Geffen scholarship on the return to aid, and the fact that the Geffen scholarship results in many students leaving medical school with no debt.

- There was interest in learning more about proposed use of the funds, and were very supportive of what was proposed, especially planned investments in the new curriculum, student support and faculty development.

- FEC members inquired as the impact of the proposed increase on our total cost of attendance compared to peer institutions and especially other UC medical schools and were pleased to learn that the proposed increases still kept our cost of attendance comparable to or lower than these comparators.

Faculty did not submit any written feedback, however the Chair of the FEC submitted the following comment: "FEC members feel that in the spirit of keeping a competitive edge for the DGSOM, an increase in Professional Degree Supplement Tuition is inevitable, important and necessary." No specific changes resulted from this feedback.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   <u>Vice Provost Robin Garrell</u>   , on____<u>11/15/18</u>_____.
    Graduate Dean

☒ Plan endorsed by <u>Chancellor Gene Block</u>   on ____<u>11/15/18</u>_____ .
    Chancellor[3]

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[3] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Attachment A: Presentation by Dr. Clarence Braddock, Vice Dean for Education, to Faculty Executive Committee: October 3, 2018 and to Medical Student Leadership: October 24, 2018

Professional Degree Supplemental Tuition (PDST)

Presented to: Faculty Executive Committee October 3, 2018

Presented to: Medical Student Leadership Focus Group:
October 24, 2018

Clarence H. Braddock III, MD, MPH, MACP

Maxine and Eugene Rosenfeld Chair in Medical Education

Vice Dean for Education

David Geffen School of Medicine

UCLA Health

Overview

Multi-year plan -> UCOP for 5% increase in PDST

• Background

• Review of prior history

• Rationale

• Seek FEC input and comment

• Next step: seek student input & comment

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Background

**Overview of Professional Degree Supplemental Tuition
at the University of California**

University of California Office of the President
March 2017

Professional Degree Supplemental Tuition (PDST) plays a key role in the University of California's ability to provide students with high-quality graduate professional degree programs in both traditional and emerging disciplines. This report provides a broad overview of PDST at the University of California, including information about how PDST revenue is used; how PDST levels are established; financial aid and student debt repayment assistance, particularly for students pursuing lower-paying careers in public service; and other topics of interest to The Regents, students, and other University stakeholders.

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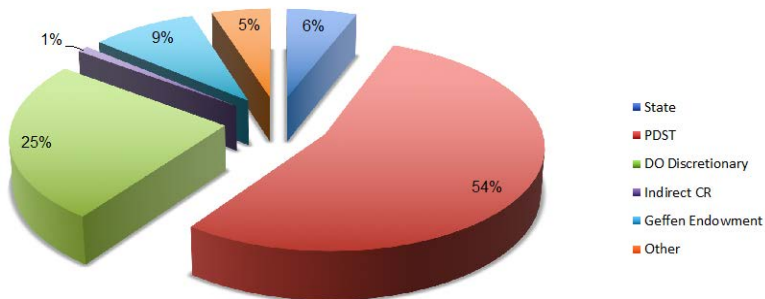
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Background

- PDST critical to enhancing program quality in era of limited resources

  - State support – flat

  - Tuition – flat

- PDST accounts for >1/2 of revenue for medical education

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- State
- PDST
- DO Discretionary
- Indirect CR
- Geffen Endowment
- Other

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How is PDST used within UC?

- Financial aid – 33%

- Faculty salary/stipend support

- Program enhancements

  - Student services

  - Equipment

  - Curricular innovations

- Benefits and UCRP contributions

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History

	2014-15	2015-16	2016-17	2017-18	2018-19
% increase	0%	3%	5%	5%	5%
Amount	$19,914	$20,511	$21,537	$22,614	$23,745

Initiatives:

- Increased financial aid support (1/3 of all PDST)

- Enhanced outreach and recruitment efforts

- Longitudinal Advising program

- Faculty development initiatives

- Additional academic support counselor

- Curriculum innovation initiatives

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Rationale

- Support new initiatives

  - Curriculum redesign: continue to development; incremental cost of new elements

  - Student academic support

  - Promote diversity

  - Foster teaching excellence

  - Expand financial aid

- Manage increasing cost of operations (e.g. payroll & benefits)

- UC campus comparisons

UC Davis	DGSOM	UCSF	UCI	UCSD	UCR
$40,550	$40,714	$40,955	$43,359	$43,618	$44,607

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Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels		Increases/Decreases			
	2018-19	**2019-20**	**2020-21**	**2019-20**		**2020-21**	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Prof. Degr. Suppl. Tuition (Nonresident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	3.2%	$396	3.1%	$402
Campus-based Fees**	$376	$380	$383	1.0%	$4	1.0%	$4
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***							
Total Fees (CA resident)	**$24,553**	**$25,532**	**$26,546**	4.0%	$979	4.0%	$1,015
Total Fees (Nonresident)	**$36,798**	**$37,777**	**$38,791**	2.7%	$979	2.7%	$1,015

* Mandatory system-wide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A

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

The primary goal of the MSN degree within the SON is **to prepare scholarly and highly qualified nurses who can function in a variety of settings and specialized areas of healthcare for a diverse multicultural society**. We recognize and appreciate how diversity, equity, and inclusion can enhance the quality of education, strengthening content in our curriculum to prepare the Nursing leaders of the future. The two MSN degree options are: Master's Entry Clinical Nursing /Pre-licensure (MSN-MECN) and MSN/Advanced Practice Nurse (MSN-APRN).

MSN-MECN Program. In 2006, the first MECN program was inaugurated. This pre-licensure program is for students who hold a baccalaureate degree in another field. This program is intended to prepare nurse generalists with strong leadership skills to function in healthcare delivery across a variety of settings in the healthcare system, including the acute care setting. Graduates are prepared to implement outcomes-based practice and quality improvement in clinical settings. Graduates of the program are eligible to take the National Council Licensing Examination (NCLEX) to be certified as an RN after completion of the program and are eligible to sit for certification as a Clinical Nurse Leader. The MECN program is a two year full-time program.

The MSN-APRN Program. In 1996, the SON admitted the first cohort of APRN students. This program prepares nurses to be advanced practice nurses (APRNs) across three tracks: 1) Clinical Nurse Specialist (CNS), 2) Nurse Practitioner (NP), and 3) Nurse Administrator (NA). In their practice, APRNs use logic and reason distinguished by intellectual curiosity and individual creativity. APRNs apply multidisciplinary theories to develop, implement, and evaluate models of patient care and quality of services. They are able to competently assess, diagnose, plan, implement, manage, and evaluate the care of patients, groups of patients, and families from diverse cultural backgrounds. The curriculum prepares students for careers in advanced practice or management. The APRN program is a two year full-time program.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The SON's last multi-year proposal was for FY 2016-17 through 2018-19. The incremental revenue resulting from the previous PDST increases allowed us to achieve the following goals:

A) **Reduce the SON's structural deficit and maintain instructional support and student services.**
   The additional revenue resulting from the increased PDST funding between 2016-17 and 2018-19 allowed for the SON to fund the majority of career staff employees who provided essential core services to our MSN program. This includes Student and Academic Affairs services who coordinated clinical placements, recruitment, outreach and counseling services. Additionally, PDST also funded SON Skills and Simulation laboratories which are core to the experience of our MSN program including live model co-instructor training. Because these expenses were funded by PDST, this allowed the SON to minimize its structural deficit on the general fund. Incremental PDST revenue together with the Chancellor support have contributed to the overall reduction of the SON's structural deficit. This in turn allowed the SON to use some savings on the general funds to provide additional resources to MECN students who were not meeting academic standards. We hired a special group of lecturers, who successfully completed our MECN program within the last three academic years, to provide tutoring services to MECN students who were in danger of failing.

B) **Maintain faculty to student ratio in both the MSN-MECN and MSN-APRN programs.**
   Clinical supervision in the MSN-MECN program was accomplished by maintaining a ratio of 1 faculty to 10 students while the MSN-APRN Program ratio was 1 faculty to 1 student. Students benefited from improved student-teacher ratios because the students received the attention and support they need to reach their highest potential (increased access to office hours, individualized attention and more student accountability). This additional PDST revenue allowed for the SON to avoid reduction in the number of instructors teaching in the MSN program while the number of students in the MSN Program remained steady.

C) **Infrastructure upgrades to improve students' program experiences.**
     While our physical resources did not change, our use of clinical laboratory experiences and simulation increased. The SON converted a classroom space to a new Simulation space on our fifth floor which had a cost of over $55,000 charged to the PDST. This space was primarily used for skill training, skill practice, and simulation and is staffed by two full-time technicians who are also funded from PDST. In addition, Chancellorial resources were awarded to the SON that allowed us to buy new equipment for the space which includes new state of the art mannequins and equipment. This infrastructure investment was important because it greatly improved the quality of instruction as well as the experience for our MSN students. They were able to use modern state of the art equipment in a newly renovated space for their learning.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The UCLA School of Nursing is requesting a 5.0% increase in Professional Degree Supplemental Tuition for the 2019-2020 and 2020-2021 academic years. This is a two-year request that mirrors the same request from the other UC Schools of Nursing. We are currently evaluating our financial need for the longer term.

There are several goals and objectives the UCLA School of Nursing has for the 5% PDST annual increase over the next two academic years for our MSN programs. We have revised our curriculum redesign efforts, for which additional financial support is essential. We need to **complete the redesign initiative and launch the new curriculum**, planned for 2020. This new curriculum shall yield enhancements and improvements which will only be possible with additional investments. Without increased PDST revenue, we would need to scale back this effort, to the detriment of the significant leaps in educational impact we most certainly will achieve. We also seek to **sustain and expand direct student services, including academic support and expanding well-being and mental health services**. Increased PDST support will enable us to add these much-needed elements. Our revamped admissions program has enabled us to more efficiently manage rapidly increasing numbers of applicants while maintaining a strong commitment to holistic review, with the goal of matriculating an outstanding and diverse entering class each year. We need PDST revenue to allow us to sustain these program improvements. Additional investments are needed to **expand faculty development activities to further improve the quality of instruction experienced by our students**.

With support from new PDST revenue, students will also benefit from the following:

- **Affordability:** The UCLA School of Nursing offers our MSN students various forms of philanthropic support in the form of scholarships with gifts/endowments and grant funding. We always aim to grow scholarship aid to continue to reduce the debt burden of our graduate nurses. The UCLA School of Nursing has been awarded the HRSA grant entitled "Scholarships for Disadvantaged Students". This grant provides $650,000 annually over four years for a total of $2.6 million dollars to be awarded as scholarships to our disadvantaged MSN students (APRN and MECN Programs). With the 5% annual increase in PDST revenue, we will be able to strengthen our financial aid support. The APRN and MECN students are the only two cohorts that pay PDST. In addition, we provided 1/3 of our PDST revenue as return to aid.

- **Student Academic Support and Professional Development Opportunities:** The quality of education in our MSN program is enhanced by our ability to ensure that all students achieve their academic potential. The UCLA SON would like to continue to provide additional resources to MSN students who are not meeting academic standards. The additional PDST will allow the SON to continue to hire a special group of lecturers that provide tutoring services to MSN students who are in danger of failing. If a MSN student fails a nursing course, they have to wait an academic year to retake the course, which tends to lead to higher levels of student debt. Increased revenue from PDST funds will support our efforts to further enhance these services we are able to provide to all MSN students. Finally, the SON plans to use some of the incremental PDST revenue for professional development efforts, such as supporting our student's scholarly achievements in the form of travel grants to various research conferences to present their research and independent study project such as transcultural nursing expeditions to Mexico and Cuba.

- **Clinical Liaison Model (MSN-MECN program)**: The UCLA School of Nursing will continue implementing our new Clinical Faculty Lecturer Program. Since AY 2017-18 the SON has been working to develop and implement a new Clinical Faculty Lecturer program that replaces our old clinical liaison model which was outdated and very costly. Each of our courses has a theory and clinical component and the SON worked with a special consultant to model a plan to reduce education costs for our MSN-MECN program. Under this new model our RN licensure NCLEX pass rates jumped from 93% to 95% from FY 16-17 and 17-18 respectively. This new model utilizes clinical lecturers since they earn less than temporary nurse practitioners used in the previous model which reduce the cost of clinical instruction.

- **Diversity/Admission/Recruitment/Outreach:** The additional PDST will allow the School of Nursing to expand outreach and activities that will enhance our already substantial efforts to identify and recruit talented students from underrepresented

and disadvantaged backgrounds and provide these students with a learning environment that promotes an inclusive climate. We recognize and appreciate how diversity in Schools of Nursing can enhance the quality of education. We plan to recruit, enroll, and retain a highly qualified diverse body of students and strengthen content in our curriculum related to respecting and valuing diversity, equity, and inclusion. The additional PDST will also help to expand our efforts to attend local, regional and national events such as the National Black Students Nursing Association Conference, National Hispanic Nursing Association Conference, as well as the Diversity Forum in an effort to recruit talented URM students.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	
Faculty Salary Adjustments	$1,400,000	$20,000	$10,000	$1,430,000
Benefits/UCRP Cost*	$745,150	$47,890	$58,070	$851,110
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$475,000	$75,000	$100,000	$650,000
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$1,377,364	$105,266	$74,095	$1,556,725
Other Non-salary Cost Increases	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$146,185	$56,035	($19,880)	$182,340
Total use/projected use of revenue	$4,143,699	$304,191	$222,285	$4,670,175

Additional Comments:

"Other" includes transcultural nursing expeditions to Cuba and Mexico and to other research and academic conferences for our nursing students and faculty members (estimated at $50K). Additionally, "Other" includes funding for the maintenance of the Skills and Simulation mannequins and the labs supplies (estimated at $100K). The decline in funding support for Other in the second year of our plan (FY 2020-21) will be replaced with Dean's discretionary gift funds.

Our MSN students have an opportunity to participate in transcultural expeditions to Cuba and Oaxaca Mexico. The expeditions allow our MSN students to experience firsthand how health care delivery systems in Latin America countries function. In addition, our MSN students describe the nursing expeditions as a two-way street that foster collaborative learning; UCLA MSN students are encouraged to share their nursing knowledge with their counterparts from the hosting country. The following links document student interactions that occur during the transcultural nursing expeditions: http://abroad.nursing.ucla.edu/ (SON Travel Log) and http://newsroom.ucla.edu/stories/cuba-opens-door-to-its-health-care-system-for-visiting-nursing-students (UCLA Newsroom).

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 an effort to reduce costs, the School of Nursing underwent a reorganization and suspended hiring 9 vacated staffing positions which resulted in a significant decrease of 6 FTE (on core funding) in 2014-15 fiscal year. However, these cost-cutting efforts were not sustainable and over the last couple of years we realized that we needed to re-hire these vacant positions to achieve the School's mission. Dean Sarna and her management team continue to review all staff positions at the SON for additional savings. The School of Nursing also continued implementation of its new clinical lecturer model which was implemented to reduce costs for the clinical and theory components for our BS and MECN students. This new model utilizes clinical lecturers since they earn less than temporary nurse practitioners used in the previous model, which thereby reduces the cost of clinical instruction. It also improves the quality of the program because the clinical lecturers can establish a more comprehensive relationship with our nursing students from the classroom to the clinical setting.   The old clinical liaison model had become too costly to maintain and therefore we implemented the new clinical lecturer model to reduce cost.

The UCLA School of Nursing applied for and was awarded a HRSA grant entitled "Scholarships for Disadvantaged Students". This grant provides $650,000 annually for a total of four years to be awarded as scholarships to our disadvantaged MSN students (APRN and MECN Programs). The APRN and MECN students are the only two cohorts that pay PDST. This is $2.6 million in support over four years that our students are being awarded to help offset Professional Degree Supplemental Tuition increases.

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.

	Enrollment		
	2018-19	**2019-20**	**2020-21**
Resident	330	338	338
Domestic Nonresident	22	22	22
International	5	5	5
Total	357	365	365

Additional Comments: N/A

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges						
	Actuals	Projections		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
Residents				%	$	%	$
Johns Hopkins	$60,094	$61,897	$63,754	3%	$1,803	3%	$1,857
Columbia	$59,760	$61,553	$63,399	3%	$1,793	3%	$1,846
University of San Diego	$61,331	$63,170	$65,066	3%	$1,839	3%	$1,896
University of Michigan	$23,848	$24,563	$25,300	3%	$715	3%	$737
Univ. of North Carolina	$19,234	$19,811	$20,405	3%	$577	3%	$594
Penn State University	$21,540	$22,186	$22,852	3%	$646	3%	$666
Public Average	$21,541	$22,187	$22,852	3%	$646	3%	$665
Private Average	$60,395	$62,207	$64,073	3%	$1,812	3%	$1,866
Public & Private Average	$40,968	$42,197	$43,463	3%	$1,229	3%	$1,266
UCLA MSN Programs	$24,553	$25,532	$26,546	4%	$979	4%	$1,014
Nonresidents							
Johns Hopkins	$60,094	$61,897	$63,754	3%	$1,803	3%	$1,857
Columbia	$59,760	$61,553	$63,399	3%	$1,793	3%	$1,846
University of San Diego	$61,331	$63,170	$65,066	3%	$1,839	3%	$1,896
University of Michigan	$48,164	$49,609	$51,097	3%	$1,445	3%	$1,488
Univ. of North Carolina	$38,174	$39,319	$40,499	3%	$1,145	3%	$1,180
Penn State University	$36,974	$38,083	$39,226	3%	$1,109	3%	$1,143
Public Average	$41,104	$42,337	$43,607	3%	$1,233	3%	$1,270
Private Average	$60,395	$62,207	$64,073	3%	$1,812	3%	$1,866
Public & Private Average	$50,750	$52,272	$53,840	3%	$1,522	3%	$1,568
UCLA MSN Programs	$36,778	$37,777	$38,791	3%	$999	3%	$1,014

Source: Comparison Institution US News and World Report Rankings and Websites

Institution	Site	Ranking per U.S. News
Johns Hopkins	https://nursing.jhu.edu/	1
Columbia	http://nursing.columbia.edu/?utm_source=Ggl&utm_medium=GMB-link&utm_campaign=nursing	11
University of San Diego	http://www.sandiego.edu/nursing/	30
University of Michigan	https://nursing.umich.edu/	8
Univ. of North Carolina	https://nursing.unc.edu/	14
Penn State University	http://www.nursing.psu.edu/	26

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

These institutions were selected through discussions among the Deans from the UC Schools of Nursing. We selected 6 schools that represent top public and private institutions for this analysis. These schools are all highly-ranked, research-intensive universities that offer similar graduate degrees as the UC schools and that produce strong, well-regarded graduates. UCLA and the three UC Schools of Nursing compete with these institutions for students and faculty.

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

For residents, our costs are higher than the public average, but substantially lower than the private school costs. For nonresidents, our costs are lower than the averages for our public and private comparators. Given our proximity to the public average, and the high quality of our program, our rates are very competitive.

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

The UCLA School of Nursing is ranked 20th among the top nursing schools is the country by US News and World Report. The School of Nursing offers students the opportunity to work with patients at the Ronald Reagan UCLA Medical Center, consistently voted best in the West by US News and Report due to its state-of-the art and technologically advanced facilities. The UCLA School of Nursing operates the UCLA SON Health Center at the Union Rescue Mission in downtown Los Angeles that serves the homeless. One of the most distinguishable qualities of our program is that our students have an opportunity to participate in a clinical preceptorship at our very own UCLA Health Center at the Union Rescue Mission as part of their required clinical hours for the advanced practice MSN degree.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	12%	9%	9%	5%	7%	10%
Chicana(o)/Latina(o)	17%	20%	23%	22%	10%	6%
American Indian	0%	0%	1%	1%	1%	1%
Subtotal Underrepresented	*29%*	*29%*	*32%*	*28%*	*18%*	*17%*
Asian/East Indian	34%	34%	32%	37%	12%	11%
White	32%	33%	31%	29%	65%	66%
Other/ Unknown	4%	3%	3%	4%	1%	3%
International	1%	1%	2%	2%	5%	3%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	44%	53%	54%	47%	n/a	n/a
Gender						
% Male	14%	13%	15%	16%	17%	13%
% Female	86%	87%	85%	84%	83%	87%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Publics used-U Michigan, U North Carolina, Penn State U. Privates used: Johns Hopkins, Columbia, U San Diego. This info was gathered from US News and World Report website.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The School of Nursing remains one of the most diverse programs on campus. We do a holistic review for admissions, meaning we look at the applicant's experience, multi-cultural experiences, leadership and talents, not just academics. This holistic review has contributed to our diversity. We have just reviewed our admission score-sheets to create a more equitable review and to enhance our admission of highly-qualified applicants from underrepresented groups. The percentage of underrepresented minorities has declined in the past year from 32% to 28%. This decline has been slight and is the result of a decline in the number of African-American students, which dropped from 9% to 5%. We attribute this decline to the fewer applicants to our advanced practice program for this year. The School of Nursing still has about 28% of students who are underrepresented minorities, compared to about 12% among graduate students generally at UCLA.

The School of Nursing engages in numerous activities, ranging from efforts designed to increase the size of pipeline leading to our program and other Nursing programs to efforts aimed at retaining URMs, as part of our diversity strategy. We continue to recruit for students at National Black Nurses Association Conference and National Hispanic Nurses Association Conference. With these additional PDST funds, the School of Nursing Director of Recruitment, Outreach and Admissions, Recruitment Coordinator and Admissions Coordinator will be able to expand the SON's participation in national conferences, recruitment activities, and college fairs at community colleges with emphasis on those with high population of underrepresented students which will allow us to increase the number of potential students we reach. Students are recruited with a focus on both short-term (undergraduate program) and long-term (graduate programs) focus. Additionally, the School of Nursing provides students with graduate opportunity fellowships and scholarships for disadvantaged students which help to incentivize URMs to enroll in our program.

In addition to our direct outreach efforts, we also participate in the following summer programs aimed at getting more underrepresented students into the pipeline:

Summer Research Program: For a number of years, the School of Nursing has taken part in a Summer Research Program that offers nursing undergraduate students across the country with an opportunity to do research projects with nursing faculty mentors. They also receive GRE preparation and career advice. Often these students apply to our advanced practice program. Preference for this

program is given to first-generation college students and those who attend Historically Black Colleges and Universities, Hispanic Serving Institutions, Minority Serving Institutions, and Tribal Colleges and Universities Programs.

Summer Health Professions Education Program: For six weeks in the summer, the School of Nursing participates in the Summer Health Professions Education Program that brings 80 underrepresented minority students to campus who are interested in a career in the health professions. Nearly a quarter of those students are interested in nursing. We are one of seven nursing programs in the nation to participate in such a program. In the intensive six-week program, the students learn study skills and receive coaching on how to interview and apply to degree programs. They also attend lectures about health problems and patient experiences and work with a faculty mentor. Some of these students later apply to our advanced practice program.

The School of Nursing has also developed various strategies for the inclusion of underrepresented groups through financial aid and outreach programs. The Director of Recruitment in the School of Nursing makes a concerted effort to assimilate the underrepresented groups into the School of Nursing by overseeing activities such as:

Student based organizations: PANSA and the SON Alumni Association have been formed to meet the needs of the underrepresented students, faculty, staff, and alumni. The organizations meet quarterly to discuss student issues, network, and provide mentoring for current students.

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

Historically, approximately half of our students were on PELL grants when they were undergrads. By comparison, 34% of undergraduates at UCLA receive PELL grants. Our estimated fall 2018 Pell Grant percentage of 47% is likely to remain the same based on our efforts to recruit underrepresented minority students. In addition to our outreach efforts described earlier, we also provide increased financial support to promote access for low SES students, including the following:

Graduate Opportunity Fellowships: We consistently nominate students to the Graduate Opportunity Fellowships, which is intended to support highly-qualified underrepresented/low-income/disadvantaged students. Our students are usually highly successful in qualifying for these fellowships.

Scholarships for Disadvantaged Students: The UCLA School of Nursing has been awarded the HRSA grant entitled "Scholarships for Disadvantaged Students". This grant provides $650,000 annually over four years for a total of $2.6 million dollars to be awarded as scholarships to our disadvantaged MSN students (APRN and MECN Programs).

In addition to fellowships, we offer a summer program aimed at first generation nursing students:

Summer Research Program: The UCLA School of Nursing began the Summer Research Program (SPUR) in the summer of 2002. The SPUR Program is for qualified nursing students from any undergraduate institution in the United States currently holding junior status. Preference is given to first generation college students and minority students. This program offers junior nursing undergraduates with the outstanding academic potential the opportunity to work on research projects with nursing faculty mentors. The eight week program is designed for students who plan to pursue the PhD Degree and enter academic careers in nursing. As of the summer 2011, fourteen students have participated in the SPUR Program. Seven have applied and were offered admissions to the UCLA School of Nursing Master of Science in Nursing Program.

Our student organizations also promote our school amongst students from low socioeconomic backgrounds and underrepresented minority groups and aid in our recruitment efforts. These groups include PANSAA (Pan-African Nursing Students and Alumni Association), LANSAA (Latino/a Nursing Student and Alumni Association, and AIPINA (Asian and Pacific Islander Nursing Student and Alumni Association). These student groups offer assistance and guidance to those interested in applying to our graduate programs.

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 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?

Historically, the majority of students in Nursing School have been women, so we have the opposite issue with gender parity than other departments. That said, per a survey on nursing schools by the National League for Nursing, the national average of the percentage of male students enrolled in MSN Programs is 13%. We are over the national average for the number of males in our school with 15.7% in 2018-19. More men are seeing nursing as viable career option, particularly at the graduate level. Therefore, we expect the number of men applying to the program to continue to rise as it has over the last 3 years. In 2015-16, we had a total of 44 males out of 320 MSN students. By FY 2018-19, 56 out of 357 students were males.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our Pell Grant percentage of 47% is likely to remain the same based on our efforts to recruit underrepresented minority students. While the percentage of graduate students who received PELL grants was higher in 2016 and 2017 (53% and 54%, respectively), these figures are unusually high and are considered anomalous. With current and expanded outreach efforts, we expect our percentage of underrepresented minorities to be at least around 28%. This figure is high compared to other nursing programs. For instance the percentage of URM's is higher than those at comparable private institutions (17%). At comparable public schools, our percentage is also high: the percentage of URM's at comparison public schools is only (18%)

V.f. In the following 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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	4.0%	5.1%	6.0%
	International			
Chicano(a)/Latino(a)	Domestic	4.0%	4.8%	7.4%
	International			
American Indian	Domestic	2.2%	1.9%	3.3%
Asian/Pac Is	Domestic	14.7%	19.4%	18.3%
	International			
White	Domestic	70.8%	66.2%	59.3%
	International			
Other/Unknown	Domestic	4.3%	2.6%	5.7%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	91.6%	92.7%	92.0%
	Male	8.4%	7.3%	8.0%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	7.7%	8.0%	6.9%
	International			
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	3.4%
	International			
American Indian	Domestic	3.8%	4.0%	6.9%
Asian/Pac Is	Domestic	23.1%	24.0%	24.1%
	International			
White	Domestic	65.4%	64.0%	55.3%
	International			
Other/Unknown	Domestic	0.0%	0.0%	3.4%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	92.3%	92.0%	93.1%
	Male	7.7%	8.0%	6.9%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Nursing welcomes and encourages diversity and seeks applications and nominations from individuals of diverse backgrounds. Individuals with a history of mentoring students from under-represented groups and those with a commitment to supporting diversity and equal opportunity in education, research, and creative activity are invited to apply. Each search includes a diversity, equity, and inclusion (DEI) plan, which includes outreach to nursing organizations representing minority scholars. Each applicant is required to submit a diversity statement, which describe the applicant's past and/or potential contributions to diversity through research, teaching, and/or service. Our Faculty Requirement Committee (FRC), appointed by the Dean, has a diverse membership; each member is required to complete DEI training. To help generate diverse recruitment pools, the Associate Dean for DEI serves as a consultant to the FRC. Evidence of clear commitment to enhancing diversity of faculty and students is a required selection criterion for faculty applicants. Our faculty openings are advertised nationally on the American Academy of Colleges of Nursing (AACN) website. On the School's webpage, we maintain a comprehensive Diversity and Equity page, which presents our philosophy and details DEI Council activities (https://www.nursing.ucla.edu/about-us/diversity-and-equity).
 Other recruitment resources include:

- Consultation with academic administrators and faculty at UC and non-UC institutions
- Advertisement 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 (i.e., American Academy of Colleges of Nurses annual symposium) where there are opportunities to meet and engage with minority nurse leaders
- Annual representation at key national conferences where minority nurse scientists and scholars are in attendance (i.e., National Black Nurses Association, National Hispanic Nurses Conference, California Forum on Diversity)

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 goal at the UCLA School of Nursing is **to keep average loan debt as low as possible and to increase scholarship awards to offset any tuition increase**. This will happen in part by returning 33% of professional fee increase revenue back to our students as financial aid. This is also done by awarding a higher scholarship amount from non-PDST funded sources such as gifts and endowments to students with the greatest financial need and consequently the highest loan debt. As a recipient of a four year Health Resources & Services Administration Scholarship for Disadvantaged Students, we also will provide 50 graduate students with funding support to pay for over half their yearly tuition. To keep debt low, we also offer selected students the opportunity to work as a Teaching Assistant (TA) or Research Assistant (RA) which pays their tuition for that quarter. We measure our success by comparing loan debt in past years. In 2016, our average loan debt of $60,481 was lower than the average loan debt from 2013 and 2014. And 2017 loan debt was lower than 2016 with an average loan debt of $58,188*.

*Note inserted by UCOP: At the time that UCOP issues its annual call to programs to begin work on multi-year PDST plans, AY 2017-18 debt data are not available and, hence, are not included in the debt table below. When submissions are due to UCOP in November, AY 2017-18 debt data may be available to programs on some campuses. UCOP neither requires programs to provide or address AY 2017-18 debt levels, nor discourages programs from addressing AY 2017-18 debt data in response to affordability questions in their multi-year plan submissions.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	80%	80%	79%	75%	69%	71%	67%
Cumulative Debt among Students with Debt	$39,777	$44,893	$46,626	$60,680	$60,673	$58,472	$60,481

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 trend of student loan indebtedness shows that although the amount of debt has increased, the percentage of students with loan debt has decreased in the last 4 out of 5 years. We plan on continuing this downward trend in regards to percentage of students graduating with debt because we will likely have less students needing an additional year to complete their MSN degree, which, for some students, resulted in increased debt level. This is made possible by a new coaching and tutoring program that guarantees academic success. This program started last year and should be reflected in the debt data starting with the 2019 graduation class. The pool of gift funds, unrestricted block grant, and 1/3 of professional fees returned as financial aid, will continue to increase due to additional Graduate division funding and additional 1/3 return to financial aid funds generated from the PDST.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	67%	$60,481	$70,000	12%
Public Comps	N/A	N/A	N/A	N/A
Private Comes	N/A	N/A	N/A	N/A

Sources: Bureau of Labor Statistics and UC: Corporate data
Comparison institutions: Private: Johns Hopkins, Columbia, Penn State U, and Public: U of San Diego, U of Michigan, U of North Carolina,
Additional Comments: We are not able to find any published data separating public from private. However, anticipated graduate nursing student loan debt according to a survey by the American Association for Colleges of Nursing (AACN) showed that the median amount of student loan debt was between $40,000 and $54,999 for 69% of all MSN graduates.

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 perceive the manageability of student loan debt for our graduates as reasonable. Considering the median salary of new graduates is $70,000 per the Bureau of Labor Statistics and with job offers for new graduates at high rates (over 90%) within 4-6 months of graduation, we believe that the average student loan debt is manageable.

I.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 SON runs the UCLA Health Center at the Union Rescue Mission in downtown Los Angeles that serves the homeless. The UCLA School of Nursing has operated the Health Center since 1983. The Center is a nurse practitioner managed facility and provides primary health care to the homeless and indigent population on Skid Row. The Center is on track to serve over 5,000 patient encounters this year. Students have an opportunity to participate in a clinical preceptorship at the UCLA Health Center at the Union Rescue Mission as part of their required clinical hours for the advanced practice MSN degree.

The School of Nursing has been awarded the Song-Brown grant for the last 30 years. The purpose of this grant is to allow students to work in clinics caring for the poorest and underserved. The students work to provide primary care for patients across the life span. The Song-Brown program funds institutions that train primary care health professionals by providing healthcare in California's medically underserved areas. Competitive proposals demonstrate a commitment to Song-Brown goals and success in meeting the three statutory priorities:
• Attracting and admitting under-represented minorities and those from underserved communities
• Training students in underserved areas
• Placing graduates in underserved areas

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 typically earn similar market rates as nursing jobs in the private sector.

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

The School of Nursing presents several Admission Information Sessions that are designed to provide prospective applicants with detailed information about the various program options, admissions criteria, and the application process. Additionally, our Director of Financial Aid presents data including costs, average loan debt, and loan forgiveness programs. In the future we plan to provide our recruiters with a flyer to take with them during off campus recruiting that will inform students of our website which has financial aid information as well as provide this flyer to other off-campus recruiting sites as handouts.

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?

Generally, School of Nursing recruiters present information regarding average student debt and median salary of program graduates at in-person and online recruitment venues. In addition, we plan to make this information available in our printed promotional materials, which are distributed at college fairs and at nursing conferences. Information on average loan debt, loan forgiveness programs, and average starting salaries will be included in outreach activities.

VII. OTHER

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

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please 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.

Dean Sarna communicated with MSN students the proposed PDST increase and provided them with two opportunities to provide feedback. Dean Sarna made herself available for an open forum on Tuesday, October 15, 2018 to meet with the students to hear their comments and concerns. In years past we have communicated the proposed increases in a similar fashion. We would have low attendance (2-3 students at most) and this year there were zero students in attendance. We believe it may be because the students expect the increase. This year Dean Sarna also invited the students to submit their feedback via email to (PDST_2018_Feedback@sonnet.ucla.edu). No students replied via email either.

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 must be provided by the program.**

☒ Plan shared with _____Michael Skiles_____ on ____November 6, 2018_____ .
                  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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

An All Faculty meeting was held on October 9, 2018 in which the proposed PDST increase was discussed with the Faculty. This was the top agenda item for this meeting and after Dean Sarna discussed the rational and asked for any comments or concerns, there was no feedback from faculty. It's likely there was no feedback because the faculty understand the need for the additional fees to cover the programs.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Robin Garrell_____ on ___November 15, 2018___ .
                   Graduate Dean

☒ Plan endorsed by _____Gene Block_____ on ___November 15, 2018___ .
                   Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$8,859	$9,303	$9,768	$10,257	$10,770	$11,307	5%	$444	5%	$465	5%	$489	5%	$513	5%	$537
Prof. Degr. Suppl. Tuition (Nonresident)	$9,450	$9,924	$10,419	$10,941	$11,487	$12,060	5%	$474	5%	$495	5%	$522	5%	$546	5%	$573
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$383	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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
Total Fees (CA resident)	$21,805	$22,649	$23,519	$24,432	$25,381	$26,372	3.9%	$844	3.8%	$871	3.9%	$913	3.9%	$949	3.9%	$991
Total Fees (Nonresident)	$34,641	$35,515	$36,415	$37,361	$38,343	$39,370	2.5%	$874	2.5%	$901	2.6%	$946	2.6%	$982	2.7%	$1,027

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

N/A

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

The UCLA Master of Public Policy (MPP) is a two-year, interdisciplinary graduate program established with the School of Public Affairs in 1996 (now Luskin School of Public Affairs). The Department prides itself on offering rigorous analytic training rooted in the social sciences along with pragmatic real-world application. While our students learn a considerable amount of theory, the degree is taught within an applied context. The degree encompasses policy analysis, influence, and implementation, and MPPs receive training in microeconomics, statistics, political processes, and public and nonprofit management. **The goal of the MPP degree program is to prepare students to identify problems, conduct public issues research, inform public policy professionals, and partner with public servants and the community to solve public problems.** The program also offers concurrent degrees in law, management, medicine, public health, and social welfare.

UCLA MPP graduates find employment in a wide array of careers, including local, state, and federal departments and agencies; non-governmental organizations; non-profit organizations; policy research institutions; and private companies and consulting firms.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The Department's last multi-year proposal pertained to AY 2016-2017 through AY 2018-2019, and UCLA Public Policy's PDST-supported goals included:

1) **Awarding need-based financial aid (~$350,000)**: per policy, MPP students received 33% of PDST as need-based funding. Every year for the past three years, MPP students received 33% of PDST in this manner. In 2017-18, the Department disbursed $356,157 in PDST to 68% of MPPs based on need, and it awarded 10.75% of each students' unmet need as determined by FAFSA.

2) **Funding student recruitment, diversity recruitment, and program publicity (~$10,000)**: outreached to prospective students and marketed program which included recruitment events/fairs; website development; and recruitment literature, ads, and video production. Since the last multi-year plan, PDST was used to fund MPP students as diversity outreach coordinators and to fund diversity recruitment which included peer mentoring (current students with prospective students) on applications (in person and over email); Public Policy and International Affairs (PPIA, an organization that promotes diversity in Public Policy) tabling; alumni networking and mentoring; and attending outreach/community events (e.g., Women in Green and voter registrations)

3) **Supporting faculty recruitment, research, and development (~$180,000)**: since the last multi-year plan, the Department recruited and appointed eight faculty (six ladder, one SOE, and one PSOE) which included recruitment packages; research support and compensation; and UCRP/retirement contributions for all faculty. The appointments increased faculty ethnic and gender diversity as well as broadened MPP course offerings, including the areas of gender/ethnic diversity and data science.

4) **Expanding curriculum and providing instructional support (~$50,000)**: hired temporary faculty to teach elective courses [i.e., courses that met student demand (GIS and R), addressed students' skill levels (advanced and intermediate economics), and practitioner-led courses (lobbying, public budgeting, and finance)]. PDST funds allowed the Department to appoint twelve Teaching Assistants (TAs, with fee remissions) to support faculty and students, as well as five tutors to assist with core course preparation. Specifically, one assisted with math camp at orientation; another with STATA overview (also during orientation); two with core economics and statistics classes; and another with American political institutions for international MPP students.

5) **Maintaining faculty, student, career, and instructional services (~$267,000)**: maintained Public Policy/Luskin School staff positions to provide student services (advising, career, and counseling); to recruit and to support a more diverse MPP cohort; to assist with career training, placement, and programs; strengthen alumni-student relations; and to provide faculty, ASEs, and students with curricular/instructional support. Please note that the Luskin Dean supports the School's Career Services office with its third of UCLA Public Policy's gross PDST allocation.

6) **Developing faculty and student programming and events (~$20,000)**: funded faculty seminar series and lectures (e.g., Public Policy and Applied Social Science Seminar); student groups [Association of Master of Public Policy Students (AMPPS) and Policy

Professionals for Diversity and Equity (PPDE)]; student workshops and conferences; and student programming and events [e.g., speakers, recruitment events (Diversity Day); Volunteer Day; MPP student-led policy-focused Japan Trip; career development workshops and brown bags; orientation; and commencement].

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The increase in PDST level will allow the UCLA Department of Public Policy to work toward the following goals:

1) **Maintain need based-financial aid:** PDST is the Department's main source of need-based (rather than merit-based) funding, and it provides students with critical financial resources to complete the degree.

2) **Expand student recruitment efforts and increase diversity:** The Department plans to increase recruitment efforts with PPIA (see section V.b.), expand CSU recruitment, further develop campus visit assistance, and re-evaluate standardized testing admission requirements. Additionally, UCLA Public Policy is developing online ads and more effective social media marketing and outreach. It not only participates at events such as the California Diversity Forum, but it will also hold its own day-long Diversity Day for prospective students. The Department is also expanding outreach efforts through members of Policy Professionals for Diversity and Equity (PPDE, an MPP graduate organization), and it employs student (i.e., peer) coordinators to network with underrepresented communities. In turn, the Department is working to identify and encourage marginalized community applicants and to provide them with application assistance.

3) **Maintain student services, student career services, and faculty support:** PDST supports three of Public Policy's four staff positions, which include student recruitment, student services, student career guidance, alumni relations, faculty support, and department operations. Note that a portion of PDST helps support programs that are run through the Dean's Office for the benefit of the program. The Dean's Office uses PDST revenue to support the Student Career Services Office, which helps MPP

students with career planning and job placement. In addition, the Dean's Office uses PDST revenues for events, alumni relations, public lectures, and mentoring programs that benefit MPP students.

4) Develop data source classes and certification program: The Department is appointing a lecturer to update its curricula to reflect use of big data and data sources, specifically, for the Spring 2019 course, PUB PLC 290: Technology, Data, and the Public Sector. It is also developing courses for a certification program that centers on methods of data analysis. Future certification courses—with lecturers and TAs/readers funded by PDST—will focus on digital technology, governance, and political engagement, as well as address the effect of social media on political decision making; social bias and machine learning; digital technologies mediating civic engagement; and the effect of digital technologies on elections.

5) Offer smaller, skill-specific courses: The Department will use PDST to develop and appoint lecturers to teach and TAs to assist smaller core courses (required economics, statistics, and political science) that more specifically address students' skill sets and interests in public policy. The courses include, for example, a tailored advanced microeconomics sequence, as well as a course on persuasion.

If the proposed PDST increase is not approved, recruitment efforts would be reduced, and need-based student financial aid would decrease, affecting graduate recruitment, admissions, time-to-degree, and graduation. Staff layoffs would occur, resulting in workload increases and a decline in quality and range of student services and recruitment. In addition, fewer academic student assistants and temporary faculty would be supported, resulting in fewer and larger classes for MPP students. The Department would not be able to effectively support faculty, students, curriculum, research, and academic events, making it difficult to retain faculty and graduate students, as well as hindering growth, learning, training, and maintaining the quality of the MPP program.

Additional PDST support provides a wider range of recruitment efforts, broader course offerings, and a continuation of quality student advising and services—services that directly improve time-to-degree, professional skills training [e.g., workshops, academic student appointments (TAships and GSRships), and broader student programming], and career placement. Furthermore, with additional PDST funding, more students receive financial aid to support their learning and research, and their time-to-degree improves dramatically.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$2,000	$5,000	$250	$263	$276	$289	$8,078
Benefits/UCRP Cost	$78,000	$15,000	$17,126	$17,982	$18,881	$19,825	$166,815
Providing Student Services	$118,000	$25,000	$10,000	$10,500	$11,025	$11,576	$186,101
Improving the Student-Faculty Ratio	$81,000	$15,000	$750	$788	$827	$868	$99,233
Expanding Instructional Support Staff	$98,000	$15,000	$9,500	$9,975	$10,474	$10,997	$153,946
Instructional Equipment Purchases	$5,000	$7,500	$375	$394	$413	$434	$14,116
Providing Student Financial Aid	$405,200	$45,000	$25,000	$26,250	$27,563	$28,941	$557,953
Other Non-salary Cost Increases	$15,000	$22,000	$1,100	$1,155	$1,213	$1,273	$41,741
Facilities Expansion/Renewal	$95,000	($25,000)	$3,500	$3,675	$3,859	$4,052	$85,085
Other (Please explain in the "Additional Comments" below)	$330,679	$33,671	$1,684	$1,759	$1,895	$1,998	$371,686
Total use/projected use of revenue	$1,227,879	$158,171	$69,285	$72,740	$76,425	$80,255	$1,684,754

Additional Comments:
Providing Student Services: $88,000 (staff) and $30,000 (student support and programming, alumni outreach)
Improving Faculty-Student Ratio: Includes $45,000 faculty support (faculty retention) and $36,000 (faculty set-up funds)
Other: Includes $310,655 for Luskin School Dean's Office support and programs; $10,000 lectures/colloquia; and $10,000 faculty professional development/conference attendance.

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

Since the last multi-year proposal in 2015, the Department worked on a variety of cost-cutting, revenue-generating and fundraising efforts to avoid PDST increases at an even higher percentage than proposed. Through the departure/retirement of staff, the Department reduced staff costs by attrition. Successors were appointed with lower salaries to reduce overall cost. For almost ten years, although it does not offer a departmental undergraduate major or minor, UCLA Public Policy has worked on generating

Summer Session revenue. With careful strategic planning, the Department now offers General Education and online summer undergraduate courses. It additionally seeks to grow the number of classes and revenue with the recent establishment of the Luskin School-wide Public Affairs major. Additionally, the Department is actively developing an executive as well as an international certification/degree to generate revenue from working professionals and those abroad. In terms of fundraising, the Department is deliberately acting to increase alumni donations and produce effective giving campaigns, particularly in the area of student fellowships, to assist students with the rising cost of tuition and fees. Specifically, UCLA Public Policy held fund raising campaigns in honor of the retirement of the program's long-time Student Affairs Officer (SAO) as well as the twentieth of MPP cohort.

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

The UCLA Department of Public Policy is not proposing uneven increases, rather, even increases of five percent each year for the next five years (2018-19 through 2023-24).

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	81	85	85	85	85	85
Domestic Nonresident	11	15	15	15	15	15
International	43	45	45	45	45	45
Total	135	145	145	145	145	145

Additional Comments

In 2019-2020, the Department plans to increase its incoming cohort by approximately ten percent (i.e., from 65 to 70), and it will maintain about 70 first year MPPs through 2023-2024. The UCLA Department of Public Policy anticipates that the ratio of nonresident to resident students will grow in resident numbers. As noted above, the Department is expanding outreach strategies and implementing new digital and social media marketing to create a larger, more diverse pool from organizations and undergraduate institutions such as CSUs, HSIs, and HBCUs.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Michigan Ford School	$26,808	$27,613	$28,441	$29,294	$30,173	$31,078	3%	$804	3%	$828	3%	$853	3%	$879	3%	$905
Unviersity of Minnesota Humphrey School	$19,440	$20,023	$20,624	$21,243	$21,880	$22,536	3%	$583	3%	$601	3%	$619	3%	$637	3%	$656
University of Washington Evans School	$24,696	$25,437	$26,200	$26,986	$27,796	$28,629	3%	$741	3%	$763	3%	$786	3%	$810	3%	$834
Duke, Sanford School	$48,212	$49,658	$51,148	$52,683	$54,263	$55,891	3%	$1,446	3%	$1,490	3%	$1,534	3%	$1,580	3%	$1,628
NYU, Wagner School	$45,450	$46,814	$48,218	$49,664	$51,154	$52,689	3%	$1,364	3%	$1,404	3%	$1,447	3%	$1,490	3%	$1,535
USC, Price School	$45,861	$47,237	$48,654	$50,114	$51,617	$53,165	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,503	3%	$1,549
Public Average	$23,648	$24,358	$25,088	$25,841	$26,616	$27,415	3%	$709	3%	$731	3%	$753	3%	$775	3%	$798
Private Average	$46,508	$47,903	$49,340	$50,820	$52,345	$53,915	3%	$1,395	3%	$1,437	3%	$1,480	3%	$1,525	3%	$1,570
Public and Private Average	$35,078	$36,130	$37,214	$38,331	$39,480	$40,665	3%	$1,052	3%	$1,084	3%	$1,116	3%	$1,150	3%	$1,184
Your program	$21,805	$22,649	$23,519	$24,432	$25,381	$26,372	4%	$844	4%	$870	4%	$913	4%	$949	4%	$991
Nonresidents																
University of Michigan Ford School	$47,952	$49,391	$50,873	$52,399	$53,971	$55,590	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,572	3%	$1,619
Unviersity of Minnesota Humphrey School	$28,344	$29,194	$30,070	$30,972	$31,901	$32,858	3%	$850	3%	$876	3%	$902	3%	$929	3%	$957
University of Washington Evans School	$41,514	$42,759	$44,042	$45,363	$46,724	$48,126	3%	$1,245	3%	$1,283	3%	$1,321	3%	$1,361	3%	$1,402
Duke, Sanford School	$48,212	$49,658	$51,148	$52,683	$54,263	$55,891	3%	$1,446	3%	$1,490	3%	$1,534	3%	$1,580	3%	$1,628
NYU, Wagner School	$45,450	$46,814	$48,218	$49,664	$51,154	$52,689	3%	$1,364	3%	$1,404	3%	$1,447	3%	$1,490	3%	$1,535
USC, Price School	$45,861	$47,237	$48,654	$50,114	$51,617	$53,165	3%	$1,376	3%	$1,417	3%	$1,460	3%	$1,503	3%	$1,549
Public Average	$39,270	$40,448	$41,662	$42,912	$44,199	$45,525	3%	$1,178	3%	$1,213	3%	$1,250	3%	$1,287	3%	$1,326
Private Average	$46,508	$47,903	$49,340	$50,820	$52,345	$53,915	3%	$1,395	3%	$1,437	3%	$1,480	3%	$1,525	3%	$1,570
Public and Private Average	$42,889	$44,176	$45,501	$46,866	$48,272	$49,720	3%	$1,287	3%	$1,325	3%	$1,365	3%	$1,406	3%	$1,448
Your Program	$34,641	$35,515	$36,415	$37,361	$38,343	$39,371	3%	$874	3%	$900	3%	$946	3%	$982	3%	$1,028

Source(s):

University of Michigan, Ford School: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=33&full_half_term=35&level_of_study=38
University of Minnesota, Humphrey School: https://www.hhh.umn.edu/masters-degrees/cost-aid
University of Washington, Evans School: https://evans.uw.edu/academic-programs/tuition-expenses-financial-assistance
Duke University, Sanford School: https://sanford.duke.edu/admissions/master-public-policy/cost-attendance
NYU, Wagner School: https://wagner.nyu.edu/admissions/financial-aid# (at full-time, 12-credits/semester)
USC, Price School: https://priceschool.usc.edu/programs/masters/mpp/admission/tuition/

Additional Comments:
N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

There are over 250 master-level programs that fall under the rubric of "public affairs," which includes a mix of two quite different forms of professional education for public service: public administration and public policy. There is only one national ranking of this amalgam of programs, a survey of deans and additional faculty done by *U.S. News,* which lacks any objective measures and is based entirely on reputation (and thus is heavily influenced by the age and size of the programs). Within this larger set, there are dozens of Master of Public Policy (MPP) programs across the country, though some are called Master of Public Affairs or other titles. Most are free-standing schools and very few are departments.

When UCLA created the MPP degree program conferred by the new Department of Policy Studies (now Department of Public Policy), it was modeled after top-tier public policy programs. With the professional success of over 750 alumni, the Department has considerable evidence of having achieved its initial aspirational objective. However, due to severe financial constraints, the Department currently lags far behind many of the comparison schools in terms of providing supporting educational resources and services—especially career placement and promotion services—so vital to students' professional success.

The UCLA MPP program is modeled after more analytically rigorous programs, which is the primary reason for selecting the comparator schools. Harvard's Kennedy School, Princeton's Woodrow Wilson School, and the University of Chicago's Harris School

are excluded because they are enormous compared to our program and have vast fellowship resources. Public universities such as the University of Texas at Austin's LBJ School of Public Affairs, University of Wisconsin-Madison's La Follette School of Public Affairs, and Arizona State's School of Public Affairs are not listed as comparators because they do not share the same degree and/or intellectual similarities (i.e., they focus on aspects of project management and administration rather than data analysis, specifically economics and statistics) with UCLA's Department of Public Policy. LBJ offers a Master of Public Administration (MPA) and an academic PhD in Public Policy rather than a professional MPP degree. La Follette also offers an MPA rather than an analysis-driven MPP, and despite the titling of its joint degree programs with Law, Neuroscience, Public Health, and Business with Public Policy, the dual degree programs grant an MPA rather than the more analytically rigorous MPP. While ASU offers an MPP, it is more public administration-focused, and 60% of its core classes online as well as a number of electives. UCLA's MPP is a full-time degree program, and all of its graduate courses (core and elective) offered only on campus.

The included public and private schools are far more similar than Harvard, Princeton, University of Chicago, UT Austin, University of Wisconsin-Madison, and ASU are to the UCLA program in the size and academic focus of their faculties and student bodies. They have similar faculty in terms of research profiles, teach comparable curricula, draw many of the same applicants, and, like UCLA, are in the top twenty (they range from second to twentieth) of the programs ranked by *U.S. News*. The USC Price School is included because its faculty and curriculum are in the direction of public policy programs and it is the main alternative for students who wish to come to Southern California for their educations and careers.

Finally, as noted earlier, some of the Department's comparator schools, along with UC Berkeley's Goldman School, were models for the Department's curriculum and development. The main factors that separate the UCLA program from these schools are distinction as a readily recognized school rather than an embedded department, age (UCLA is the youngest among the comparators), and size of the faculty (UCLA is the smallest among comparators), as well as having more resources available for student services.

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

UCLA MPP resident and nonresident tuition and fees are slightly higher than only one of the comparison public institutions (Wisconsin's Humphrey School), and substantially lower than all the private comparators. Californians attending any of these institutions would pay substantially more for their education than if they obtained UCLA MPP degrees.

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

UCLA's MPP program is distinguishable in several ways. For example, UCLA's Department of Public Policy does not maintain an undergraduate departmental major and offers a relatively large MPP graduate degree instead. Duke University's Sanford School, by contrast, enrolls far more undergraduate students and offers a smaller graduate program than UCLA. UCLA's MPP program, additionally, is more quantitative (i.e., statistics and economics) than comparators USC, NYU, and the University of Minnesota. Specifically, NYU does not require statistics for its degree, and USC and the University of Minnesota only require one course in statistics and one course in economics. UCLA Public Policy, however, requires two courses in statistics and two courses in economics, and students have the option to take courses that advance their use of economics and statistics in policy analysis. Furthermore, a larger portion of UCLA Public Policy faculty are research faculty who not only teach in the field, but also contribute to the field scholarship than these schools. Private comparators Duke, NYU, and most significantly, USC, are able to provide larger funding packages, and they do not have to comply with federal affirmative action restrictions.

It is also important to note that of the comparator institutions, all but USC's Price School (and perhaps NYU's Wagner School) are free-standing schools (rather than an individual department like UCLA's Public Policy) that offer public policy degrees. Consequently, comparators are able to offer their students funding and resources from school rather than departmental levels. At the same time, as a department embedded within a larger public affairs school with complementary departments (i.e., Social Welfare and Urban Planning), UCLA Public Policy has a greater capacity to offer interdisciplinary programs, foster multidisciplinary research, provide mentorship opportunities with senior fellow practitioners, and deliver a wide range of classes, speakers, and programs across departments.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	4%	3%	6%	0%	NA	NA
Chicana(o)/Latina(o)	9%	12%	13%	1%	NA	NA
American Indian	0%	1%	1%	1%	0%	0%
Subtotal Underrepresented	*13%*	*16%*	*19%*	*2%*	*NA*	*NA*
Asian/East Indian	28%	27%	17%	9%	NA	NA
White	29%	27%	28%	36%	NA	NA
Other/Unknown	3%	6%	7%	20%	NA	NA
International	28%	24%	28%	34%	NA	NA
Total	100%	100%	100%	100%	NA	NA
Socioeconomic						
% Pell recipients	40%	35%	45%	NA	NA	NA
Gender						
% Male	46%	41%	40%	42%	NA	NA
% Female	54%	59%	60%	58%	NA	NA

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: [please indicate]

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

While the number of underrepresented MPPs increased by three percent every year since 2015-16 through AY 2017-18, the Department's recruitment of Latina/o, Chicana/o, African American, and indigenous students varies. Financial considerations are likely the primary reasons for fluctuating numbers among these groups of prospective students. Underrepresented admits typically receive far larger, multiple year funding packages from competing Public Policy programs, particularly from private universities and Schools of Public Policy (versus UCLA Public Policy's stand-alone department).   While the Department generates applications from underrepresented students, persuading them to accept offers of admission remains a challenge. Only on very rare occasions have admits turned down larger (often private school) financial awards to accept—as a public school—the Department of Public Policy's substantially lower fellowships/financial aid packages. Toward that end, the Department and the Luskin School of Public Affairs Dean have set fellowship support as a primary goal (see VI.a.).

Fall 2018 estimated enrollment numbers are based on UCLA Public Policy admissions application data (table V.a.). While the MPP application gender ratio is consistent with previous years' UC Corporate data, the number of white and international applicants increased. In addition, all students of color (underrepresented and Asian American) sharply declined while the number of "unknown" markedly increased. This year's decline of students of color may be due to the application's option (rather than requirement as in years past) to identify ethnicity. At the same time, paralleling the Department's challenges with the admission of underrepresented students, Association for Public Policy Analysis and Management (APPAM) comparator institutions uniformly expressed difficulties with diversifying their student cohorts.

The Department of Public Policy therefore plans to continue to take a ground-up approach to grow the size and diversity of the applicant pool, and it is working to reach a wider array of prospective students. The Department's approaches and recruitment strategies are outlined below:

Approaches for Enhancing Program Diversity

Strategic Outreach: Faculty, students, and staff will continue to work to increase the pipeline of underrepresented applicants through in-person and virtual contact (e.g., meetings, phone calls, video calls, and class audits); peer mentoring (prospective students are matched with current students with similar policy interests); and targeted online advertising and student engagement videos to cater to millennial-driven consumption habits.

Admit Yield-Improvement Outreach: Faculty, staff, and alumni will continue to personally contact admits to encourage offer acceptance. Admitted students will continue to be invited to the Department's Welcome Day (recruitment day) where they meet current students. Graduate Division and Department PDST-supported aid (travel, board, etc.) will be awarded to highly-recruited prospective students.

Peer Outreach: Since 2001, the Department has appointed MPP students as outreach coordinators. Their work as peer mentors and recruiters is critical to broadening applicant diversity and increasing the take rate of underrepresented students.

Additionally and just as crucially, Policy Professionals for Diversity and Equity (PPDE), an MPP student group, promotes prospective student diversity as well as retention and career planning support for current students. PPDE alumni also provide mentorship and career advice/networking for prospective and current students. The program will maintain these programs going forward.

Enhanced Mentoring and Student Services: The Department will continue to support a range of academic resources including tutors that assist MPPs with quantitative (statistics, economics, and programming) program requirements and career events (e.g., networking, skills workshops, and job market informational sessions). Furthermore, Policy Professionals for Diversity and Equity (PPDE), an MPP student group, will continue to provide student-initiated and peer-driven mentorship with their "buddy system." First year MPPs are matched with second year MPPs, and they offer support throughout the academic year.

Funding:
- **Intramural Fellowships (non-PDST):** Through the UCLA Graduate Division, the Department will continue to award intramural fellowships such as the Graduate Opportunity Fellowship (GOFP) for students from underrepresented cultural, racial, linguistic, geographic, and socioeconomic backgrounds.

- **External Fellowships (non-PDST):** Applicants will be encouraged to apply for extramural funding targeted to underrepresented groups. The Department will continue to refer students to a number of these awards as well as resources such as the UCLA Graduate Division's Fellowships Financial Services Office.

Diversity Recruitment Efforts: The program will work more extensively with organizations such as the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), Public Policy and International Affairs (PPIA, noted above, an organization dedicated to increasing diversity in Public Policy and Public Affairs), and others to further outreach (e.g., attend annual conferences/summer institutes, network sessions, and tabling events). The program will also engage in the following recruitment efforts:
  - Participate at various Idealist graduate fairs. Note that Idealist is non-profit organization that coordinates graduate fairs in diverse urban locations across the nation such as New York, Chicago, and Washington DC. Idealist fairs are free for attendees and therefore allow the Department to recruitment from a wide socio-economic range of prospective applicants;
  - Attend CSUs events and outreach to Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) to increase diversity of applicants;
  - Partner with UCLA departments, centers, and local off-campus organizations (e.g., Ethnic Studies Departments, Gender Studies, LGBT Center, Labor Center (off campus), Women in Green, etc.) on recruitment;
  - Organize and participate in annual Diversity Day Fair (UCLA Luskin School of Public Affairs' diversity recruitment day);
  - Partner with aforementioned organizations (NASPAA, PPIA, etc.) and institutions (HSIs, HBCUs, etc.) to offer additional on-campus events and online recruitment sessions;
  - Appoint of peer (student) outreach coordinators to plan workshops, attend events, and connect with prospective students (above);
  - Network with alumni for potential candidates from underrepresented communities; and
  - Video conference information sessions for prospective students who do not possess financial means to attend an in-person workshops/
  - Increase student support and funding
  - Note that the Department has recently increased the number of PDST and non-PDST awards and support for URM students and/or those in financial need. Specifically, in AY 2017-18, UCLA Public Policy awarded 10.75% of each students' unmet need (determined by FAFSA), and in AY 2018-19, the Department's support increased to 12.5% of each students' unmet need. The program hopes to continue this upward trend of student support.
  - Work with development to further increase alumni giving to Department student fellowships; and
  - Encourage funding (extramural and intramural) for underrepresented minority students.

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

The Department has been working consistently to expand and diversify its applicant pool, which includes first generation college students. For the past three years, the percentage of UCLA MPP Pell grant recipients ranged from 35 to 45%, and Public Policy Pell grant average is 40%. Based on UC Corporate data of all UCLA professional degree program Pell grant recipients, Public Policy's 40% Pell grant average is comparable to the overall 38% median and 38% average.

To promote access for students from low socioeconomic backgrounds, as noted in Section V.b., the Department is working to increase the number and amount of need-based awards; grow alumni giving for student fellowships; and encourage funding for non-traditional and underrepresented students. For talented low-income students, UCLA Public Policy also leverages research center funding, asking research center directors to review these students (among others) for research fellowship eligibility. Finally, the Chair and the Student Affairs Officers annually review first and second year student financial need in order to ensure that PDST aid effectively allocated.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity 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 noted above (section V.b.) according to the 2018 Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Admissions Professionals Meeting data, UCLA's MPP program diversity is comparable to its peer instructions. While the Department of Public Policy's gender ratio fluctuates each year, on average, female students tend to outnumber male students; nearly 60 percent of the MPP cohort is female and about 40 percent is male. Faculty, staff, and students work to achieve overall gender parity as a part of diversity recruitment (outlined in section V.b.).

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The Department expects the number of enrolled URM students and Pell Grant recipients to increase over the next five years due to new (i.e., since Fall 2018) and developing recruitment strategies. For example, the Department has recently implemented digital and social media-driven recruitment and marketing campaigns that provide faculty and staff data on website visitors/prospective applicants generated from subsequent clicks (e.g., where they live, how they found the program, etc.). As a part of this strategy, the Department is also currently producing and will incorporate videos on its recruitment webpages that highlight URM students and funding opportunities. Furthermore, UCLA Public Policy has developed social media channels that allow it to reach even broader and more diverse prospective students. Complementing online efforts, over the next five years, the Department's staff recruitment adviser and MPP student coordinators plan to increase their in-person attendance and participation at California State Universities (CSUs), HSIs, and HBCUs. Taken together, the new online marketing strategies provide data so that the Department may more effectively target and build recruitment relationships with URMs in person and at events. In turn, UCLA Public Policy expects to produce a more diverse applicant pool and increase the number of enrolled URM students and Pell grant recipients. Finally, in terms of gender, the breakdown historically skews slightly female, and the Department believes that this pattern will continue.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	6.7%	6.1%	6.8%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	6.7%	9.1%	9.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	16.7%	12.1%	11.4%
	International	0.0%	0.0%	0.0%
White	Domestic	70.0%	72.7%	72.7%
	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		**2015-16**	**2016-17**	**2017-18**
	Female	36.7%	39.4%	25.0%
	Male	63.3%	60.6%	75.0%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	8.3%	7.7%	11.8%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	16.7%	15.4%	17.6%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	25.0%	23.1%	23.5%
	International	0.0%	0.0%	0.0%
White	Domestic	50.0%	53.8%	47.1%
	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		**2015-16**	**2016-17**	**2017-18**
	Female	25.0%	23.1%	23.5%
	Male	75.0%	76.9%	76.5%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Between 2015 and 2018, faculty diversity within the Department of Public Policy remained fairly consistent, with slight overall gains among Chicana/o and Latina/o and African American faculty. The past three years, however, are a part of a larger trend spanning five years. Since Fall 2014 and throughout the last multi-year proposal to the present (2018-19), the Department of Public Policy and the Luskin School of Public Affairs experienced growth. Public Policy appointed nine LRE faculty, and has maintained its overall faculty and LRE faculty ethnic diversity over the past five years. In terms of gender diversity, <u>overall</u> female faculty numbers declined since 2014, from 33.3% to 27.7% (current). However, among <u>ladder</u> faculty, female faculty increased from 18.8% in 2014-15 to 28.6% in 2018-19. While the percentages of overall and LRE female faculty are lower than the field or MPP student body (generally UCLA MPP cohorts are 60-65% female), during the past year (2017-18) the Department made an active effort to advance faculty recruitment gender diversity, and two female faculty were appointed in 2018-19. Although overall and among LRE faculty, UCLA Public Policy's ethnic diversity lags behind other Luskin Departments and the city, the Department is addressing the issue. Of the nine recently appointed LRE faculty, nearly half (four) are people of color. The Department is committed to further diversifying its

faculty, and it plans to recruit for and advance diversity for its remaining two FTE during the upcoming multi-year proposal (2018-19 through 2023-24) period. The Department will post faculty recruitments widely (including HBCUs and HSIs) as well as through diversity sites and networks. Public Policy's search committees are also committed to diverse representation and equitable search processes.

* Note inserted by UCOP: To be consistent, UCOP has required programs to provide faculty diversity data for FY 2015-16, 2016-17, and 2017-18. More recent data may not have been available to all programs at the time the multi-year plan templates were provided to the campuses in summer 2018. UCOP neither requires programs to provide or address FY 2018-19 faculty diversity data, nor discourages programs from including such data in their responses to questions in their multi-year plan submissions.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

As with all Luskin School departments, Public UCLA Policy's goal is that **students are not prevented from completing the degree due to financial hardship**.

Student fellowship fundraising is one of the top priorities of the Luskin School of Public Affairs Board of Directors and Dean. It is also the top priority identified by the Department to the Dean and Luskin development staff. Over the past twenty years, the UCLA MPP alumni body has grown to fund at least two annual merit and need-based fellowships. Moreover, over the past year (2017-2018) the Department actively increased its development, resulting in a record five alumni awards in Fall 2018.

Another Department priority, as discussed above, is **need-based student support**. UCLA Public Policy disburses one-third of PDST to students based entirely on financial need. The financial aid awards are made in proportion to students' total unmet need as assessed by FAFSA (see section V.c.). In 2017-2018, the Department gave $356,157 of PDST to 68% of the class, and it awarded 10.75% of each students' unmet need determined by FAFSA. The grants ranged from $600 to $7,733. In 2018-2019, the Department will disburse approximately $402,302 to 74% of the class. The Department will award 12.5% of each students' FAFSA-determined unmet need, and the grant will range from $1,975 to $9,305.

In addition, through donations from the Dean's Office, the department maintains emergency funds for any MPP student experiencing urgent need. Recipients do not have to repay the emergency funding as it is a grant rather than a loan.
In 2014-15, the Department underwent its eight-year review by the UCLA Academic Senate. During the team site visit, the two external members—the Dean of the Evans School at the University of Washington and a faculty member (former Associate Dean) of the Goldman School at UC Berkeley noted UCLA Public Policy's success (relative to public affairs schools in general) at providing financial support to students.

As noted earlier, the Department is developing an executive as well as an international certification/degree to generate funding from working professionals and those abroad. The programs will provide additional opportunities for need-based student support. With the establishment of the Luskin School's undergraduate major, the Department also plans to grow revenue by expanding its Summer Sessions courses.

Although the Department does not currently employ metrics to determine low-income student enrollment and levels of indebtedness, it in the process of working with Public Policy faculty, Luskin School Career Services, and UCLA Financial Aid to develop an exit survey that, while adhering to student privacy regulations, collects data on income status, affordability, levels of indebtedness, and careers in public interest. The Department plans to implement this survey in Spring or Fall 2019 so that it may more effectively address financial need.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	62%	66%	40%	43%	54%	42%	53%
Cumulative Debt among Students with Debt	$48,494	$55,584	$39,160	$41,907	$51,199	$52,298	$46,560

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 Department of Public Policy's indebtedness decreased by over 10% since 2010-2011. Overall, indebtedness averages 51% and, in the three most recent years (2014-15 to 2016-17) of data, it is remains fairly steady at about 50%, despite Los Angeles' high cost of living and the standard yearly tuition increases. The overall decline in indebtedness is likely due to the Department's increase in the number and time (25% or more) of its Academic Student Employee (ASE) positions (i.e., there are more positions and they now include fee remissions) as well as growth of UCLA Public Policy's awards, fellowships, and need-based funding over the past several years.

The Department will work to maintain the trend of lower indebtedness through ASE and Graduate Student Researcher (GSR) opportunities with the recent establishment of the Public Affairs major and through the Luskin School's major research centers. The Department increasingly coordinates additional GSRs with fee remissions through the School's centers, and the undergraduate degree program provides UCLA Public Policy with additional student support through TAships (also with fee remissions) as well as revenue from larger Summer Sessions course offerings.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	53%	$46,560	$65,000	10%
Public comparisons	NA	$	$	#VALUE!
Private comparisons	NA	$	$	#VALUE!

Sources:
UC: Corporate data
Comparison institutions: [please indicate]
Additional Comments:

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

As discussed above, the Department's overarching strategy is, despite cost of education and living increases, to provide support for students and to minimize debt upon graduation. Although Loan Repayment Assistance Plans have all but disappeared, UCLA Public Policy graduates have been successful in finding employment and nearly half (or more) are making median or higher salaries a year from graduation. The UCLA MPP degree improves the placement, advancement, and earnings of its students as future employees. One year after graduation, 84% of 2016 and 95% of 2017 MPP graduates were employed, and 39% of 2016 and 57% of 2017 graduates were at mid-level or higher (versus entry-level) employment. According to Luskin School Career Center exit surveys, fifty percent of students who graduated in 2016 and 47% of graduates in 2017 were making annual salaries between $60,000 to $90,000.

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 Luskin School Career Office provides a wide array of services including career counseling; resume and cover letter critiques; career workshops; mock interview sessions; and networking opportunities to assist students with internships, career skills-building, and employment. On the department level, the Public Policy graduate adviser distributes job openings/postings and facilitates alumni and student networking/job opportunities. Moreover, to ensure that students apply classroom knowledge and training to the real world--and to initiate and develop professional contacts in public policy--UCLA MPPs are required participate in a 400-hour field internship with a government agency, nonprofit group, private firm, or other organization. Internships are generally completed during the summer, but students may also complete all or part of the 400 hours during the academic year. The Department of Public Policy also offers the Bohnett Fellows Program for leadership/underserved populations, and the Sheila Margel Harber Garsombke Summer Fellowship for unpaid internships (including public service, non-profit internships). UCLA Public Policy also leverages Luskin School research center funding for talented low-income students; center directors review these students (as well as others) for research fellowships. Finally, the Department Chair and the Student Affairs Officers annually review first and second student financial need in order to ensure aid is most effectively allocated.

UCLA MPP graduates therefore find employment in a range of public service careers, including local, state, and federal departments and agencies; non-governmental organizations; non-profit organizations; policy research institutions; and private companies and consulting firms. Specifically, within six months of graduation, 11% of employed 2016 MPP alums were in non-profit work, 11% were in education, and 47% were in public or government careers. A year after graduating in 2017, 23% of employed MPPs were in non-profits and 71% in government or public work.

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

The majority of MPP students pursue careers in the public's interest, including government and not-for-profit employment. It is true that MPP graduates in public interest careers certainly earn less than Law, MBA, or Medical graduates. However, because of their analytic training, MPP graduates command middle-income entry-positions, and they receive compensation that is often higher than students in the social sciences, humanities, and even education. The rigor of the UCLA MPP program, combined with the degree's required internship experience, makes UCLA Public Policy graduates competitive in various sectors. Per Luskin Career Center data, over a third of UCLA MPP graduates in public service advance to mid-management leadership within five years of employment.

As noted in sections VI.c. and VI.d., the MPP degree increases the placement and earnings of Public Policy graduates. For example, 50% of 2016 and 60% of 2017 alumni made the starting median MPP graduate salary ($60,000-$65,000) <u>or more</u>, six months to a year after graduation, which is about $15,000 to $20,000 more than average accrued debt. The Department attempts to keep PDSTs as affordable as possible while distributing funding as widely as possible and offering, with Luskin Career Services, skills workshops and job placement information for its students.

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

The Department's admissions website details extensive information on funding academic studies, and it also includes information about the PDST funds disbursement. Furthermore, financial aid programs and fellowship opportunities are presented at all recruitment fairs, information sessions, webinars, and in-person events.

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?

As noted earlier, the Department does not collect student debt data but will begin to do so as part of the exit survey with the graduating class of 2019.

The Department of Public Policy posts MPP graduate median salary and average debt information on its admissions website. In addition, debt and salary information is provided during student recruitment and department financial aid workshops, as well as job search training and career building presentations, particularly as they relates to salary negotiation. The Luskin School of Public Affairs Career Services office also conducts an annual graduate survey that includes salary information, and MPP students receive information on median salary from Career Center and the Department graduate adviser

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.).

The UCLA Department of Public Policy recently celebrated its 20th anniversary, and for the past two decades it has been developing and nurturing an active and engaged alumni base. In the first ten to fifteen years of the UCLA MPP's establishment, alumni were not earning enough to make significant financial contributions, but the giving environment is changing. Within the past several years,

MPP alumni have assumed greater professional success and, consequently, compensation. Previously, the Department's MPP alumni fellowship funded two annual $2,500 fellowships, however, this year five continuing MPP students received $5,000 alumni fellowships each. The Department, importantly, is proactively maintaining alumni engagement through student recruitment, admissions, professional mentoring, internships, and job search assistance. For example, Charles "Chuck" Gatchell, Nike Run Natural Vice President and UCLA MPP alumni (2005), joined the Luskin School Board of Directors, and he is a strong advocate for student funding and representation. UCLA Public Policy therefore expects alumni financial contributions to increase in the future as the number of alumni continue to grow and its graduates advance in their careers.

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Department of Public Policy consulted its students in several ways. First, on September 24, 2018, Student Affairs Officer (SAO) Annie Kim presented the proposal and discussed the five percent PDST increase every year from 2018-19 at a first-year MPP orientation week session that addressed University and Department tuition and fees, planning for expenses, and student funding resources. She encouraged students to discuss the issue, and to complete and return feedback forms or to email comments. To protect student privacy and generate candid responses, Annie noted that students could submit the feedback form anonymously. In addition, on October 4, 2018, Department Chair JR DeShazo held a meeting open to all MPP students, first and second year, to discuss the proposed PDST increase. Although the PDST proposal was brought to the first year students during orientation, they were invited to attend the meeting if they wanted more information and/or had additional questions. At the Chair's meeting, students were encouraged to ask questions and submit comments via email or the comment form. Finally, the Chair's presentation, proposed PDST increases, and comment forms were sent to all first and second year MPPs after the meeting for discussion and submission so that those who could not attend the meeting were informed of the proposal and given the opportunity to provide feedback. Department staff as well as student leadership from the Association of Master of Public Policy Students (AMPPS) reminded students to complete feedback forms and submit responses. The deadline for submission was extended to October 12 for all students (initially first-year responses were due on October 1), and reminders were sent to students to complete forms and/or submit comments by email.

Initial student feedback from the orientation week session requested, in particular, more PDST information. Consequently, for the second student meeting on October 4, Chair DeShazo carefully and thoroughly detailed why PDST is assessed, how it is divided, and how it is used.

Student responses ranged widely. However, their feedback generally encompassed:
- Requesting more information (as noted above, the Chair held an additional student meeting and provided meeting documents to all MPP students)
- Lowering proposed five percent PDST percentage or not assessing PDST at all ("waiving" PDST)
- Having University fellowships cover the PDST
- Expressing concerns of higher costs, student debt, and access to education
- Using PDST to fund international students (rather than only need-based awards)

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- Finding other sources (e.g., the state of California) to fund the MPP program/public education rather than students
- Understanding the reasons for the PDST increase and being "fine" with the proposal

Chair DeShazo welcomed questions, answered all follow-up questions, and provided additional information and examples during the question and answer period.

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 must be provided by the program.**

☒ Plan shared with   GSA President Michael Skiles_____ on 11/06/18_____ .
                                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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Department of Public Policy Chair JR DeShazo presented the PDST proposal to faculty attending an October 9, 2018 staff meeting, and the faculty deliberated the proposed five percent PDST increase each year from 2018-19 through 2023-24. They talked about the impact on student recruitment, student take rates, and the resulting increase in need-based student awards. They further discussed public/UC and private comparator institutions within Los Angeles and nationwide, noting that even with the increase, UCLA MPP program's cost remained comparable to similar in-state public school programs and lower than those offered at private intuitions. While the faculty acknowledged the burden placed on the students, they unanimously supported the five-year PDST proposal to meet the teaching, research, and service mission of the University.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with ___Vice Provost Robin Garrell_____ on _11/15/18_____ .
                  Graduate Dean

☒ Plan endorsed by ___Chancellor Gene Block_____ on _11/15/18_____ .
                  Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$6,505	$6,831	$7,170	$7,524	$7,893	$8,286	5%	$326	5%	$339	5%	$354	5%	$369	5%	$393
Prof. Degr. Suppl. Tuition (Nonresident)	$6,984	$7,332	$7,698	$8,082	$8,484	$8,910	5%	$348	5%	$366	5%	$384	5%	$402	5%	$426
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$383	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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
Total Fees (CA resident)	**$19,451**	**$20,177**	**$20,921**	**$21,699**	**$22,504**	**$23,351**	3.7%	$726	3.7%	$745	3.7%	$778	3.7%	$805	3.8%	$847
Total Fees (Nonresident)	**$32,175**	**$32,923**	**$33,694**	**$34,502**	**$35,340**	**$36,220**	2.3%	$748	2.3%	$772	2.4%	$808	2.4%	$838	2.5%	$880

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
N/A

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

The UCLA Department of Social Welfare (formerly the School of Social Welfare) was established in 1947 and the Master in Social Welfare (MSW) program began shortly thereafter. The mission of the program is to **advance knowledge, practice, and policy for a just and equitable society**. The MSW program is a full-time two-year program in which students attend classes and are placed in a field practicum during both years of study. The UCLA MSW program began charging professional degree supplemental tuition in 2010. UCLA is one of two campuses, the other being UC Berkeley, in the UC system that offers the MSW degree. Students graduating from our program find employment in both public and private agencies. Through our training grants and required work payback, many of our students begin their careers in public child welfare at the Los Angeles Department Children and Family Services or other public child welfare agencies throughout California, and at the Los Angeles County Department of Mental Health. We also have a strong School Social Work program where students can earn their Pupil Personnel Services Credential (PPSC) and Child Welfare Attendance (CWA), which qualifies them to launch a career as a social worker in a California public school. Many of our students work in a variety of agencies and non-profit organizations. Some of our students go on to obtain their LCSW and engage in private practice.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The UCLA Department of Social Welfare first assessed Professional Degree Supplemental Tuition in 2010. The last multi-year plan submitted covered the period of 2016-17 through 2018-19. PDST was used to accomplish the following goals: attract new faculty;

provide special lecture series and program enhancements; mitigate ongoing salary and benefit costs of our Non-Senate Faculty (field faculty and lecturers); and reduce class size. We have successfully met those goals in the following ways.

- **Attracting new Faculty** – Since the preparation of the last multi-year plan the department has successfully hired five new faculty, including three underrepresented minorities, four women and one international faculty member.
- **Lecture Series and Enhancements** – We have provided a number of student-centered enhancements to our program since the last multi-year plan.
    - **Curriculum** - Our Department implemented an entirely new first-year foundation curriculum during the 2017-18 academic year and is continuing with the roll-out of the second-year curriculum this year. The new curriculum focuses on a generalist practice model in the first year (rather than viewing practice as either micro or macro) and also allows students in their second year to select one of three new Areas of Concentration: Child and Family Wellbeing; Health and Mental Health Across the Lifespan; and Social and Economic Justice. A new feature of this curriculum is that all students will engage in a year-long Capstone research project either individually or in a small group. Fortunately, due to PDST income, we were able to devote considerable teaching resources to the Capstone project so that the student received the necessary oversight and guidance throughout the year.
    - **Electives for Students** – In addition to offering courses that meet program requirements, we offer many practice electives and integrative seminars that are highly sought after by our students. In some cases, such as Domestic Violence, Cognitive Behavioral Therapy, and Substance Abuse, we offer two sections of the class so that all interested students may enroll. Many of these courses meet a requirement for eventual professional licensure (LCSW) by the California Board of Behavioral Science (BBS). While not a direct goal stated in the last proposal, our department has one of the highest pass rates in California for the clinical component of the licensing exam for students obtaining their LCSW. The most recent test shows a 90 percent pass rate for UCLA students when both the statewide average and the pass rate of our largest and most direct competitor is 65 percent.
    - **Supporting Student Organized Events** – MSW student caucuses have been planning and delivering student organized events and the department has consistently supported their efforts in conjunction with the dean's office and often outside donors. Examples of this include the Latinx Social Services in the Community Conference that is in its 15th year as well as the Black Caucuses Sanctuary event which has a ten-year history.
- **Salary and Benefits** - One of goals from our last multi-year plan was to stabilize funding for both our field education consultants as well as our lecturers, both of whom contribute greatly to our program and the education of our students. Our field education unit salaries have been stable in recent years, in part because instead of replacing a recently vacated position, we reassigned duties, thereby reducing our salary costs significantly. Our annual lecturer budget this year is over $250,000 and approximately $100,000 of that is being covered by PDST funds.

- **Class Size Reduction** - Our curriculum no longer has any large classes of the entire cohort of 100 students as it did during the last multi-year plan. A few of our classes have 40-50 students each, but the majority of classes have less than 30 students enrolled. Some classes have as few as 12-15 students enrolled. By offering smaller classes and more sections of each class, our students have greater access to their professors, instructors, and teaching assistants and hopefully more dialogue with their peers. Many of our classes have a practice component to them and it is essential that those classes are smaller and allow for flexibility and small group work.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

With the proposed PDST increase, we will be able to make strides on the following goals for our MSW PDST program. Please note that the strategic planning goals are department-wide and include our doctoral program as well as faculty productivity and scholarship, which provide indirect benefit to the MSW program and certainly help the reputation of our program.

- **Professional Development Series** - Launched in 2017-18, the department hosted three professional development series focused on improved instructional and classroom management techniques and offered to full time faculty, lecturers and doctoral students. Outside speakers were paid a small honorarium to present to our faculty on the topics of LGBTQ allyship, critical mentoring in higher education, and Intergroup Dialogue skills for difficult discussions. **We intend to continue this series in order to improve the instruction our faculty provide to our students and we intend to use PDST funds to achieve this goal.** At the student meeting to discuss the PDST proposal, the students requested additional professional development for faculty around intergroup dialogue, difficult conversations, and cultural humility, as well as sensitivity toward student well-being. The chair will incorporate that feedback into the planning of future professional development opportunities.
- **Strategic Planning** – Our department, in response to a recent Academic Senate program review recommendation, has begun a process of strategic planning. We began the 2017-18 year with a two-day retreat where we focused on improving communication and departmental climate. Throughout the academic year we held three facilitated strategic planning sessions and ended the academic year with a first draft of a mission/vision for the department and

also goals and sub-goals. The summer was spent further refining the strategic plan as well as holding focus groups with our key constituents (MSW students, Ph.D. students, and our agency field instructors).   After some additional fine-tuning, the strategic plan should be finalized by the end of the fall quarter 2018 and ready for dissemination and implementation. **We intend to use PDST funds to implement the goals as outlined in our strategic plan.** In the current draft (near-final pending one additional round of external consultation), we list five main goals:

- o **GOALS**
    1. **Create knowledge for local and global impact**
    2. **Reimagine Social Work for the 21st century**
    3. **Build equitable and sustainable community partnerships**
    4. **Educate change agents across all levels of practice**
    5. **Advance diversity to ensure an inclusive program, curriculum and scholarship**

In order to advance Goals 1 through 4 of our strategic plan, we intend to use PDST to fund the following:

- **Areas of Concentration (AoC) Events** - As part of the newly launched curriculum, our department now has three areas of concentration (Child and Family Wellbeing; Health and Mental Health Across the Lifespan; and Social and Economic Justice). The Chairs and affiliated faculty for each AoC will be responsible for planning events, lectures, and experiences for our students and will use PDST funds towards those efforts. For example, in early November 2018 faculty from the health and mental health across the lifespan AoC sponsored a panel presentation on suicide that featured faculty and community representatives, and the audience was students and community members.
- **Faculty Recruitment and Retention** – The Luskin School is in a period of rapid growth. The department of social welfare has had and expects continued faculty retirements. While the growth and renewal of hiring new faculty is having a positive impact on our department, our students and our program overall, it is very costly to hire and retain excellent faculty. We intend to continue to use our PDST funds, and the incremental increases, for these efforts.
- **Increased advising staff** – Another recommendation from our recent Academic Senate review was that we needed to increase the capacity of student affairs services. As the largest department in the Luskin School, we had the same number of student affairs officers as the other two departments, but with almost as many students as the other two combined. As a result, in November 2017, we hired an additional student affairs officer. Our Dean's office provided partial support to establish the position. That support will last until the end of the 2018-19 academic year. We will use PDST funds to support this position going forward.
- **Global Placements** – Students are increasingly interested in global studies and in global field placements. One of the goals in our strategic plan, which will happen during the course of the multi-year plan, is to increase the number of

global field experiences and field placements for our students. PDST funds may be used to provide modest travel support to students, cover field liaison travel and expenses, and also cover potential summer employment of field education faculty who have nine-month contracts so that they may supervise these placements.

- **Licensure Requirements** – As a result of the student feedback to our PDST proposal, the Chair has agreed to offer the human sexuality 10-hour course that is required for licensing by the California Board of Behavioral Science. Our department currently offers all other required content except for licensing. By offering this content we are adding value directly to the students who would otherwise have to seek it outside of UCLA and at a cost. We will use PDST funds to cover the cost of bringing in a qualified instructor with expertise in human sexuality.

In order to achieve Goal 5 of our strategic plan (advancing access, inclusion, and affordability), we intend to use PDST to:

- **Develop alternatives to a two-year full-time MSW program** (one of the messages we heard repeatedly during focus groups responding to the strategic plan was that the absence of a part-time program or alternatively-scheduled program was a deterrent for many students).
- **Increase fellowship awards for MSW students to actively diversify the student body**; providing additional support will help to recruit a more diverse student body in regards to race and socioeconomic status.
- **Build support programs for students who need additional academic preparation**; this would include tutoring, writing assistance, and possibly pre-fall workshops for incoming students.
- **Conduct outreach to underrepresented communities** by hiring an outreach coordinator.
- **Support diversity and inclusivity efforts for students, faculty and staff**; this will include bringing more speakers and facilitators to campus to educate our department on all aspects of diversity.
- **Ensure curriculum reflects diverse perspectives**.

Expenses related to MSW education and enhancing diversity, equity, and inclusion incurred during the implementation of the strategic plan will be funded by PDST revenue. We will monitor outcomes through our strategic plan's identified one-year and five-year implementation goals.

The consequence of not increasing PDST will ultimately be erosion of the quality of our program. While not all of the consequences would be felt immediately, over time the following would likely occur: increased class sizes, less competitive faculty recruitment packages, less support for staff reclassification/retention and the newly filled Student Affairs Officer position; less non-essential programming of professional development and lecture series; less faculty travel to professional conferences to represent our

program; and an inability to create new global programs that students desire. It is important that our PDST revenue continue to increase to match our rising expenses associated with all of these goals and initiatives.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$5,000	$250	$263	$276	$289	$304	$6,381
Benefits/UCRP Cost	$70,000	$3,500	$3,675	$3,859	$4,052	$4,254	$89,340
Providing Student Services	$36,262	$53,563	$4,491	$4,716	$4,952	$5,199	$109,183
Improving the Student-Faculty Ratio	$200,000	$10,000	$10,500	$11,025	$11,576	$12,155	$255,256
Expanding Instructional Support Staff	$114,000	$5,700	$5,985	$6,284	$6,598	$6,928	$145,496
Instructional Equipment Purchases	$20,000	$1,000	$1,050	$1,103	$1,158	$1,216	$25,526
Providing Student Financial Aid	$409,669	$45,972	$22,632	$23,651	$24,670	$26,254	$552,848
Other Non-salary Cost Increases	$20,448	$1,022	$1,074	$1,127	$1,184	$1,089	$25,943
Facilities Expansion/Renewal	$25,000	$1,250	$1,313	$1,378	$1,447	$1,519	$31,907
Other (Please explain in the "Additional Comments" below)	$341,041	$17,052	$17,601	$18,252	$18,831	$20,639	$433,415
Total use/projected use of revenue	$1,241,420	$139,309	$68,583	$71,670	$74,757	$79,557	$1,675,296

Additional Comments:
"Other" includes: $301,041 for Dean's central support and programs; $20,000 for enhanced lectures, colloquium, speaker-series and professional development activities; $20,000 for professional memberships, sponsorships and attendance at conference meetings for Council on Social Work Education, National Association of Dean's and Directors of Schools of Social Work, California Association of Dean's and Directors of Schools of Social Work, Social Work Grand Challenges, Group for the Advancement of Doctoral Education.
"Improving Student-Faculty Ratio" includes: $100,000 for faculty set-up funds; $100,000 for temporary teaching funds.

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

The department of Social Welfare is mindful of keeping PDST increases as low as possible and as a result has engaged a two-prong approach of exploring new revenue streams while also reducing expenses where possible. This has allowed us not to request even greater increases to PDST. Our department is exploring revenue generating programs and workshops. We have had some success

with our post-MSW Pupil Personnel Service Credential (PPSC) training that provides some modest staff support for our Student Affairs Officer. We hope to add more post-degree and certificate programs similar to the PPSC in the near future. Given that salaries and benefits make up a large portion of our expenses, it can be very difficult to cut expenses except when there is attrition. We have had some recent attrition in several of our key staff positions and in those instances we have hired replacements at salaries that were lower than the previous staff member to reduce the cost. We have also reassigned duties and not filled a recent opening in our field unit.

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 proposing even increases of five percent across five years.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	164	171	171	171	171	171
Domestic Nonresident	21	25	25	25	25	25
International	4	4	4	4	4	4
Total	189	200	200	200	200	200

Additional Comments
We expect to keep our total enrollment around 200, or slightly higher, but ideally not lower.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					First Year Annual Charges										
							Increases/Decreases										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
University of Pittsburgh	23,696	24,407	25,139	25,893	26,670	27,470	3%	711	3%	732	3%	754	3%	777	3%	800
Rutgers University	19,416	19,998	20,598	21,216	21,853	22,508	3%	582	3%	600	3%	618	3%	636	3%	656
University of Washington	19,797	20,391	21,003	21,633	22,282	22,950	3%	594	3%	612	3%	630	3%	649	3%	668
University of Michigan	28,078	28,920	29,788	30,682	31,602	32,550	3%	842	3%	868	3%	894	3%	920	3%	948
Columbia	50,251	51,759	53,311	54,911	56,558	58,255	3%	1,508	3%	1,553	3%	1,599	3%	1,647	3%	1,697
Washington University in St. Louis	41,905	43,162	44,457	45,791	47,164	48,579	3%	1,257	3%	1,295	3%	1,334	3%	1,374	3%	1,415
University of Chicago	49,968	51,467	53,011	54,601	56,239	57,927	3%	1,499	3%	1,544	3%	1,590	3%	1,638	3%	1,687
USC	53,742	55,354	57,015	58,725	60,487	62,302	3%	1,612	3%	1,661	3%	1,710	3%	1,762	3%	1,815
Public Average	22,747	23,429	24,132	24,856	25,602	26,370	3%	682	3%	703	3%	724	3%	746	3%	768
Private Average	48,967	50,435	51,949	53,507	55,112	56,766	3%	1,469	3%	1,513	3%	1,558	3%	1,605	3%	1,653
Public and Private Average	35,857	36,932	38,040	39,182	40,357	41,568	3%	1,076	3%	1,108	3%	1,141	3%	1,175	3%	1,211
UCLA MSW	19,451	20,177	20,921	21,699	22,504	23,351	4%	726	4%	744	4%	778	4%	805	4%	847
Nonresidents																
University of Pittsburgh	32,840	33,825	34,840	35,885	36,962	38,071	3%	985	3%	1,015	3%	1,045	3%	1,077	3%	1,109
Rutgers	31,488	32,433	33,406	34,408	35,440	36,503	3%	945	3%	973	3%	1,002	3%	1,032	3%	1,063
University of Washington	33,234	34,231	35,258	36,316	37,405	38,527	3%	997	3%	1,027	3%	1,058	3%	1,089	3%	1,122
University of Michigan	44,778	46,121	47,505	48,930	50,398	51,910	3%	1,343	3%	1,384	3%	1,425	3%	1,468	3%	1,512
Columbia	50,251	51,759	53,311	54,911	56,558	58,255	3%	1,508	3%	1,553	3%	1,599	3%	1,647	3%	1,697
Washington University in St. Louis	41,905	43,162	44,457	45,791	47,164	48,579	3%	1,257	3%	1,295	3%	1,334	3%	1,374	3%	1,415
University of Chicago	49,968	51,467	53,011	54,601	56,239	57,927	3%	1,499	3%	1,544	3%	1,590	3%	1,638	3%	1,687
USC	53,742	55,354	57,015	58,725	60,487	62,302	3%	1,612	3%	1,661	3%	1,710	3%	1,762	3%	1,815
Public Average	35,585	36,653	37,752	38,885	40,051	41,253	3%	1,068	3%	1,100	3%	1,133	3%	1,167	3%	1,202
Private Average	48,967	50,435	51,949	53,507	55,112	56,766	3%	1,469	3%	1,513	3%	1,558	3%	1,605	3%	1,653
Public and Private Average	42,276	43,544	44,850	46,196	47,582	49,009	3%	1,268	3%	1,306	3%	1,346	3%	1,386	3%	1,427
UCLA MSW	32,175	32,923	33,694	34,502	35,340	36,220	2%	748	2%	771	2%	808	2%	838	2%	880

Source(s): Tuition at other Universities taken from online posted fees for 2018-19 except in the case of University of Washington which is still posting 2017-18 fees. A 3% increase over 2017-18 posted fees has been used for University of Washington.

  https://socialwork.uw.edu/admissions/tuition-fees/tuition-fees

https://brownschool.wustl.edu/Academics/Master-of-Social-Work/Tuition-and-Fees/Pages/default.aspx
https://dworakpeck.usc.edu/msw-on-campus/admissions-msw/paying-for-your-degree/tuition-fees
https://socialwork.columbia.edu/the-student-experience/costs-financial-aid/cost-attendance-new-york-city-campus/
https://www.ssa.uchicago.edu/tuition-fees
https://ssw.umich.edu/faq/question/7377-what-is-the-estimated-cost-of-attendance-for-the-msw-program
https://www.socialwork.pitt.edu/admissions-aid/financial-aid
https://studentabc.rutgers.edu/sites/default/files/2017-2018%20Term%20Bill%20Rates%20-%20NB%20Grad.pdf

Additional Comments:
N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The comparator schools were chosen based on three criteria: 1) national rankings; 2) status as a Research One (R1) University; and 3) location in a major metropolitan area. The national rankings used were *US News and World Report* rankings of Social Work Programs, and the 2018 *Scientometrics* article, "Comparing the research productivity of social work doctoral programs using the *h*-index." The resulting comparators were four public and four private institutions, which we believe are our best comparators. All of these competitors are ranked in the top 17 social work programs in the country by *US News and World Report* and also ranked in the top 21 for faculty productivity. UCLA is ranked 15 and 3, respectively. Many of our students also apply to these programs as they are considering an R1 University such as UCLA. Moreover, all of the schools listed above have both MSW and PhD programs that are commensurate in status. Aspirationally, the University of Michigan is a top tier program often ranking #1 or #2 by *US News and World Report*. We believe that we can become competitive with the University of Michigan over the next five years. We can do this through retaining and recruiting new top-notch faculty, continuing to raise our national profile through outreach at conferences, publishing peer-reviewed studies in top journals, attracting federal grant awards, and continuing to push forward with and publicize innovative educational programs.

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

For residents, UCLA MSW tuition and fees are approximately $3,200 lower than the average of our public comparators and lower than three of the four public comparators. Also for residents, tuition and fees at UCLA are less than half of our private competitors and approximately $16,000 lower than the combined average of all competitors. In a recent focus group of 10 second-year MSW students (all second-year students were invited), one of the questions asked was why they chose UCLA for their MSW. Four of the 10 participants indicated that the cost was a deciding factor. Many of them were admitted to local private schools, but indicated that even with the generous financial assistance offered to offset the much higher tuition, UCLA was still a better value.

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

The UCLA MSW program is distinct from its most direct local competitors both in size as well as selectivity of student admits. By having a smaller program, there is more opportunity to ensure a consistent and quality experience for the students. Additionally, the selectivity rate during our admissions process ensures that the students attending UCLA really are the best and the brightest who are prepared to become leaders in their field. A recent study indicates that the UCLA Social Welfare faculty are in the top three most productive in the nation, along with UC Berkeley and University of Washington. The six field education faculty (NSF, lecturers) play an essential role in monitoring and evaluating the field practicum of our 200 MSW students who are in some 125 agencies throughout the greater Los Angeles region. The field education faculty are the bridge between the university and the community and provide consistent feedback and service, which is often highlighted by students as an integral part of their success in our program.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	All CSWE Social Work	
Ethnicity						
Underrepresented						
African American	15%	15%	8%	9%	18%	
Chicana(o)/Latina(o)	29%	37%	40%	35%	13%	
American Indian	1%	1%	2%	2%	1%	
Subtotal Underrepresented	*45%*	*53%*	*50%*	*46%*	*32%*	
Asian/East Indian	13%	17%	18%	19%	4%	
White	39%	28%	26%	30%	55%	
Other/ Unknown	4%	3%	4%	6%	10%	
International	1%	5%%	2%	0%	N/A	
Total	100%	100%	100%	100%	100%	
Socioeconomic						
% Pell recipients	59%	66%	56%	N/A	N/A	
Gender						
% Male	15%	14%	11%	15%	15%	
% Female	85%	86%	89%	85%	85%	

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Data not available for individual competitor schools, however data is available from the Council on Social Work Education "2016 Statistics on Social Work Education in the United States" for full-time MSW students.

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The table above represents the trend in enrollment of underrepresented minority (URM) groups in our program over the past three years. White, Chicanx/Latinx and Asian/East Indian students represent the majority of our student population, whereas African

American and American Indian students are represented at a much lower rate. The Chicanx/Latinx student group has maintained a steady enrollment rate with an average of 35 percent from 2015-2018. The data show minimal variance in the enrollment patterns with American Indian students, who represent 1 percent of the student population. There has been some fluctuation with enrollment trends for African American students; in academic years 2015-2017, the data indicate African American students make up 15 percent of our student population. However, in the current academic year there has been a decline in our enrollment numbers among this population of students. The total number of applicants among the African American applicant pool has remained relatively constant, but why they are not matriculating is unknown. We suspect funding availability and opportunities could be one cause. The number of admitted African American students has remained steady at above 50% of those who have applied. Moving forward, the department will work toward implementing more targeted recruitment in specific areas to not only further diversify the applicant pool but to also increase the African American matriculation pool. Additionally, the department will explore ways in which we could support applicants through the application process. This could be accomplished by utilizing our student groups and caucus leaders who would have constant and continued outreach and communication with applicants through matriculation. Furthermore, we intend to increase intentional direct support services, such as academic support, funding opportunities, and other programs and interventions that could better support URMs.

The department takes substantial effort to outreach to potential applicants by attending recruitment fairs, such as the California Forum for Diversity in Graduate Education, and hosting on-campus events, such as the schoolwide diversity fair held annually during the fall. The department recognizes the rather large disproportionate enrollment trends within the program, and expects that by collaborating with the departments' Diversity committee, the department will strategically examine current efforts, and develop more robust and intentional efforts to increase enrollment for URMs.

Current Diversity Recruitment Efforts:
- Promote and work with applicants to apply for external fellowship opportunities
- Continue to emphasize and advertise our holistic application review process

Future Diversity Recruitment Efforts:
- Attend upcoming recruitment events at the following campuses: UC Davis, UC San Diego, UC Santa Cruz, UC Irvine, UC Riverside CSU Long Beach, CSU Dominguez Hills, CSU Northridge, Cal Poly Pomona, CSU Sacramento, San Diego State, CSU Los Angeles, Biola, LMU, and USC.
- Increase department representation at national conferences
- Increase social media presence
- Expand recruitment efforts by hiring an outreach coordinator

- Explore additional funding opportunities for URMs by creating department application scholarships

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?

Inherent in the discipline of social work is the notion of social justice and the imperative to reduce income inequality. The rate of Pell grant recipient enrollment for UCLA MSW students is fairly steady ranging from 56% to 66% over the past three years. Based on the rates for the UCLA campus, MSW students appear to have the largest rate of Pell Grant recipients of any professional degree program. Much of the recruitment done and resulting applications come from the UC system, as well as the CSU system where 49 percent of undergraduates are Pell grant recipients.

During the focus groups held this summer with students and field instructors, multiple responses suggested that one of the weaknesses of the UCLA MSW program is that it is a full-time regularly scheduled program. There is no part-time option or alternatively scheduled option or even an accelerated option that utilizes the summer between the first and second year for educational purposes. As a result, students with families, students who need to remain employed, and those working in the agencies that closely partner with the program would not be able to attend UCLA for an MSW. We acknowledge that students from low socioeconomic backgrounds often seek more flexible options when returning to graduate school so they may balance other factors in their lives. As a result, one major goal of the strategic plan is to explore alternatively scheduled or part-time program options to be more inclusive in the range of students served.

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 in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Overall, the departments' gender parity parallels that of other programs in the discipline. More specifically, the program is predominately women who make up about 85 percent of the student population, whereas men represent on average 13 percent of the student population. There is minimal variance in the data representation. The department will increase efforts to strive for a more equally gender balanced student population by making more intentional outreach efforts to prospective students.

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

Based on our increased outreach efforts, we anticipate an increase in applications and admit yield rates among our URM and male student populations throughout this plan. Increased efforts to pique URM interest in our program will be continuous through on and off campus recruiting and increased focus on feeder institutions. The department will continue to refresh recruitment materials, and showcase our programs clearly on our websites. The department will attend more national conferences and table at events to increase applicant numbers, specifically targeting URMs. The department will also strive to create a pipeline with Historically Black Colleges and Universities (HBCU) to further market and advertise the program. We expect our Pell grant recipient numbers to remain steady between 55%-60%. Our 14-year average Pell Grant recipient rate is 47% and our 5-year average Pell Grant recipient rate is 58%. We anticipate that our Pell Grant recipient enrollment levels will remain relatively constant throughout this plan.

V.f. In the following 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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	17.4%	17.4%	22.7%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	21.7%	17.4%	18.2%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	8.7%	8.7%	9.1%
	International	0.0%	0.0%	0.0%
White	Domestic	47.8%	47.8%	40.9%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	4.3%	4.3%	4.5%
	International	0.0%	4.3%	4.5%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	52.2%	56.5%	54.5%
	Male	47.8%	43.5%	45.5%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	14.3%	14.3%	21.4%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	14.3%	7.1%	7.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	7.1%	7.1%	7.1%
	International	0.0%	0.0%	0.0%
White	Domestic	57.1%	57.1%	50.0%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	7.1%	7.1%	7.1%
	International	0.0%	7.1%	7.1%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	57.1%	64.3%	64.3%
	Male	42.9%	35.7%	35.7%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

With each faculty search, the search committee and department and school leadership strive to obtain a large and diverse pool of applicants from which to select new faculty hires. This is done through broad, as well as targeted advertisement (including recently in *Diverse Issues in Higher Ed)* of openings as well as our faculty reaching out to their networks. As a small faculty, any addition of one person can change the percentage of a category somewhat substantially. We have always had a diverse faculty and will continue in our efforts to recruit and maintain a diverse and excellent faculty. According to the self-repoted data collected in UC Recruit (our online application website), our two searches this year have 50% and 100% minority (non-white) applicants with 25% and 8% respectively being URM. Last year our three searches had 92%, 51%, and 48% of the applications from minority (non-white) applicants. Of those 86%, 23% and 25% were URM.

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 aim to use our financial aid to help those most in in need. **The department strives to ensure that no student is unable to complete our program due to financial considerations.** We look at the trend of numbers of Pell recipients and the amount of calculated need for each student to determine the amount and impact of financial assistance.

The Department measures our success in meeting affordability goals by reducing the impact of tuition increases and reducing overall loan debt for our most vulnerable students. Many of our alumni go on to pursue public agency or non-profit careers making them eligible for loan forgiveness programs should they want to pursue a public sector or non-profit career path. The Department supports this effort with training grant programs that pay a portion of tuition and fees for the academic year and require work repayment in public service agencies for one to two years post graduation (roughly 35-40 students per year). The Department has doubled the size of the school's social work credentialing program, which makes our students pursuing a career in education eligible for state employment (roughly 20-25 students per year). The Department is able to help the highest-need students by allocating 33% of the collected PDST funds to aid. Each student's calculated need is assessed after adjusting for merit-based awards and training grant awards. This model factors eligibility and equity, and calculates for the actual need for each student. This approach focuses the most impact on the lowest income/most underfunded of our student population. In actual numbers, this translates to 25% of the students with the highest need receiving three times the PDST financial aid that is awarded to the 25% of students with the lowest need.

In addition to traditional financial aid, our department has an emergency loan fund that is available to any student, at any time, without a hard cap on loan amount. While this must be paid back relatively quickly, it does provide bridge funds when needed. Additionally, the Luskin School through its generous donors, has made a hardship fund available to all students who have a dire and unexpected financial emergency. These funds to not require repayment.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	82%	86%	73%	76%	70%	85%	83%
Cumulative Debt among Students with Debt	$39,531	$47,748	$45,188	$49,040	$49,233	$51,320	$54,849

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 trend in indebtedness of students in our program has not changed significantly. The percentage of students receiving some form of aid continues to be between 70% and 86%, fluctuating slightly over the past few years. The amount of debt incurred has increased since 2011, which is of concern to the department. Standard tuition hikes and the cost of living are contributors to this trend.

As noted, the trend is currently an overall increase of loan debt at graduation. Although tuition and fees combined have increased by 20% since 2011, we believe the need-based awards generated by PDST have absorbed some of the financial impact of these tuition and fee increases, as well as the increase to the cost of living since 2011. Our financial aid plan has absorbed the entirety of the increase in tuition and fees for 25% of our lowest-income students to make the program as financially accessible as possible. This is achieved through individual assessment of student need after merit-based awards and training grant funds. This serves as a method to ensure that the most vulnerable students are the most insulated against education cost increases. We do not anticpate that the modest increase in PDST level will have a substantial impact on our students, particularly in light of the portion of PDST revenue that is returned to aid.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	83%	$54,849	$60,000	13%
Public comparisons	80%	$41,335	$60,000	10%
Private comparisons				

Sources:
UC: Corporate data
Comparison institutions: Data not available for individual competitor schools, however data is available from the Council on Social Work Education "2016 Statistics on Social Work Education in the United States" for full-time MSW students. This is why public and private comparators are collapsed in the table above.
https://www.cswe.org/CMSPages/GetFile.aspx?guid=6e8bc9e7-ebd6-4288-bc7a-d2d427d68480
UCLA Median Salary: Luskin Career Services Survey of 2018 and 2017 alumni resulted in the median salary range of $60,000 - $75,000 for both years. 2017 results can be viewed online at
https://luskin.ucla.edu/inside-luskin/career-services/alumni/#toggle-id-2

Additional Comments: N/A

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

Manageability of loan debt continues to be a concern for the Department of Social Welfare. The award of the MSW degree substantially increases the earning power of human service workers and increases upward mobility within the profession. Considering the loan repayment percentage has remained somewhat steady since 2013-14, there is a good indication that despite significant increases, the students who have the most need have been insulated from taking on an additional burden. We hope to continue the trend of insulating the most vulnerable of our students against increased financial burdens. Social workers are eligible for loan forgiveness through the Public Service Loan Forgiveness program, which discharges any remaining educational debt after ten years of full-time employment in public service, including government and nonprofit agencies. The Department does not currently have a financial literacy workshop addressing debt obligations. However, the Financial Aid Office does have an online workshop for UCLA students to support this effort. The UCLA Luskin School of Public Affairs houses a Career Center for our students. Loan forgiveness programs are noted as an option for students to consider when beginning their job search. Career counselors are able to address specific questions students may have. Another important measure is the number of students employed after graduation. At the time the class of 2017 was surveyed, 100% of respondents were employed. That, coupled with the median income range of $60,000 - $75,000, suggests that students completing our program are able to manage their incurred educational 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.

The students in our program receive fellowships, stipends, and awards from an array of sources. The majority of our funds come from training grants in Public Child Welfare and Mental Health, which require payback through employment upon graduation. Our students receive over $1.1 million in stipends, fellowships, and awards in addition to the approximately $380,000 returned in need-based aid from PDST. Funding resources offered encouraging public interest careers and services to underserved populations include the Bohnett Fellows program, GSWEC and Hearst stipends for students working with geriatric populations and the Bergman Mental Health and LA County Dept of Mental Health Stipends.

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

Graduates of our program almost exclusively pursue public interest careers. Social work careers are not as high paying as other professions, particularly in the private sector. Although the MSW degree award increases the earning power of our graduates, we continue to attempt to keep our PDSTs as reasonable and affordable as possible while maintaining program excellence and competitiveness. The UCLA Luskin School of Public Affairs houses a Career Center for our students. Loan forgiveness programs are noted as an option for students to consider when beginning their job search. Career counselors are able to address specific questions students may have.

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

Our admissions website contains examples of student aid offered at UCLA including the Graduate Opportunities Fellowship program, our training grant stipends and other fellowships targeting underrepresented students. FAQs regarding funding are also posted to our admissions website. Upon matriculation, calls are sent through a student listserve to announce funding opportunities and award criteria. Funding calls are generally sent at the end of Fall for Winter/ Spring awards or in July for academic year awards.

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

The average debt and median salary ranges (reported on the most recent alumni survey) are posted on our admissions website in the FAQ section.

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.).

We are engaging in efforts to measure and monitor program quality, through annual surveys of student and alumni, focus groups and open meetings with students, and by using a standardized assessment measure for social work education.

<u>PART B</u>

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 only 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 2018-19 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).

<u>Consultation with students in the program (or likely to be in the program)</u>

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

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): First-year students have a quarterly lunch meeting with the directors (Laura Abrams, Chair/Director of the MSW Program, and Gerry Laviña, Associate Director of the MSW program) which was scheduled for October 30, 2018. We opted not to discuss with the graduating class of second-year students since the proposed increase will not impact them.

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Chair/Director of the MSW Program and Associate Director of the MSW program met with first-year students on Tuesday, October 30, 2018. All 80 of the first year MSW students were invited to lunch with the directors and eight were in attendance. The plan to increase PDST at the rate of five percent per year for the next five years was discussed. The students understood the need for the increase and did not express any major objections. They acknowledged that one of the benefits or our program is the smaller class sizes and the lower loads of our liaisons which allows for more direct in-person contact both in the classroom and in their field placement.   The students did request several items to enhance their experience, such as offering a course that meets the Human Sexuality requirement for licensure by the California Board of Behavioral Science. We agreed to explore options to provide that to them. No changes to the proposed tuition increases were made as a result of this feedback. However, we committed to offering the Human Sexuality content immediately, this year, for our 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 must be provided by the program.**

☒ Plan shared with   <u>GSA President Michael Skiles</u>   <u>on 11/6/18</u>   .
　　　　　　　　　　　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   _____ .
　　　　　　　　　　　　　　　　　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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the 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 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 the faculty meeting, including both senate and field faculty, on October 9, 2018, the PDST increase proposal was presented by the chair and discussed. Faculty inquired about the PDST rates of other programs in the UC system and also the overall tuition rates of our competitors. While the faculty were aware of the burden placed on the students, they were also supportive of a five percent increase each year for the next five years in order to be able to meet the teaching, research, and service missions of the University. The faculty also agreed that it was important to provide the students examples of what additional enhancements they will be offered as a result of the increase in PDST fees.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   <u>Vice Provost Robin Garrell on 11/15/18</u>   .
           Graduate Dean

☒ Plan endorsed by   <u>Chancellor Gene Block on 11/15/18</u>   .
           Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,589	$12,168	$12,774	$13,413	$14,085	$14,790	5%	$579	5%	$606	5%	$639	5%	$672	5%	$705
Prof. Degr. Suppl. Tuition (Nonresident)	$11,589	$12,168	$12,774	$13,413	$14,085	$14,790	5%	$579	5%	$606	5%	$639	5%	$672	5%	$705
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$383	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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)																
Total Fees (CA resident)	**$24,535**	**$25,514**	**$26,525**	**$27,588**	**$28,696**	**$29,855**	4.0%	$979	4.0%	$1,012	4.0%	$1,063	4.0%	$1,108	4.0%	$1,159
Total Fees (Nonresident)	**$36,780**	**$37,759**	**$38,770**	**$39,833**	**$40,941**	**$42,100**	2.7%	$979	2.7%	$1,012	2.7%	$1,063	2.8%	$1,108	2.8%	$1,159

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments: N/a

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

The UCLA School of Theater, Film, and Television is a premier global interdisciplinary professional school that is ranked as one of the top elite entertainment and performing arts institutions in the world. The School offers an innovative curriculum that integrates the study and creation of live performance, film, television, and the digital arts. PDST is used to support our professional MFA programs:

Film, Television, and Digital Media (FTVDM) MFA Programs: **TFT's FTVDM MFA programs are designed to lead to an array of potential film industry career paths for our students.** We offer programs in Animation, Production/Directing, Producing, and Screenwriting, each of which vary in time to degree completion ranging from two to four years. Many of our graduates are working successfully as writers, producers, directors, editors, cinematographers, journalists, animators, educators, and executives. Some choose to work for major studios, while others dedicate their time to independent filmmaking and entertainment endeavors; many also go on to teach.

Theater MFA Programs: **TFT's Theater MFA programs are designed to offer advanced professional training in all the major areas of theatrical endeavor.** We offer concentrations in Acting, Design for Theater and Entertainment Media, Directing, and Playwriting. Time to degree varies for each concentration, between two to three years to complete. The education is grounded in a deep sense of the history of the medium, from the tragedies of ancient Athens to the best of American musical theater.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan was for AY 2016-17 through 2018-19, and the goals of the plan were:

- **To remain competitive with other top-tiered film and theater programs** – TFT's programs have remained some of the top ranked programs in the nation. For 2018, The Hollywood Reporter ranks TFT's Film program as number 4 in the nation, and it ranks TFT's Theater program as number 8 in the nation.
- **To attract high-caliber faculty and professional staff, and retain them through fostering high morale and offering competitive salaries** – TFT has undergone successful searches for new ladder faculty members, and has continued to employ high performing professional staff. In 2018-19, **$1,484,000** in PDST revenue is planned to be spent on Expanding Instructional Support Staff, along with **$550,000** in associated benefits costs. These staff members work directly on maintaining and increasing our programs' high level of quality for our students.
- **To provide in-house facilities of a technological standard that will prepare students for work in the professional world** – The constantly changing technology in Film and Theater make it a challenge to keep our facilities up to date, but our fees have allowed us to offer our students invaluable experience working in state of the art facilities to help prepare them for their careers. **$60,000** of PDST revenue is planned to be spent in 2018-19 on Facilities Expansion/Renewal.
- **To provide equipment and technological infrastructure of a standard that allows students to create professional, festival-ready work** – Equipment and technology changes happen very rapidly, particularly in the Film industry. Our fees have allowed us to provide up to date equipment to best prepare our students for work in the industry after completing our programs. Our Film/TV program used fees to purchase things such as state of the art computers used for Animation design, cameras used for Production, and Smart TV's used for post-production. Our Theater program used fees to purchase equipment used for yearly student productions such as projectors and microphones. **$55,000** of PDST revenue is planned to be spent in 2018-19 on Instructional Equipment Purchases for our students.
- **To attract the highest caliber applicants, to nurture their talent, and to encourage their success as emerging professionals** – TFT has continued to attract outstanding students, and many of our students have gone on to achieve great success in their

industry. *In 2017, work by TFT alumni earned $3.2 billion at the world-wide box office, and earned nominations for Emmy, Tony, and Oscar awards.*

- **To maintain affordability and access to our programs for all the talented students who wish to enroll, and to foster an environment of diversity to help our students grow and flourish as professionals** – TFT has been able to offer significant amounts of financial aid to our students, allowing access to all talented students who wish to enroll, regardless of their financial means. Over ***$1 million*** from various funding sources in financial aid will be paid out to PDST fee paying students in 2018-19.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We are proposing 5% annual increases for the next five years. Our proposed fee increases are necessary to ensure that we continue to meet the following goals in providing world-class programs and opportunities for our students:

- **Maintain instructional support levels**: By 2023-24, our PDST revenue will fund nearly ***$1.9 million*** in instructional support staff, along with ***$765,233*** in associated benefits costs. These staff members will play an instrumental role in enhancing the educational experience of our students.
- **Maintain Affordability and Access**: We will also return nearly ***$1.4 million*** from various funding sources in financial aid to PDST fee paying students to help maintain the affordability of our programs. This will allow access to all talented students who wish to enroll in our programs, regardless of their financial means.
- **Maintain in-house facilities of a technological standard that will prepare students for work in the professional world**: In addition, ***$282,539*** in PDST revenue will be used for essential facilities and equipment related purchases to help maintain the excellence of our programs. Our Film/TV program will use fees to keep up to date with the ever-changing technology used in the industry such as computers, cameras and Smart TV's. Our Theater program will use fees to replenish and keep up to date with equipment used for yearly student productions such as projectors and microphones.

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Our main competitors are film and theater programs at highly-funded private universities with vast financial resources, derived from high tuitions as well as large endowments. If fees are not increased, we are in danger of compromising the educational integrity of our core curriculum. This may force us to reduce or eliminate our highly sought after core programs.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost*	$550,000	$8,921	$75,136	$30,283	$37,293	$63,600	$765,233
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	$1,484,000	$17,838	$143,000	$56,500	$69,000	$120,000	$1,890,338
Instructional Equipment Purchases	$55,000	$0	$25,000	$40,000	$11,743	$15,000	$146,743
Providing Student Financial Aid	$325,000	$3,250	$29,017	$16,541	$14,541	$23,844	$412,193
Other Non-salary Cost Increases	$805,687	$0	$0	$0	$0	$0	$805,687
Facilities Expansion/Renewal	$60,000	$0	$20,419	$23,461	$14,000	$17,916	$135,796
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$3,279,687	$30,009	$292,572	$166,785	$146,577	$240,360	$4,155,990

Additional Comments:
All additional fee revenue will be allocated to maintain the current curriculum, support staff, financial aid structure, and operating expenses. Multiple fund sources, including gifts and endowments, are used to fund our 33% return-to-aid goal for PDST fee paying students. Total financial aid from all funding sources for PDST fee paying students is projected to meet or exceed our 33% return-to-aid goal for all years of our proposal.

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.

TFT continues to fundraise and explore cost efficiencies to avoid even greater PDST fee increases including:
- Yearly fundraising campaigns that provide more than $1 million in financial aid for our students paid from gift funds. These funds help us meet or exceed our 33% return-to-aid goal on an annual basis, and allow us to free-up some PDST revenue to fund other categories of expenses (i.e., instructional support staff) that support our PDST programs.
- Currently reviewing curriculums in our more costly programs for opportunities to potentially shorten time to degree.

TFT also continues its efforts to generate additional revenue to support our PDST programs including:
- Increased Summer Session net revenue to support our core programs. $1,660,708 in 2017-18 with 5% increases projected in future years.
- Increased net revenue from non-degree certificate programs that helps support the cost of administrative support staff. $575,000 was generated in 2017-18 with the goal to maintain or increase this amount in future years.

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

N/A

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

Film/TV	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	116	110	112	109	108	108
Domestic Nonresident	58	55	56	55	54	54
International	57	54	55	54	53	53
Total	231	219	223	218	215	215

Theater	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	27	27	30	32	32	34
Domestic Nonresident	14	15	17	19	19	19
International	11	11	12	12	12	13
Total	52	53	59	63	63	66

Total	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	143	137	142	141	140	142
Domestic Nonresident	72	70	73	74	73	73
International	68	65	67	66	65	66
Total	283	272	282	281	278	281

Additional Comments: Total enrollment is projected to decrease in 2019-20 due to small reductions in enrollment in Screenwriting and Production/Directing areas of our Film/TV department. The reduction in enrollment in these programs is part of a strategic effort by our Film/TV department to bring a steady state to the department budget, resources, student management and pedagogy.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
							First Year Annual Charges									
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2019-20**		**2020-21**		**2021-22**		**2022-23**		**2023-24**	
Residents							%	$	%	$	%	$	%	$	%	$
Yale School of Drama	$31,800	$32,754	$33,737	$34,749	$35,791	$36,865	3%	$954	3%	$983	3%	$1,012	3%	$1,042	3%	$1,074
Northwestern University	$54,495	$56,130	$57,814	$59,548	$61,334	$63,174	3%	$1,635	3%	$1,684	3%	$1,734	3%	$1,786	3%	$1,840
Columbia University	$63,098	$64,991	$66,941	$68,949	$71,017	$73,148	3%	$1,893	3%	$1,950	3%	$2,008	3%	$2,068	3%	$2,131
NYU	$61,336	$63,176	$65,071	$67,023	$69,034	$71,105	3%	$1,840	3%	$1,895	3%	$1,952	3%	$2,011	3%	$2,071
USC	$49,837	$51,332	$52,872	$54,458	$56,092	$57,775	3%	$1,495	3%	$1,540	3%	$1,586	3%	$1,634	3%	$1,683
Public Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Private Average	$52,113	$53,677	$55,287	$56,945	$58,654	$60,413	3%	$1,564	3%	$1,610	3%	$1,658	3%	$1,709	3%	$1,759
Public & Private Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Your program	$24,535	$25,514	$26,525	$27,588	$28,696	$29,855	4%	$979	4%	$1,011	4%	$1,063	4%	$1,108	4%	$1,159
Nonresidents																
Yale School of Drama	$31,800	$32,754	$33,737	$34,749	$35,791	$36,865	3%	$954	3%	$983	3%	$1,012	3%	$1,042	3%	$1,074
Northwestern University	$54,495	$56,130	$57,814	$59,548	$61,334	$63,174	3%	$1,635	3%	$1,684	3%	$1,734	3%	$1,786	3%	$1,840
Columbia University	$63,098	$64,991	$66,941	$68,949	$71,017	$73,148	3%	$1,893	3%	$1,950	3%	$2,008	3%	$2,068	3%	$2,131
NYU	$61,336	$63,176	$65,071	$67,023	$69,034	$71,105	3%	$1,840	3%	$1,895	3%	$1,952	3%	$2,011	3%	$2,071
USC	$49,837	$51,332	$52,872	$54,458	$56,092	$57,775	3%	$1,495	3%	$1,540	3%	$1,586	3%	$1,634	3%	$1,683
Public Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Private Average	$52,113	$53,677	$55,287	$56,945	$58,654	$60,413	3%	$1,564	3%	$1,610	3%	$1,658	3%	$1,709	3%	$1,759
Public & Private Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Your Program	$36,780	$37,759	$38,770	$39,833	$40,941	$42,100	3%	$979	3%	$1,011	3%	$1,063	3%	$1,108	3%	$1,159

Source(s): Internet
https://www.drama.yale.edu/admissions/tuition-and-general-expenses/
https://www.northwestern.edu/sfs/tuition/graduate/the-graduate-school.html
https://arts.columbia.edu/tuition/first-second-year-mfa-students
https://www.nyu.edu/students/student-information-and-resources/bills-payments-and-refunds/tuition-and-fee-rates/2018-2019/graduate/tisch-school-of-the-arts-2018-2019.html
https://cinema.usc.edu/admissions/tuition.cfm

Additional Comments: N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

There are no comparable public institutions for the School of Theater, Film, and Television. UCLA, USC, and NYU are generally considered to be the top three film schools, and Theater loses applicants most often to Yale, Northwestern, Columbia, and NYU. The top film/theater school applicants consistently apply to these institutions. This is confirmed by data collected during our admissions process wherein applicants indicate other schools to which they have applied. When we lose sought-after applicants to these other schools, in almost every case the applicants indicate they have chosen to attend NYU, Yale, Columbia, Northwestern, or USC. Each has highly rated MFA programs in Film and Theater, and we usually lose those students, because our competitors offer those students tuition remissions for their entire time there.

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

Our programs' fees remain significantly lower than almost all of our private comparable universities. For California residents, the fees to attend UCLA are on average about half the cost of the comparable institutions. For non-resident students, UCLA still remains an affordable university for students to attend, as compared to our competitors.

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

Film, Television, & Digital Media: The more distinguishable characteristics of our programs include:
1. The integration of Production and Critical/Historical Studies approaches in our department allows for our students to experience an interdisciplinary approach to learning.
2. Students maintain ownership of their creative work, which is not always the case at other institutions, where the school maintains ownership of any work that is created.
3. The relative lack of restrictions on equipment availability to our student population provides great flexibility and opportunity for our students to create new and exciting work during their time in our program.

Theater: Our exploration of interdisciplinary and multimedia topics sets us apart. Directing, Acting, and Playwriting programs collectively study directing, acting, voice, movement, and playwriting to create collaborative projects using a variety of technologies including camera work, microphone, motion capture, green screen, and virtual reality. Our Design program is a wide-ranging, flexible program that can be customized to address the talents, needs, and interests of each student, and emphasizes new technologies such as virtual reality and projection. Another distinguishing feature of our MFA program is a Devised Work Project, which allows for collaborative, original projects branching beyond standard and well-worn texts to innovate experimental new works. Most importantly, we are one of a very limited number of Theater programs that are housed in a School of Theater, Film, and Television. Our students consider themselves to be artists who will work in all media.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	8%	8%	7%	8%	N/A	N/A
Chicana(o)/Latina(o)	11%	8%	8%	8%	N/A	N/A
American Indian	0%	0%	0%	1%	N/A	N/A
Subtotal Underrepresented	*19%*	*17%*	*15%*	*17%*	*0%*	*0%*
Asian/East Indian	13%	14%	12%	13%	N/A	N/A
White	45%	48%	48%	46%	N/A	N/A
Other/ Unknown	2%	2%	3%	3%	N/A	N/A
International	21%	20%	22%	21%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	29%	32%	31%	N/A	N/A	N/A
Gender						
% Male	44%	49%	46%	45%	N/A	N/A
% Female	56%	51%	54%	55%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Comparison data unavailable

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

TFT has seen a small downward trend in the proportion of underrepresented groups in our programs over the past 3 years; however, it has improved with our Fall 2018 class. Information about ethnic and socioeconomic diversity at our comparable institutions is not available to us. Through participation in the University Resident Theater Association (URTA) unified auditions and recruitment trips, our Theater program targets several groups of applicants from a variety of socioeconomic and cultural backgrounds. Our Theater program began participating in URTA's unified auditions in 2000. Our Film/TV department seeks to build a highly qualified and diverse student body. In their marketing materials, they encourage applications from ethnic and racial minorities, and underrepresented groups to foster a diversity of viewpoints and experiences in the classroom. Students are encouraged to express this diversity in their film, video, and digital media projects, and thus contribute to an artistic and social exchange of opinions and experiences.

In addition, this past Summer (2018), UCLA TFT hosted our first-ever Summer Creative Workshop, an immersive storytelling workshop at our School. The workshop was a unique program designed to give voice, purpose, and skills for underserved local high school students, with a focus on screenwriting for film, TV, streaming, and/or web based platforms. A UCLA TFT certificate was given to all participants to foster and reinforce continued pride and commitment to the ideals and skills gained in the program.

Lastly, our School has recently recruited and hired a newly created position – Director of Enrollment Management- whose job it is to focus on ensuring the continued diversity (in all its forms) of our applicant pools. The new staff member will focus on developing comprehensive enrollment management plans for our School, including strategies for continuing and increasing enrollment of underrepresented students and students from low socioeconomic backgrounds.

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 enrollment of students from low socioeconomic backgrounds has stayed at a consistent level for the last few years (29-32%).

The University Resident Theater Association (URTA) consolidated MFA interview/auditions allows graduate school applicants of more limited financial resources to be seen by many universities in one city. Our presence and participation at URTA's interviews/auditions enables us to recruit a more socioeconomically diverse group of applicants. Additionally, we offer numerous annual scholarships to students in financial need enabling them to continue attending UCLA. Furthermore, nearly all MFA students receive at least one Teaching Assistant position to help alleviate the costs of tuition, provide health benefits, and a stipend.

Our Film/TV department also makes significant student outreach efforts at schools that serve underrepresented groups in lower-socioeconomic areas, with particular emphasis on schools within a 30 mile radius of our Los Angeles campus.

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 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?

Information about gender parity at our comparable institutions is not available. TFT has a great deal of balance with regards to gender. Gender parity, as well as all other aspects of diversity, is an important goal for TFT.

The current pipelines of recruitment support gender parity within our programs. To further support gender parity during program study, theatrical projects often feature gender reversals in casting to allow more opportunities for women in published works, which were historically cast with men. Our School is proactive in devoting resources and enacting programs that ensure equitable recruitment of students and of opportunities to excel for those that attend.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In the final year of our multi-year plan, we hope to maintain or increase the share of underrepresented minority students, and to maintain our level of Pell recipients and gender parity. We strongly believe that ethnic, socioeconomic, and gender diversity contribute greatly to the quality, and success of our programs. Specifically, we believe that the addition of our new staff position, Director of Enrollment Management, will bring an increased level of focus to these goals, and help us achieve the diverse enrollments that we are striving for.

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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.5%	3.1%	4.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	3.5%	3.1%	2.7%
	International	0.9%	0.6%	0.7%
American Indian	Domestic	0.0%	0.6%	0.0%
Asian/Pac Is	Domestic	5.2%	5.5%	5.3%
	International	0.0%	0.6%	2.0%
White	Domestic	83.5%	82.8%	80.0%
	International	1.7%	1.8%	2.7%
Other/Unknown	Domestic	1.7%	1.8%	2.0%
	International	0.0%	0.0%	0.7%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	37.0%	44.0%	47.0%
	Male	63.0%	56.0%	53.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	4.9%	4.8%	7.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	12.2%	11.9%	11.6%
	International	2.4%	2.4%	2.3%
American Indian	Domestic	2.4%	2.4%	2.3%
Asian/Pac Is	Domestic	4.9%	4.8%	7.0%
	International	0.0%	2.4%	2.3%
White	Domestic	65.9%	66.7%	62.8%
	International	4.9%	2.4%	2.3%
Other/Unknown	Domestic	2.4%	2.4%	2.3%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	44.0%	48.0%	47.0%
	Male	56.0%	52.0%	53.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Theater, Film, and Television does the following to advance the recruitment and retention of diverse faculty:

1) TFT employs an Assistant Dean of Equity, Diversity and Inclusion who participates in all faculty hiring
2) Ensure all hiring committees are filled with diverse faculty and staff
3) Chairs of both of our departments are currently reviewing their hiring practices for recruiting temporary faculty with women and diverse candidates in mind
4) Recently our Dean led a mandatory half-day retreat that was dedicated to Title IX and the School's commitment to diversity and inclusion
5) TFT casts a broad net in the industry to recruit diverse faculty applications

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/affordability goals are to **keep the level of debt with which students graduate to a minimum, while remaining competitive with other leading institutions.** Where applicable, there is the **additional goal of assisting the students with the very high costs of student film production.** Best efforts are made to ensure that all students are given the same opportunities for success, and that no individual is prevented from achieving their academic and creative goals due to financial hardship. TFT provides financial aid to students based on both need and merit. Nearly all MFA students receive at least one Teaching Assistant position to help alleviate the costs of tuition, provide health benefits, and a stipend. We measure success in meeting these goals by tracking the amount of financial aid to be offered to our students. We continually strive to raise donor funds to support our students with the cost of tuition, as well as the high costs of student film production.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	72%	74%	73%	68%	63%	69%	61%
Cumulative Debt among Students with Debt	$76,415	$75,431	$98,763	$91,669	$121,574	$105,298	$102,161

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?

Percentage of students with debt has decreased from 72% to 61% since 2010-11, while cumulative debt among students with debt has increased from $76,415 to $102,161 during that same period. While it is possible that increasing our fees will contribute to the trend of increasing student debt, we feel that the fee increases are necessary to maintain and increase the quality of our programs, and to remain competitive with our comparable institutions.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	61%	$102,161	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: Comparison data unavailable
Additional Comments: N/A

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

The post-graduation scenario does not follow a predictable pattern, as there is no guarantee a graduate will be able to secure a job in the film, television, or theater industry. For those who do eventually secure employment in the industry, we know that salaries range extremely widely. Currently, no data are available regarding median salary, but efforts will be made to obtain this data in the future, in order to be able to make it available to prospective students. Cumulative debt upon graduation for Film Production students can easily exceed $100,000. The School does not have a loan repayment assistance 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.

This question does not apply to our programs, as virtually all of our graduates enter into a profession in the entertainment field, which is for-profit.

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?

This question does not apply to our programs, because our graduates generally do not pursue public interest careers.

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

During tours and information sessions that TFT conducts for prospective students, information is provided regarding financial aid programs available to our students. Specifically, we inform students that TFT is able to offer over 300 donor-funded awards amounting to over $1 million on an annual basis. We also inform prospective students of FAFSA deadlines to aid in their financial planning and decision making process. All of this information is made available by our Student Services department to prospective students during scheduled tours and information sessions, as well as on an informal basis in-person, over the phone, and via email.

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?

For graduates who secure employment in the Film/TV or Theater industries, we know that salaries range extremely widely. Currently, no data are available regarding median salary; however efforts will be made to obtain this data in the future, in order to make it available to prospective students. The average debt of program graduates also varies extremely. TFT attempts to provide as much information as possible for prospective students in the form of information sessions conducted by our programs and school's student services department.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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.

TFT's Assistant Dean sent an email to all PDST paying students on 10/8/18 explaining our current fee proposal, as well as the reasoning behind the increase, including proposed use of funds. The email encouraged feedback from the students, and students were given until 10/26/18 to provide direct feedback.

We received feedback from one current student and have included it in Attachment A. The student expressed their preference for fees to be lowered rather than raised. We responded to the student reiterating that one of our primary goals is to maintain affordability and access to our programs for all the talented students who wish to enroll, and that we strive to keep fees as low as possible, while maintaining the quality of our 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 must be provided by the program.**

☒ Plan shared with   GSA President Michael Skiles   on 11/6/18   .
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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 received written feedback from one current faculty member and have included it in Attachment A. The faculty member expressed concern that students in performing arts pay the same professional fee as law and medical students. We have responded to the faculty member clarifying that our School's fees are significantly lower than fees paid by law and medical students. We also reiterated that one of our primary goals is to maintain affordability and access to our programs for all the talented students who wish to enroll, and that we strive to keep fees as low as possible, while maintaining the quality of our programs.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Vice Provost Robin Garrell   on 11/15/18   .
            Graduate Dean

☒ Plan endorsed by   Chancellor Gene Block   on 11/15/18   .
            Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

ATTACHMENT A – WRITTENT FEEDBACK PROVIDED BY A STUDENT AND FACULTY MEMBER

Student
Do not raise it. You should instead lower it, rather than charging us for it and then giving us money.
Faculty
I think it's shocking that students in performing arts pay the same professional fee as law and medical students. Considering the future earning power of the two types of students, how in good conscience can the University charge above and beyond the sky-high tuition?

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019
<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels (4%)					Increases/Decreases										
	2018-19	2019-	2020-21	2021-	2022-	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$7,233	$7,521	$7,821	$8,133	$8,457	$8,793	4%	$288	4%	$300	4%	$312	4%	$324	4%	$336
Prof. Degr. Suppl. Tuition (Nonresident)	$7,767	$8,076	$8,397	$8,733	$9,081	$9,444	4%	$309	4%	$321	4%	$336	4%	$348	4%	$363
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$376	$380	$384	$387	$391	$395	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4	1.0%	$4
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
Total Fees (CA resident)	$20,179	$20,867	$21,573	$22,308	$23,068	$23,858	3.4%	$688	3.4%	$706	3.4%	$736	3.4%	$760	3.4%	$790
Total Fees (Nonresident)	$32,958	$33,667	$34,394	$35,153	$35,937	$36,754	2.2%	$709	2.2%	$727	2.2%	$760	2.2%	$784	2.3%	$817

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A

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

The UCLA Department of Urban Planning was established in 1969, and first Master's class graduated in 1971. In order to bring the Master's degree awarded by the Department of Urban Planning in better alignment with the professional training focus of the program, we disestablished the MA in Urban Planning in 2010-11 and created in its place a new professional Master of Urban and Regional Planning (MURP) degree program. **The mission of the UCLA Department of Urban Planning is to: (1) significantly influence urban, regional, and planning scholarship; (2) train effective, thoughtful, and influential practitioners from a diverse range of backgrounds for leadership roles in the planning profession; and 3) contribute to positive social and environmental change through the creation of thriving communities and a more just and inclusive society.** The MURP program is a full-time two-year program in which students attend classes, complete a fieldwork requirement, and submit a final capstone project in order to graduate. The UCLA MURP program began charging professional degree supplemental tuition in 2010. On average, approximately 46% of our graduates are working in the public sector, 42% are working for private companies, and 12% are employed by non-profit organizations. The majority of recent graduates' jobs are in the following fields: Architecture, Affordable housing, Community Development, Consulting, Education, Environmental/Sustainability/Energy, Government (Federal, State, Local), Housing, Land Use, Research, Transportation, Urban Design, Urban Planning.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan applied to FY16-17 through FY18-19. The goals from our last multi-year plan were 1) to **keep our program among the top five Planning programs in the nation**; 2) to **keep our program strong and competitive**; and 3) to **continue to offer and expand educational benefits to our Master's students**, such as expanded course offerings by practitioner faculty (lecturers). As

described below, the PDST funds allowed us to continue to expand our programmatic offerings and to provide financial aid to all eligible Master's students, which helped to keep our program strong, competitive, and among the top-ranked in the nation.

According to the 2017 Planetizen Guide to Graduate Urban Planning Programs, our program:

- Ranks number four overall among graduate Urban Planning programs (our program ranked number four in 2014 as well; the Guide is published every two-three years).
- Ranks number three according to our peer faculty (their ranking of best graduate planning programs).
- Was the only top-ranked program to also be listed amongst the programs with the most diverse student body.

In order to enhance the education of student and provide them with the necessary skills to be competitive in the marketplace, here are some examples of new initiatives funded from new PDST revenue that we have implemented over the past five years:

- Created a two-unit visual communications course (UP 228), required for students in the Design and Development concentration and optional for others.
- Hired two Teaching Assistants each year to assist students with the writing assignments and graphic presentation assignments in their courses.
- This year, we are piloting a new core course called "Planning Communication" that has two components: visual communication and writing.
- A Latin American Cities Initiative, formed in 2017 within the Luskin School, allowed students to participate in a travel studio course.

The Department has regularly hired outstanding urban planning professionals as lecturers to teach courses related to their areas of expertise. Funded from PDST revenue, these accomplished practitioners bring intellectual and state-of-the-art applied experience into the program, such as expertise in sustainable economic development and urban revitalization, community-engaged planning and design, and food policy.

We feel that certain courses should be taught primarily by practice-centered faculty to provide a current understanding of applications and practice and to provide students with access to and close working relationships with outside organizations. Most of our lecturers work in the planning field and routinely hire our students as interns and serve as faculty advisors on MURP student capstone projects.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We are proposing 4% increases for each year of our five-year plan. New PDST funds will be used to continue to support the same goals: 1) to **keep our program among the top five Planning programs in the nation**; 2) to **keep our program strong and competitive**; and 3) to **continue to offer and expand educational benefits to our Master's students**, such as expanded course offerings by practitioner faculty (lecturers), increased levels of career services, continuing support for speaker-series and professional development activities, as well as for professional memberships and conference and local community partner sponsorships. Our PDST increases will help us absorb the effects of inflation and increases in costs.

In order to keep our program and our School strong, we are in a period of major growth in terms of faculty expansion.   We have had a significant number of retirements and departures over the past five years. It is very costly to recruit and hire top faculty members. Our PDST funds and increases will help with these efforts. Based on the feedback from our faculty and students, we also plan to allocate a higher percentage of merit-based aid in addition to the 33% of new PDST revenue set aside for need-based financial aid.

If the proposed increases are not approved, it will become increasingly difficult not only to expand the course offerings by practitioners who work directly in the planning field and provide our students with the skills that they need to find jobs as practicing planners, but also to provide the level of career services that our students receive. In 2008, prior to the implementation of PDST revenue, we had to severely reduce the number of courses that we offered, and we did not have a full-time Career Services center for our School.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$99,000	$3,960	$4,118	$4,283	$4,454	$4,633	$120,449
Benefits/UCRP Cost	$78,331	$3,133	$3,259	$3,389	$3,524	$3,665	$95,302
Providing Student Services	$97,000	$3,880	$4,035	$4,197	$4,364	$4,539	$118,015
Improving the Student-Faculty Ratio	$47,929	$1,917	$1,994	$2,074	$2,157	$2,243	$58,313
Expanding Instructional Support Staff	$91,000	$3,640	$3,786	$3,937	$4,095	$4,258	$110,715
Instructional Equipment Purchases	$17,000	$680	$707	$735	$765	$796	$20,683
Providing Student Financial Aid	$339,275	$13,571	$14,114	$14,678	$15,266	$15,876	$412,780
Other Non-salary Cost Increases	$56,571	$2,263	$2,353	$2,447	$2,545	$2,647	$68,827
Facilities Expansion/Renewal	$27,000	$1,080	$1,123	$1,168	$1,215	$1,263	$32,850
Other (Please explain in the "Additional Comments" below)	$175,000	$6,805	$7,119	$7,468	$7,671	$7,910	$211,972
Total use/projected use of revenue	$1,028,106	$40,929	$42,608	$44,377	$46,056	$47,830	$1,249,906

Additional Comments:

Other includes: Colloquia, speaker-series and professional development activities; professional memberships, conference and local community partner sponsorships; Dean's tax to cover our share of benefits cost; and student recruitment expenditures.

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.

Our department has begun examining revenue generating programs and workshops, such as a GIS (Graphic Information Systems) certificate and a real estate certificate. Given that salaries and benefits make up a large portion of our expenses, it can be very difficult to cut expenses except where there is attrition. In addition to examining additional revenue generating programs, we will also take a close look at all expenditures and find areas where we can cut back on spending. As a result of the new undergraduate major, we are also expanding our menu of UCLA Summer Sessions offerings to generate additional revenue. New revenue generating programs and workshops in addition to the expanded Summer Sessions offerings should allow us to move some of the staff salary expenditures away from the PDST revenue. We have asked our Schoolwide Development team to focus on fundraising for student fellowship funds in addition to funds to assist student travel to meetings and conferences.

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 proposing even increases of 4 percent across five years.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	111	111	111	111	111	111
Domestic Nonresident	18	18	18	18	18	18
International	11	11	11	11	11	11
Total	140	140	140	140	140	140

Additional Comments
We expect to keep our total enrollment around 140 because of a nationwide trend of a reduction in applications. Ideally, total enrollment would be at 150 or slightly higher.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Washington	$17,514	$18,039	$18,581	$19,138	$19,712	$20,304	3%	$525	3%	$541	3%	$557	3%	$574	3%	$591
Rutgers University	$21,328	$21,968	$22,627	$23,306	$24,005	$24,725	3%	$640	3%	$659	3%	$679	3%	$699	3%	$720
University of Michigan	$30,468	$31,382	$32,324	$33,293	$34,292	$35,321	3%	$914	3%	$941	3%	$970	3%	$999	3%	$1,029
Harvard University	$50,120	$51,624	$53,172	$54,767	$56,411	$58,103	3%	$1,504	3%	$1,549	3%	$1,595	3%	$1,643	3%	$1,692
University of Southern CA	$45,561	$46,928	$48,336	$49,786	$51,279	$52,818	3%	$1,367	3%	$1,408	3%	$1,450	3%	$1,494	3%	$1,538
Public Average	$23,103	$23,796	$24,510	$25,246	$26,003	$26,783	3%	$693	3%	$714	3%	$735	3%	$757	3%	$780
Private Average	$47,841	$49,276	$50,754	$52,277	$53,845	$55,460	3%	$1,435	3%	$1,478	3%	$1,523	3%	$1,568	3%	$1,615
Public and Private	$32,998	$33,988	$35,008	$36,058	$37,140	$38,254	3%	$990	3%	$1,020	3%	$1,050	3%	$1,082	3%	$1,114
Your program	$20,179	$20,867	$21,573	$22,308	$23,068	$23,858	3%	$688	3%	$706	3%	$735	3%	$760	3%	$790
Nonresidents																
University of Washington	$30,345	$31,255	$32,193	$33,159	$34,154	$35,178	3%	$910	3%	$938	3%	$966	3%	$995	3%	$1,025
Rutgers University	$34,129	$35,153	$36,207	$37,294	$38,412	$39,565	3%	$1,024	3%	$1,055	3%	$1,086	3%	$1,119	3%	$1,152
University of Michigan	$44,438	$45,771	$47,144	$48,559	$50,015	$51,516	3%	$1,333	3%	$1,373	3%	$1,414	3%	$1,457	3%	$1,500
Harvard University	$50,120	$51,624	$53,172	$54,767	$56,411	$58,103	3%	$1,504	3%	$1,549	3%	$1,595	3%	$1,643	3%	$1,692
University of Southern CA	$45,561	$46,928	$48,336	$49,786	$51,279	$52,818	3%	$1,367	3%	$1,408	3%	$1,450	3%	$1,494	3%	$1,538
Public Average	$36,304	$37,393	$38,515	$39,670	$40,860	$42,086	3%	$1,089	3%	$1,122	3%	$1,155	3%	$1,190	3%	$1,226
Private Average	$47,841	$49,276	$50,754	$52,277	$53,845	$55,460	3%	$1,435	3%	$1,478	3%	$1,523	3%	$1,568	3%	$1,615
Public and Private	$40,919	$42,146	$43,411	$44,713	$46,054	$47,436	3%	$1,228	3%	$1,264	3%	$1,302	3%	$1,341	3%	$1,382
Your Program	$32,958	$33,667	$34,394	$35,153	$35,937	$36,754	2%	$709	2%	$727	2%	$759	2%	$784	2%	$817

Source(s):
Tuition at other Universities taken from online posted fees for 2018-19.
Rutgers: https://financialaid.rutgers.edu/cost-of-attendance/rutgers-2/
UW: http://urbdp.be.washington.edu/programs/mup-graduate-degree/funding-opportunities/
Michigan: https://ro.umich.edu/tuition-residency/tuition-fees/2018-2019/graduate/full-term/college-architecture-urban-planning
Harvard: https://www.gsd.harvard.edu/admissions/paying-for-your-program/tuition/
USC: https://priceschool.usc.edu/programs/masters/mpl/admission/tuition/

Additional Comments: N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

All of our comparators have similar programs to ours, and are top ranked by the Planetizen Guide to Graduate Urban Planning programs. On average, we compete for most students and faculty hires with USC (as well as UC Berkeley, which we have not included per UCOP's guidance to exclude UC programs unless an exception is granted). All of the programs listed admit student pools of similar quality and are programs of high quality. The student-faculty ratios are generally lower for the private institutions, but are similar to ours in the case of the public institutions.

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

For in-state students, the UCLA MURP tuition and fees are slightly lower than the average of our public competitors and more than $27,000 lower than the private competitors. For nonresident students, our program is less expensive than the average annual charges for both our public and private comparators.

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

Again, according to the 2017 Planetizen Guide to Graduate Urban Planning Programs, our program ranks number four overall among graduate Urban Planning programs, ranks number three among our peer faculty (their ranking of best graduate planning programs), and was the only top-ranked program to also be listed amongst the programs with the most diverse student body. All of the institutions are located in metropolitan areas with similar planning issues; however, none can directly compete with the living lab that is Los Angeles.

Even among institutions in the Los Angeles area, with USC being our chief competitor, our program stands out as an exemplar of planning education with a social justice focus. A number of our faculty espouse that the aim of our program is to "decolonize" the planning profession. As such, almost all of our coursework approaches the different elements of Urban Planning through the lens of

addressing inequality and promoting a more equitable and just society. This mission is evident throughout the Luskin School as a whole, which houses the Institute of Inequality and Democracy and takes on several "Activists in Residence" each year. Thus, our program attracts students that are particularly passionate about social justice causes and want to focus on these issues in their professional training.

Our Urban Planning program also stands out for the high quality of its research and the number of opportunities available to students while they are at the Luskin School. Our program is closely affiliated with the Lewis Center for Regional Policy Studies, the Institute for Transportation Studies, the Latino Policy and Politics Initiative, and the Luskin Center for Innovation. Each of these centers are at the forefront of their fields, particularly in the Los Angeles area, providing unique opportunities not available to students in other programs.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2017)	
	2015-16	2016-17	2017-18	Fall 2018	All PAB Urban	
Ethnicity						
Underrepresented						
African American	6.8%	5.4%	5.8%	9.8%	10.2%	
Chicanx/Latinx	22.7%	17.7%	22.3%	26.2%	11.8%	
American Indian	0.8%	0.8%	1.4%	4.9%	1.0%	
Subtotal Underrepresented	*30%*	*24%*	*30%*	*41%*	*23.0%*	
Asian/East Indian	21.2%	24.6%	20.9%	13.1%	7.7%	
White	35.6%	35.4%	36.7%	36.1%	50.8%	
Other/ Unknown	3.8%	3.1%	4.3%	0.0%	3.0%	
International	9.1%	13.1%	8.6%	10.3%	15.5%	
Total	100%	100%	100%	100%	100.0%	
Socioeconomic						
% Pell recipients	42.1%	33.3%	34.8%	N/A	N/A	N/A
Gender						
% Male	45.5%	43.8%	48.9%	36.8%	49.2%	
% Female	54.5%	56.2%	51.1%	63.2%	50.8%	

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Data available via the Planning Accreditation Board, summary of annual reports of accredited planning programs in the US.

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

Over the past three years, our department has continued its strong commitment to educating a diverse range of students from traditionally underrepresented backgrounds. We have prided ourselves in being one of the most diverse planning programs in the country, and continue to actively work to increase the diversity of our program.

As noted in our statistics, the average percentile of underrepresented students in Planning Accreditation Board (PAB) accredited programs is 23%. We have consistently been higher than this average, especially in regards to Chicanx/Latinx students, with 30% of our students being from underrepresented backgrounds in 2017 and 41% of our students being from these backgrounds within the cohort starting in fall 2018. While we are proud of our high number of underrepresented students and our status as a majority-minority program, we continue to see areas that we can improve and hope to continue to increase the number of underrepresented students in our program.

One shortcoming that we recognize is our number of African American students, which has historically been slightly lower than the PAB average of 10.2%. Although the 2018 class has made improvements in this regard over previous years, with 9.8% of the class being African American, we hope to continue to increase the number of African American students in our program and provide them with the support necessary to succeed. It is our intent to increase our recruiting presence at Historically Black Colleges and Universities (HBCUs) and to expand our outreach nationally to cities with large African American populations. We intend to support these and other historically underrepresented students by nominating them for the Graduate Opportunity Fellowship Program, which the department supplements with a second year of funding, and by increasing our overall need-based aid contributions. This is to ensure that students from underrepresented backgrounds are not discouraged from applying by financial considerations.

In recent years, we have also increased our emphasis on equitable recruiting practices through department hires and programs aimed at helping students from diverse backgrounds apply to our program. Each year the department hires two of our current students as outreach coordinators to serve as points of contact for prospective students from underrepresented backgrounds. These coordinators also do outreach on behalf of the department, organize events, and help manage student databases, supporting the department in its goal to reach as many students as possible, particularly those from underrepresented populations.

This year will also mark the third year that we have hosted the annual Luskin Diversity Fair. This event emerged from the department's previous diversity recruitment day, and aims to demonstrate how social justice and our department's mission intersect, as well as ensuring that our recruitment practices are wide-reaching and equitable. At this event, student volunteers provide feedback on drafts of attendees' statements of

purposes—a critical component of the graduate application process that many applicants find challenging. This is to ensure that students interested in our program, especially first-generation students and those from underrepresented backgrounds, have the resources necessary to navigate the graduate application process. We have received extremely positive feedback from this event, which has yielded a large number of students to our program.

Our recent efforts to increase diversity in our program have proven highly successful, and we aim to continue to improve upon these efforts in the coming years.

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?

We have consistently had at least a third of each of our cohorts come from low socioeconomic backgrounds, using the percentage of Pell Grant recipients as undergraduates as a proxy. It is the aim of our program to remove economic barriers from graduate education, and, as such, we try to provide as much aid as possible to our students. This allows us to have a sizeable portion of students in our program that would not be able to afford a graduate education without aid from the department. The department currently guarantees a degree of need-based aid to every student that completes a FAFSA or DREAM Act Application, and many of the students with high need are also nominated for the Graduate Opportunity Fellowship, which the department supplements with an additional year of funding. We also always ensure that emergency funding is available to students who experience unexpected difficulties, providing a safety net that has allowed numerous students to continue their studies when they otherwise would not have been able to do so.

As the cost of graduate education rises across the country, the department has begun discussing new ways to help students with the burden of higher tuition and fees. It is our intent to increase our commitment towards economically-disadvantaged students by increasing our number of need-based aid awards. We intend to do this by seeking out new sources of revenue and by utilizing currently available funds in new ways to directly help students with high need pay for our program. *Planners train to aid underserviced communities and to advocate on behalf of those from lower socioeconomic backgrounds; as such, providing access to students from these groups is a priority to the department and its faculty.*

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 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 compared to other planning programs, our program has consistently had a very high representation of female students. A majority of our students have consistently identified as female over the past three years, and nearly two-thirds of our newest cohort are women. We pride ourselves as a program that trains generation after generation of future female planners, a profession that has historically been male-dominant.

We intend to continue recruiting and training excellent female students, attending events like the recent Women in Green Forum to ensure that we maintain gender parity in our program.

It is worth noting that gender parity extends to all aspects of our department, as our faculty makeup likewise has reached gender parity in recent years—a rarity in higher education. The department thus actively demonstrates the importance of equality at all levels of scholarship and provides numerous role models for female students to look up to and learn from.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect to continue our trend of further increasing the diversity of each cohort. It is the hope of the department that our increases continue at a steady pace as a result of increased funding and recruiting efforts, and that our future endeavors will yield even more underrepresented students—particularly African American students. As such, we hope that, by the end of our multi-year plan, we will have a student population that is at least 50% comprised of students from underrepresented backgrounds. We likewise aim to continue our practice of having cohorts that achieve gender parity, and to continue to provide access to students from lower socioeconomic backgrounds. We will take a hard look at the states that our Associate Director of Admissions and Recruitment visit in order to maximize outreach to students of color. We will also perform targeted outreach to HBCUs via emails and invitations to apply from our Department Chair and members of our faculty.

V.f. In the following 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.)

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.

All Faculty (School or Department)**				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0%	6.0%	7.0%
	International	0%	0%	0%
Chicano(a)/Latino(a)	Domestic	6.0%	6.0%	7.0%
	International	0%	0%	0%
American Indian	Domestic	0%	0%	0%
Asian/Pac Is	Domestic	20.0%	17.0%	13.0%
	International	6.0%	0%	0%
White	Domestic	46.0%	50.0%	47.0%
	International	6.0%	6.0%	7.0%
Other/Unknown	Domestic	6.0%	11.0%	13.0%
	International	6.0%	6.0%	7.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		33.3%	33.3%	40.0%
Male		66.7%	66.7%	60.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	5.0%	8.0%
	International	0%	0%	0%
Chicano(a)/Latino(a)	Domestic	5.0%	5.0%	8.0%
	International	0%	0%	0%
American Indian	Domestic	0%	0%	0%
Asian/Pac Is	Domestic	13.0%	14.0%	8.0%
	International	3.0%	0%	0%
White	Domestic	63.0%	59.0%	51.0%
	International	5.0%	5.0%	5.0%
Other/Unknown	Domestic	5.0%	8.0%	16.0%
	International	3.0%	5.0%	3.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		37.0%	32.0%	43.0%
Male		63.0%	68.0%	57.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

With each faculty search, the search committee, Department, and School leadership strive to obtain a large and diverse pool of applicants from which to select new faculty hires. This is done through broad advertisement of openings (particular focusing on online publications that focus on underrepresented populations) as well as our faculty outreach within their networks. UCLA has implemented new policies with regard to faculty searches in order to increase diversity, including installing Equity Advisors in each School/College, and requiring each candidate to submit a statement regarding their contributions to equity, diversity, and inclusion. Prior to the new UCLA rules, in our last two searches the Department already required applicants to submit a statement of their contributions to diversity.

The Equity, Diversity, and Inclusion office reviews each applicant pool to be sure that the diversity of the faculty in each intended area of study at UCLA is equal to or within an adequate range of the applicant pool. The EDI office again reviews the "short list" of each applicant pool to ensure that the candidates that are invited for an on-campus interview also meet such diversity goals.

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 Department strives to ensure that no student be unable to complete our program due to financial considerations. The Urban Planning Department (in conjunction with UCLA Graduate Division) makes available both merit and need based awards to all students enrolled in the MURP Program. All MURP students are guaranteed a need-based fellowship award from the department if they complete a FAFSA or DREAM Act application. Each year, 33% of PDST funds are distributed to MURP students in the form of need-based aid. This award is calculated based upon the amount of unmet need as determined by these applications.

In addition to both merit and need based awards, as a part of our affordability goal we offer students Graduate Student Researcher positions and Teacher Assistantships (TAships). The increase in faculty grants in the Urban Planning Department have allowed for more Graduate Student Researcher positions (with fee remissions), and therefore students are required to take out fewer loans. The faculty also recently agreed to increase the percentage of all of our TAships to 25% in order to provide a fee remission with all positions.

The Department also has a financial hardship application that students can fill out and submit during a time of financial crisis. Additionally, the Luskin School has a hardship fund available to all students who have a dire and unexpected financial emergency. Neither of these hardship funds require repayment.

Aside from the overall indebtedness data provided to us, we keep track of the success of financial aid and affordability goals in several ways. First, we track the number of students who reach out to us with financial hardship in order to ascertain if the levels of immediate student need have increased. We have already seen a rise in the number of students who have claimed severe financial hardship for this current year, and have adjusted our financial aid goals accordingly. Second, our Career Services office routinely surveys not only graduating students, but also students who are one year out from graduation. This allows the office to track student employment and income levels right at graduation, and again after one year working in the field. Finally, the Department administers an Alumni Survey every five years in order to track many outcomes regarding the education and skills that our program provides to graduates, and how that translates into employability and income levels over a graduate's career.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	68%	72%	67%	63%	55%	59%	58%
Cumulative Debt among Students with Debt	$44,213	$53,797	$43,273	$45,776	$48,865	$48,484	$49,343

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 trend in indebtedness of students in our program has not changed significantly, but the percentage of students with debt has dropped below 60% over the past few years (although the cumulative debt has increased from $44,000 to almost $50,000). The high cost of living in Los Angeles is certainly the main contributor to overall student debt levels. Again, the increase in faculty grants in the Urban Planning Department have allowed for more Graduate Student Researcher positions (with fee remissions) along with the previously mentioned increase in the percentage of all of our Teaching Assistantships (TAships) to 25% in order to provide a fee remission with all positions, our students should be required to take out fewer loans. We don't anticipate that the modest increase in PDST level will have a significant impact on our student particularly in light of the return to aid.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	58%	$49,343	$65,000	11%
Public comparisons	NA	NA	NA	NA
Private comparisons	NA	NA	NA	NA

Sources:
UC: UCLA Luskin School of Public Affairs Career Services Survey(s), https://luskin.ucla.edu/inside-luskin/career-services/#toggle-id-3
Comparison institutions: Data not available for individual competitor schools.

Additional Comments: N/A

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

Although the average debt is relatively high considering salaries at graduation, we are making strides in lowering total student debt. Graduating with less debt has become increasingly important to our students, particularly under the current Administration in Washington, D.C. While our graduates do not qualify for any particular loan forgiveness plans, the Department has certainly made it a priority to offer funding to all eligible students, including providing opportunities for Graduate Research Assistant positions and TAships. The faculty also recently agreed to increase the percentage of all of our TAships to 25% in order to provide a fee remission with all positions. We also have a hardship fund for students in more dire financial circumstances. While the salary-to-debt ratio is higher than we would like, we believe debt levels are manageable for our graduates.

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.

Planners train to aid underserved populations, often finding jobs in the public sector. The Department provides many opportunities for our students to gain professional skills and to engage with professionals in the planning field. In addition to preparing our students for professional practice through coursework, the Department's 300-hour internship requirement provides students with the opportunity to train with local nonprofit organizations, consulting firms, and government agencies, where they may also be able to find employment after graduation.

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

The majority of MURP graduates pursue careers in government and non-profit organizations. Non-profit and the type of government jobs often have similar salaries as private sector jobs, depending on the sector of government or organization. Our students are well prepared through our coursework, 300 hour internship requirement, and completion of a final capstone project, and most of our graduates advance quickly within their sector or organization. The MURP degree increases the earning power of our graduates, and Department attempts to keep PDSTs as affordable as possible while distributing funding as widely as possible and offering, with Luskin Career Services, skills workshops and job placement information for its students.

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

Our Associate Director of Admissions and Recruitment travels to various graduate school information fairs around California and in targeted areas such as New York City, Boston, Chicago, and Washington, D.C. The Associate Director meets with many students, talks with them about the costs and benefits of our program, and provides them with literature describing our program and the funding available to them. Our admissions website contains examples of student aid offered at UCLA including the Graduate Opportunities Fellowship (GOFP) program and other fellowships targeting underrepresented students. A call for applications is sent through our student listserv email lists to announce funding opportunities and award criteria. Funding calls are generally sent at the end of the summer/early Fall.

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 Luskin Career Services Office routinely surveys graduates of our program, and information about salary ranges are posted on their website. Information about average debt is not posted. There is no reason why this information is not posted, and, in fact, we will discuss posting this information in the future.

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.).

In 2011, we implemented, in consultation with our faculty, staff, students, and alumni, an "Exit Survey" for our graduating MURP students. The Exit Survey assists us in evaluating and monitoring the educational outcomes of our program. In 2017-18, we also instituted a "Continuing Student Survey," so that first year students can provide us with similar feedback as they transition into their second year of the program. The Department Chair holds a quarterly coffee for students to drop in and provide feedback, and the Urban Planning Student Association (UPSA) Administrative Chair regularly provides the Department Chair with feedback that comes out of UPSA meetings. All of these things are part of our ongoing monitoring to ensure that students know that they have avenues for being heard by Department leadership and have opportunities to affect real change in the program. In addition to the Exit Survey and Continuing Student Survey, our Career Services office administers a survey to graduates roughly one year after finishing our program, and we administer an Alumni Survey every five years.

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 only 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 2018-19 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.

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): Each year, we administer a mandatory Exit Survey to graduating students and a Continuing Student Survey to students beginning their second and final year in the program. Additionally, our Career Services office administers a survey to graduates roughly one year after finishing our program, and we administer an Alumni Survey every five years. Through these mechanisms, students can provide feedback on the program including PDST and fee levels and how PDST funds were used. These efforts are all opportunities for our students to be heard and effect real change in the program.

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Department Chair hosted a "Lunch with the Chair" on Tuesday, October 30, and invited all MURP students to attend to discuss the PDST proposal. Approximately 50 students attended, and most of them were first year students. The students were presented with the Department's operating budget and expenditures, particularly related to the way PDSTs are allocated. While the students were strongly opposed to any increases, they did understand that inflation requires increases. Nonetheless, they were strongly opposed to a 5% increase. They worry that the increase makes the program less competitive, as prospective students may be deterred by the ever-rising costs of their education. First year students were particularly concerned about whether they would be able to pay the increase next year. They also felt that costs could be cut in some operational areas. We agreed to look at the overall budget and see where cuts could be made, and more funds be prioritized for student aid (beyond the 33% mandated return). As a result of the student meeting, we changed our faculty-supported proposal of a 5% increase to a proposed 4% 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 must be provided by the program.**

☒ Plan shared with   GSA President Michael Skiles_____ on 11/06/18_____ .
                      Campus graduate student organization (i.e., your campus' GSA president)
       ☐ Comments or feedback was provided.
       ☒ Comments or feedback was not provided.

☐ If applicable, plan shared with _____ on _____ .
                          Program graduate student organization (i.e., your program council or department GSA)
       ☐ Comments or feedback was provided.
       ☐ Comments or feedback was not provided.
Nature of feedback or full comments:

Consultation with faculty

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

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback
☐ Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe):

IX.e. Below, please 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 the faculty meeting on Tuesday, October 23, senate faculty were presented with 3% and 5% scenarios for increasing the PDSTs over the next five years. Faculty inquired about the PDST rates of other programs within the School and in the UC system. While the faculty were aware of the burden placed on the students, they were also supportive of a modest 5 percent increase each year for the next five years in order to be able to meet the teaching, research, and service mission of the University. However, the faculty would only agree to 5% with the caveat that 2% of the increase would go be returned to students via need and merit-based aid. Some faculty did show support for a 4% increase, which is the increase level that we went with based on student input. If the proposed 4% increase is approved by the UC Regents, we will modify our spending to include more merit-based aid for our students.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Vice Provost Robin Garrell_____ on 11/15/18_____ .
　　　　　　　　　　　Graduate Dean

☒ Plan endorsed by   Chancellor Gene Block_____ on 11/15/18_____ .
　　　　　　　　　　　Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels			Increases/Decreases					
	2018-19	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$27,771	$29,158	$30,616	$32,148	5%	$1,387	5%	$1,458	5%	$1,532
Prof. Degr. Suppl. Tuition (Nonresident)	$27,771	$29,158	$30,616	$32,148	5%	$1,387	5%	$1,458	5%	$1,532
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,368	3.150%	$396	3.100%	$402	0.0%	$0
Campus-based Fees**	$1,014	$1,044	$1,076	$1,108	3.000%	$30	3.0%	$31	3.0%	$32
Nonresident Suppl. Tuition	$12,246	$12,246	$12,246	$12,246	0.0%	$0	0.0%	$0	0.0%	$0
Other (explain below)***	$88	$88	$88	$88	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$41,443**	**$43,256**	**$45,148**	**$46,712**	4.4%	$1,813	4.4%	$1,891	3.5%	$1,564
Total Fees (Nonresident)	**$53,689**	**$55,502**	**$57,394**	**$58,958**	3.4%	$1,813	3.4%	$1,891	2.7%	$1,564

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

Other fees include Campus' mandatory Student Technology Course Materials Fee which is $2/unit. Rate has remain the same since Fall 2013; therefore, no increase was applied.

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

The A. Gary Anderson Master in Business Administration was established in 1983. MBA students generally need six academic quarters to fulfill degree requirements. The mission of the program is to create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment**.**

The motto of the MBA program at the A. Gary Anderson Graduate School of Management (AGSM or the School) is "Leading Thinkers, Leading Growth," a reflection of our mission to produce leaders whose ability to think about the challenges they face will provide them with skills to lead growth in both our region and the world.

The MBA program is a traditional 2-year program suitable for applicants with no or low work experience. Given that no business background (in terms of prior business education and/or work experience) is required for admission, the program provides extensive curriculum (84-88 quarter credit hours are required for graduation), with an emphasis on professional development and career planning. Students choose a curriculum tailored to their interests and career aspirations and work alongside expert and diverse faculty that provides new applied research opportunities. The program builds upon strong theoretical foundations and stresses the essential interdependencies between hard and soft skills, which develop management, and leadership skills across various industries.

Initially accredited in 2003 by the Association to Advance Collegiate Schools of Business (AACSB), the School's focus continues to develop and implement a plan that aligns with AACSB's accreditation standards. These standards require excellence in areas relating to strategic management and innovation; student, faculty, and staff as active participants; learning and teaching; and academic and professional engagement. Only 5% of business schools in the world are AACSB-accredited.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our last multi-year plan, which spanned from 2016-17 through 2018-19, the School proposed to use new PDST revenues to support the following goals:

1. **Increase the quality of the academic program by expanding the instructional support staff and enhancing the facilities and instructional technology infrastructure.**
   The School over the past three years has increased the faculty size from 32 to 41. While the School has not increased the staff at the same pace, the graduate program office was restructured to become more student-centric by increasing services associated with academic advising, student services, and career development (formerly 4 FTEs, now 6 FTEs). Additionally, student advising and student services along with the career development center during this same period were relocated to the building and floor where MBA student course instruction takes place. Further, the building where instruction takes place was updated to include technology that enhances the student experience. Examples of this are a lecture capture system (ability to record class sessions and replay at students' leisure); Bloomberg terminal to connect students to a data, analytics, and information-delivery service, and a web-based check-in system for student appointments.

2. **Market and recruit higher quality students to increase retention and improve school rating.**
   The School has had some success in creating branded marketing and recruitment efforts that appeal to new student demographics, both, internationally and domestically. The School has seen a steady increase in both GPA and GMAT for students. The average GMAT score increased over 20 points in three years while the average GPA increased .3 during the same time duration; this is in part due to the School's strategic campaign to market and brand itself to this segment of the population that previously was not interested in engaging UCR. During this previous period, the School has positioned itself

   to become ranked in the "US News & World Report - Best Grad Schools." As such, the School jumped from not being ranked to ranking in the 80s (currently ranked 89) in the most recent rankings. Further, US News & World Report - Best Grad Schools ranked the School's MBA program #1 in Return on Investment (ROI) salary to debt during this same period.

3. **While not indicated in the previous request, the School made a concerted effort to address course development, creating discipline concentrations, increasing student diversity, and sponsoring career fairs serve students.**
Regarding demographics, the most significant trend is the increase in the percentage of African-American and Hispanic students among the domestic students in our program. The trend is a result of our effort to expand the application pool among underrepresented minorities (e.g., the School's partnership with various community professional organizations). Due to the success of our efforts, the School is now listed among the top 10 business schools with the greatest opportunities for minority students according to the 2016 edition of The Princeton Review's book, "The Best 295 Business Schools".

Ninety percent of 2016 graduating, full-time MBA students found a job within three months of graduation with an average salary of $83,375. This is an improvement on the 2015 cohort with data of 88% and $71,381, respectively. Of the international students, 72% found jobs in the US and 28% internationally. Twenty-four percent found jobs in financial services, 17% in manufacturing, 13% in consumer products/retail, and 11% in technology. Among the companies that hired our graduates are Dell, Bank of China, Cathay Bank, Disney, Kaiser Permanente, PWC, Prudential, Toyota, US Government, and Vanguard.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

In an effort to not only maintain but as part of the School's strategic plan to improve of previously established quality (rankings, student diversity, student aptitudes (GPA, GMAT)), the School necessitates a multi-year increase to the PDST. We proposed to use new PDST revenue to support the following goals:

1. **Increase student quality.**
   The School has strategically selected to reduce the incoming Full-Time MBA class in an effort to become more selective in the quality of students that are enrolled; furthermore, similar to other MBA granting institutions, the School has seen a steady

decline in applications. In 2016, a total of 631 applications were received, compared to a 2018 total of 515 applications received, a decrease of 18 percent.

2. **Increase the quality of our faculty.**
   The School will continue with its efforts to hire highly qualified ladder rank faculty to minimize the instruction that takes place by temporary instructors/lecturers. The School must face the stigma that many of our instructors are not permanently tied to the university. For students to succeed, we recognize they need consistency and continuity.

3. **Enhance the student experience by improving student services.**
   Continue to increase the quality of student services by providing extracurricular activities related to professional development (career development, career fairs, and student services). These activities aid students to become more prepared with the necessary skills to do well in the workplace by improving soft skills. We recently developed the Academic Advising and Student Services office (3 FTE) whose primary focus is to work closely with MBA students to ensure academic success and on-time graduation. Adjustments have been made to course offerings such as electives offered in the first year and capstone available in the Winter quarter. With these changes, we have increased our percentage of on-time graduation, and many of our students are graduating in 5 quarters.

4. **Enhance Student experience through concentrations.**
   The School has developed concentrations as part of the MBA experience. Concentrations allow students to pursue more purposeful academic tracks.

5. **Increase Domestic Student Enrollment.**
   Additionally, the School wants to increase its domestic student enrollment. We expanded upon our recruitment strategy to achieve this and had reached a 57% domestic population in 2018-2019 for the new cohort.

If the increase in PDST is not approved, repercussions may occur in:

1. **Recruitment**
   Our school will become less competitive in terms of diversity because we will have insufficient funds to recruit effectively within California. The current make-up of our recruiting team allows us to actively recruit 130 resident students each year. As the programs continue to grow, we must increase personnel to maintain quality. If revenue stays the same, we cannot

increase our resident population; consequently, our domestic numbers will decrease. The majority of this population are first-generation students or come from minority populations.

2. **Advising**

Our advising office will be unable to increase personnel to support an increase in the student population. Larger student to staff ratio will result in less individualized attention for each student. Additionally, there will be less time for supporting peer-to-peer tutoring, student success programs, and resources/activities beneficial to students with financial difficulties. Ongoing Internship panels and academic success seminars wouldn't be possible without the increase. Lastly, we would be less equipped to provide or update adequate software, supply printing and fulfill tech needs to all students.

3. **Career Development Center**

Further outreach for internship opportunities and full-time positions in non-profit public and the private sector would be difficult. This would restrict potential funding for the MBA Fellowship program. We would have to limit the number of networking events, which happen quarterly and curtail newly admitted student events. Company tours that we sponsor would also have to be significantly reduced.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$345,606	$117,474	$26,572	$18,728	$0	$0	$508,380
Providing Student Services	$820,896	$16,418	$47,962	$59,494	$0	$0	$944,770
Improving the Student-Faculty Ratio	$260,000	$93,313	$10,292	$10,908	$0	$0	$374,513
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	$1,610,718	$130,853	$87,079	$91,432	$0	$0	$1,920,082
Other Non-salary Cost Increases	$46,687	$1,401	$1,443	$1,486	$0	$0	$51,016
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$54,216	$1,565	$1,610	$1,656	$0	$0	$59,047
Total use/projected use of revenue	$3,138,123	$361,023	$174,957	$183,705	$0	$0	$3,857,808

Additional Comments:
Expenditures in "Other" costs are anticipated UC Assessment fees.

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

The School reorganized the Graduate Program Office, whose main function is to recruit, admit, advise, and provide career services; the new structure is less managerial and more student-centric (2 FTE Managerial positions eliminated); this allowed us to create service centers (academic advising and students services) and improve the career development center. The School has three existing self-supporting programs that enable the School to provide more support to the MBA cohort while minimizing financial hardship. These programs: Masters in Finance, Accounting and our Professional MBA (formerly FLEX program) bring in additional revenue of approximately 8 million yearly. The School is poised to add additional self-supporting programs and is currently working on a Masters of Entrepreneurship and Innovation, which should enhance the School's revenue stream and minimize impact to the MBA program.

Through our gracious donors, the School has increased its endowment funding, in FY17 by 22% and in FY18 by 10%; and created 2 new Faculty Chair positions. These additional funds allow us to offer additional scholarship to students and help offset further increases to the PDST.

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 propose PDST increases of 5% each year for the next three years.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	45	50	56	60		
Domestic Nonresident	2	4	4	4		
International	66	66	60	56		
Total	113	120	120	120	0	0

Source(s):Based on School of Business projections.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

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

	First Year Annual Charges									
	Actuals	**Projections**			**Increases/Decreases**					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2019-20**		**2020-21**		**2021-22**	
Residents					%	$	%	$	%	$
University of Utah (Eccles) Public	$59,000	$60,770	$62,593	$64,471	3%	$1,770	3%	$1,823	3%	$1,878
University of Maryland, College Park (Smith) - Public	$46,376	$47,767	$49,200	$50,676	3%	$1,391	3%	$1,433	3%	$1,476
University of South Carolina (Moore) - Public	$43,142	$44,436	$45,769	$47,142	3%	$1,294	3%	$1,333	3%	$1,373
University of San Diego - Private	$82,600	$85,078	$87,630	$90,259	3%	$2,478	3%	$2,552	3%	$2,629
Chapman University (Argyros) - Private	$82,750	$85,233	$87,789	$90,423	3%	$2,483	3%	$2,557	3%	$2,634
Pepperdine (Graziadio) - Private	$99,500	$102,485	$105,560	$108,726	3%	$2,985	3%	$3,075	3%	$3,167
Public Average	$49,506	$50,991	$52,521	$54,097	3%	$1,485	3%	$1,530	3%	$1,576
Private Average	$88,283	$90,932	$93,660	$96,470	3%	$2,649	3%	$2,728	3%	$2,810
Public and Private Average	$68,895	$70,962	$73,090	$75,283	3%	$2,067	3%	$2,129	3%	$2,193
Your program	$41,381	$43,197	$45,089	$46,653	4%	$1,816	4%	$1,892	3%	$1,564
Nonresidents										
University of Utah (Eccles) Public	$60,000	$61,800	$63,654	$65,564	3%	$1,800	3%	$1,854	3%	$1,910
University of Maryland, College Park (Smith) - Public	$55,556	$57,223	$58,939	$60,708	3%	$1,667	3%	$1,717	3%	$1,768
University of South Carolina (Moore) - Public	$71,580	$73,727	$75,939	$78,217	3%	$2,147	3%	$2,212	3%	$2,278
University of San Diego - Private	$82,600	$85,078	$87,630	$90,259	3%	$2,478	3%	$2,552	3%	$2,629
Chapman University (Argyros) - Private	$82,750	$85,233	$87,789	$90,423	3%	$2,483	3%	$2,557	3%	$2,634
Pepperdine (Graziadio) - Private	$99,500	$102,485	$105,560	$108,726	3%	$2,985	3%	$3,075	3%	$3,167
Public Average	$62,379	$64,250	$66,178	$68,163	3%	$1,871	3%	$1,928	3%	$1,985
Private Average	$88,283	$90,932	$93,660	$96,470	3%	$2,649	3%	$2,728	3%	$2,810
Public and Private Average	$75,331	$77,591	$79,919	$82,316	3%	$2,260	3%	$2,328	3%	$2,398
Your Program	$53,627	$55,443	$57,335	$58,899	3%	$1,816	3%	$1,892	3%	$1,564

Source(s):
US New and World Report Grad Compass; Individual School websites
https://www.usnews.com/best-graduate-schools

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The selected institutions are competitors who have similar characters to AGSM – public, research-focused, smaller MBA program with an undergraduate business program. Some of these schools are our direct competitors.

University of Utah - Similar quality of students
University of Maryland (Smith) - Similar quality of students
University of South Carolina- Similar quality of students
University of San Diego - Direct competitor
Chapman University - Direct competitor/similar ranking
Pepperdine University - Direct competitor/similar cost/similar quality of students

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

We are the lowest cost program among our comparators. It has been the position of the School to place itself financially at a marker that makes the program cost affordable to both resident and non-resident students. The School will continue to maintain a cost-effective education program that meets student demand in a market saturated by similar programs.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.
-   Actively recruit faculty with expertise (research, service, and teaching) in the concentrations associated with our MBA program.
-   Small class sizes, many with 30 or less students, allow faculty to get to know students on a more personal level.
-   Current faculty is the second most published/cited behind UC Berkeley
-   As a UC, more weight is put on faculty research which leads to more cutting-edge instruction of students.
-   One of few programs with a required career development class
-   High job placement (89.5% four-year average) for students, despite less work experience

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	2%	4%	3%	4%	5%	2%
Chicanx/Latinx	2%	3%	7%	12%	4%	3%
American Indian	2%	1%	0%	1%	0%	0%
Subtotal Underrepresented	*5%*	*7%*	*11%*	*17%*	*9%*	*5%*
Asian/East Indian	12%	17%	13%	16%	5%	10%
White	8%	8%	7%	8%	54%	32%
Other/ Unknown	3%	4%	2%	1%	9%	10%
International	73%	65%	68%	58%	23%	43%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	14%	44%	43%	43%		
Gender						
% Male	53%	59%	54%	62%	67%	59%
% Female	47%	41%	46%	38%	33%	41%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Same institutions in Market Comparators

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Our program is above the averages for underrepresented groups in comparison to both public and private institutions. Over the last three years, the Schools recruitment goal was to increase domestic student enrollments with the specific objective to target the minority student population. With resident student recruitment, we've increased from 40 to 150+ classroom visits at UCR within the past year. We have targeted underrepresented domestic students in the following events:

- Summer Institute for Emerging Managers and Leaders (SIEML) – This program is tailored to engage first generations students from underserved communities, Historically African American College and Universities, Chicanx/Latinx Service Institutions and other partnerships.
- Graduate & Professional Fairs: Morehouse, Spelman, Clark Atlanta, Hampton, San Francisco State University
- QS MBA Fairs (Atlanta, Los Angeles, D.C., New York, Boston)
- Information Sessions (Morehouse, Spelman, Clark Atlanta University)
- Application Workshops at the ethnic minority clubs at UCR
- Guaranteed application Fee Waivers, deposit fee waivers, and priority considerations for scholarships
- School Visits
  - Visiting clubs of ethnic/minority groups (Pomona, Morehouse, Spelman, Clark Atlanta, Hampton)
  - One-on-One meetings with Administrative Staff (Morehouse, Spelman, Clark Atlanta, Hampton)
- Partnerships with student groups at UCR
  - African Student Programs
  - Chicano Student Programs
  - Native American Student Programs

As a result of these recruiting efforts, we have seen an increase in underrepresented minority applications overall. In particular, we are very happy to see that the application pool for the Chicanx/Latinx pool has increased 43% since 2015/16 AY and by 21% this year over last. However, we are aware of the slight decrease in African American/Black applicants and are making a concerted effort to increase these numbers. We have already seen an increase from 4.1% last year to 6% this past Fall.

Percentage of Graduate Applications for Underrepresented Minorities

Ethnicity	FY 15/16	FY16/17	FY17/18	Fall 18
African American/Black	8.8%	9.8%	4.1%	6.0%
Chicanx/Latinx	11.8%	27.5%	32.7%	54.0%
Native Hawaiian/Pacific Islander	2.9%	0%	0%	2.0%
American Indian/Alaska Native	0%	0%	0%	0%

Considering the national GMAT average score for domestic students is 553, it is challenging to control for quality of students, increase enrollment, and compete with the surrounding competitors while maintaining our high performing student population with an average GMAT score of 610 (and increasing). Our 2020 goal is 640.

Further, the School developed partnerships with minority-based business associations to meet the academic needs of professionals in various industries. Since developing these partnerships, the School has seen a significant trend in the increase in the percentage of African-American and Chicano/Latino students among the domestic students in our programs. UCR School of Business continues to be a leader in the recruitment efforts of minority students. Because of these efforts, Dean Wang and School of Business was awarded the 2017 Recognition Award by the Greater Riverside Hispanic Chamber of Commerce for their efforts and community service to underrepresented communities in the Inland Empire. UCR School of Business also conducts information sessions, GMAT/GRE prep courses, and application workshops on a regular basis to minority student organizations on campus.

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 School continues to make efforts to promote graduate programs (namely MBA program) to students with low socioeconomic backgrounds; as part of the application process, prospective students share their financial/debt background. In 2016, 55% of the School's undergraduate students were the first in their family to attend college, 41.7% were classified as low-income (as determined by household size and income) and 52.1% were Pell Grant Recipient. 90% were classified as an ethnic minority, and 49.1% were female. The background and demographics of our undergraduate population make the School a vehicle for upward mobility.

The School will carry forward initiatives that engage students of low social economic background along with supporting DACA students, SIEML and those affiliated with the National Black MBA Association and National Hispanic MBA Association. These efforts are coupled with growing the School's engagement with an assortment of student organizations on campus.

Through the School's marketing and communication campaign, we will leverage the market to lower the cost for low socioeconomic students to be afforded the opportunity to obtain a graduate education.

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 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 have noticed that gender parity fluctuates slightly from year to year with no clear trend (FY15/16 53% Male/47% Female; FY16/17, 59% Male/41% Female; FY17/18, 54% Male/46% Female). We are monitoring this variable closely to determine what can be done to better balance the gender parity; this includes surveying prospective, existing, and alumni females. Based on the results of this data, we can evaluate variations to best determine if it reflects a structural issue that requires our attention.

Additionally, the School is working towards developing scholarships and fellowships to encourage women to apply for graduate programs, including the MBA program. For example, highly qualified female candidates from all backgrounds (community college grads, transfers, veterans, first-generation) may qualify for the "Women in Leadership" scholarship. Further, the School actively participates in the UC's Woman's Conference in Leadership, as well as the Women in MBA conference panel, to support tomorrow's leaders. The School actively partners with the Women's Resource Center on UCR's campus.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In the final year of our multi-year plan we expect the composition of students in our program to have gender parity that is 50-50 along with an increase in the domestic student body to be 50-60% of incoming classes.   Through our 2019-2024 Recruitment Plan we expect to increase our percentages of underrepresented minority and Pell grant recipients. Historically the Graduate Admissions Office creates updated recruitment plans analyzing data and results from past years. As of 2018, we have met and exceeded the vast majority of goals outlined in our previous plan*. The excerpt below is from our 2019-2024 Recruitment Plan which lists the actions we will take to achieve these goals.*

DOMESTIC MINORITY STUDENTS

By 2060, the US Census Bureau estimates that almost 60% of the US population will be non-white[10]. Our goal is to increase the matriculation of domestic minority students, who include African Americans, Hispanic Americans, Asian Americans, military members, and women. We will implement a grass-roots approach by committing to and establishing relations with organizations that support minorities throughout their university studies. The purpose of this strategy is to increase awareness, establish rapport with, and educate these underrepresented populations about AGSM[11], and the application and admission processes. We will also:

- o Promote the program's Yellow Ribbon Partnership to target military students
- o Publicize AGSM's thriving curriculum and culture for minorities[12]
- o Educate female students about the growth of female businesses, locally and domestically, despite the 2007 to 2009 recession[13]
- o Utilize the Ambassadors and Student Association to engage in minority recruitment efforts
- o Mobilize the alumni network to recruit prospective minority students
- o Help underrepresented students resolve barriers, such as preparation for the GRE or financial confines

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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	3.0%	3.0%	4.0%
	International	1.0%	3.0%	1.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	6.0%	6.0%	7.0%
	International	17.0%	14.0%	17.0%
White	Domestic	3.0%	30.0%	33.0%
	International	24.0%	28.0%	24.0%
Other/Unknown	Domestic	4.0%	6.0%	3.0%
	International	7.0%	7.0%	8.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		24.0%	21.0%	21.0%
Male		76.0%	79.0%	79.0%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	3.0%	3.0%	3.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	12.0%	12.0%	9.0%
	International	27.0%	27.0%	26.0%
White	Domestic	15.0%	15.0%	21.0%
	International	33.0%	33.0%	29.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	9.0%	9.0%	12.0%
Percentage by Gender		2015-16	2016-17	2017-18
Female		24.0%	21.0%	21.0%
Male		76.0%	79.0%	79.0%

Source(s): UCR HRDW Application and School of Business Historical Data

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School's long-term goal is to become a competitive UC Business School. While the School has seen a steady increase of faculty (ladder-rank and professor of teaching) over the last few years, we must continue to grow with highly qualified hires. Amongst the UC Business Schools and our competitors, the School remains undersized for the student body it serves. To achieve this goal, our first order of action is to continue to evaluate the AACSB requirements for faculty sufficiency and qualifications along with how the School meets those standards; as pointed out in the recent review, there are two areas that the School must continue to grow (Accounting and Information Systems disciplines). Further, we should surpass the AACSB minimum requirements for faculty sufficiency and qualifications.

The School anticipates having between two to three senior faculty members retire in the next two years. As these retirements occur, the School will search for candidates that possess credentials of the highest standards that are recognized for their distinguished work while also building on the diversity of the established faculty.

Additionally, the School will conduct a recruitment effort as "open rank" with an emphasis on engaging experienced assistant/associate professor faculty that build on the diversity of the School. We will initially advertise these positions as open rank, just in case we run into exceptional candidates outside the assistant to associate professor rank. The proposed ranks are based on a couple of factors. First, the composition of our current 41 faculty (14 full, 11 associate, 11 assistant and 5 PSOE) suggests that we need to focus our recruitment efforts towards faculty at the assistant and associate ranks in order to build up a healthier future overall faculty profile.

Secondly, the high quality rookies in business disciplines are hard to identify and are notoriously expensive to hire, both in terms of initial compensation and teaching load reduction. As such, we hope that by recruiting experienced juniors (assistants) and associate professors, we can quickly build up a more productive faculty in a cost effective manner.

Lastly, during the 2018/19 AY, the School will continue its recruitment efforts towards filling one (1) position remaining in the Professor of Teaching (Lecturer Potential/Security of Employment L(P)SOE)) series in the area of Accounting. To date the School has successfully filled the five (5) of six (6) positions allocated by the Campus.

The School will continue with its efforts to add diversity amongst the Tenure Track (Ladder-Rank) Faculty that will build on the School's mission of adding excellence in research, teaching, and service while enhancing our overall profile of diversity.

Since 2012, the School has invested many efforts in recruiting underrepresented groups, especially women. As part of these efforts, we advertise in target venues as follow: Hispanics in Higher Education, American Society of Hispanic Economists, Blacks in Higher Ed, Workplace Diversity, Hispanic Jobs and LGBT Connect, Women in Business, Latin American Association, Hispanic Today, Women For Hire, Veterans Enterprise, Black Perspective.

As far as networking, the School has designated funds for faculty to attend annual academic conferences, establish connections with other colleagues, and meet one-on-one with potential candidates for our faculty position. This strategy has been very helpful in our recruitment efforts.

Every year since 2012, the School has made job offers to women, but the competition sometimes did not work in our favor; nevertheless, the School has successfully hired five new women for faculty position in the last five years. We have retained the entire female faculty that we have hired since 2012, and have doubled the size of women since then.

The School's academic administration team including the School Dean, Associate Deans, Department Chair, and Area Coordinators along with Search Chairs recently met to discuss a strategy whereby the School could focus its recruitment efforts towards those candidates that add to the diversity makeup of the School but tend to be more passive in their efforts to seek out new opportunities. The School faculty will actively engage in recruitment efforts to ensure those candidates invited to Campus support an effort that demonstrates and embraces a culture that develops faculty scholarship, curriculum, and pedagogy on diversity, inclusion, and related issues.

The School has supported the success of underrepresented women, four of which have been promoted to Associate Professor with tenure during their appointment with UCR. The School has also supported women's representation in internal, campus and system-wide committees. For example, a woman leads the Executive Committee and Faculty and holds the position of the Associate Dean from our Undergraduate Program.

The School is proud that the Associate Professor of Management and Associate Dean of the Undergraduate Business Program has co-facilitated this year's University of California Women's Initiative for Professional Development (UCWI), an award-winning program recently recognized as the "Best Advance in Women's Leadership Development" by the Brandon Hall Group. The UCWI is a system-wide experiential professional development program offered to mid-career women, including faculty, academic personnel, and staff, who demonstrate the potential to advance their careers at UC.

The School has some programs that promote professional interaction between other International Universities; an example of this is the Visiting Scholar program where Ph.D. students can continue their research while they visit our campus and work together with our faculty. Currently, 50% of our visiting scholar are women from Asian and European Universities.

The School has succeeded in its effort of hiring unrepresentative staff members; also placing them in key leadership positions for the School. Currently, women hold 24 out of the 35 career staff positions; this represents almost 70%. Out of this group, 66% belongs to under presented group (Hispanic, Native America, African America, Asian, and Veteran)

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 school makes a concerted effort to provide financial aid packages to minimize student debt and maximize student recognition using a holistic approach. Financial aid packages attract top students from around the world.

In the 17/18 (16/17) academic year, 73.6% (71.2%) of the enrolled students in the MBA program received support from scholarships and/or TA-ships at an average of $25,278 ($27,604). During these academic periods, 85.7% (89.2%) of the domestic students were supported financially.

Fellowships are awarded by carefully analyzing every aspect of the student's application. When questions arise regarding an applicant's application, the student is contacted directly and given an opportunity to address the concern in question.

Most of the support is in the form of direct fellowship. In addition to the mandatory 33% of the professional fees that are returned as financial aid, the School established other financial aid sources, mainly for domestic students. For example,
- The C.L. Endowed Graduate Award Fund. The fund creates the single largest endowed scholarship fund in the School.
- MBA Fellowship Program to support graduates working at non-profits. Through the Fellowship, the School can make a greater contribution to the Community and promote a closer partnership with non-profit organizations in the Inland Empire.

We measure our success by maintaining an affordable program as evidenced by the number of students who received scholarships (89%), as well as the quantity who obtained positions after graduation (89%).

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	25%	18%	11%	4%	10%	13%	13%
Cumulative Debt among Students with Debt	$61,074	$66,823	$82,802	$81,116	$61,151	$38,545	$52,257

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?

Students in our program have an average debt that is less than students in comparable public and private institutions. Proposed PDST levels should not have a dramatic impact on this trend given that the majority of the increase will pass to the students via the return-to-aid component. Through generous donors, we have increased the number of foundation scholarships we provide. Lastly, our goal of increasing on-time and early graduation rates will decrease the average student debt.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	13%	$52,257	$75,000	10%
Public comparisons	44%	$68,464	$88,143	11%
Private comparisons	33%	$76,258	$78,294	14%

Sources:
UC: Corporate data
Comparison institutions: [US New & World Grad Compass}

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.

Every year the program surveys its graduates. Graduates from 2017 reported that 89% were employed (full-time) and while salaries varied, the average starting salary was $79,160. According to all loan affordability calculators, the average debt of students leaving the program would be affordable with that level of salary. The School offers financial literacy workshops and personal finance course offerings, but it does not provide any Repayment Assistance or loan repayment plans.

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 Career Development Center at AGSM/UCR Business created the MBA Fellows Program in 2016. We place between 2-4 students, yearly, into an internship fellowship at a local non-profit organization within the Inland Empire, which includes San Bernardino and

Riverside Counties. We developed this 20-hour per week fellowship in order to expose our MBA students to career paths in the non-profit sector, which MBA students do not typically consider, upon graduation. This annual MBA Fellowship completed in the Spring Quarter comes with a $5,000 tuition-remission award and the employer pays a minimum hourly wage. The program has been quite successful, and in the past three years, we have had 5 Fellows who have received awards totaling $25,000. Out of the five recipients, one student has chosen to pursue a career in the non-profit sector. Host organizations have included Operation SafeHouse, Credit.org and Springboard, which provides free credit/debt relief counseling and manages the Keep Your Home California Mortgage Program.

Additionally, we have had a robust MBA Internship Program that is required of all MBA students, to graduate. Our Career Development Center, at the Graduate School of Management, has a dedicated Internship Program Manager who develops internships throughout the year in the private, public, and non-profit sectors. We have approximately 80 interns each year, with the majority of the internships occurring in the summer. The Manager of Internship Programs typically develops 50% of the internships and students self-develop the other 50%. Students receive four academic credits and are supervised by a business school faculty member who provides guidance and assigns specific directions to be included in the intern's final report. Most internships are paid, and the average hourly wage is $16 per hour. Often, there are internship openings on the UCR campus in such offices as the Vice-Chancellor for Budget and Finance and the Vice Chancellor for Operations; two students in these positions were converted to full-time hires in these respective offices. One year, we had a team of six students who completed an international market research project for CISCO Systems in San Jose, CA. In 2016, a student had an internship at the UN, while another student completed an internship at Northrup Grumman, which later turned into a full-time job at graduation.

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

Over the last four years, we have had 1-3 students each year pursue positions in Non-Profit organizations. See a summary below:

Year	# of Students with Not For Profit Jobs	% of Job Seekers with Not For Profit Jobs	Average Salary for Non-Profit Positions	Overall Average Starting Salary
2018*	2	5%	$50,000	
2017	3	6.5%	$52,470	$79,160
2016	1	2%	$36,000	$83,375
2015	3	6%	$63,333	$71,381

*As of 10/8/18; Overall Starting Salary for each class is calculated in December of each year.
 Source(s): School of Business – Career Center (information gathered from graduating students)

Students are educated on non-profit positions primarily through the MBA Fellows Program, which connects AGSM students with non-profit organizations in the Inland Empire community for temporary positions. As this data shows, students working for non-profits earn significantly less than those who opt for positions in the private sector. Another reason that few of our MBA graduates pursue non-profit careers is that the majority of our students are international, and they typically pursue private sector positions in countries such as China, Taiwan, India, Korea, and Japan. In these cultures, graduate business students are expected to seek careers in private sector companies.

We assist students who want to work in the non-profit sector by collaborating with employers from public interest companies, providing internships and positions within UCR's campus which can lead to full-time hiring. We also enter into MOUs with public-sector companies and organizations. Last year we provided a 60% tuition discount for county, city and UC employees.

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

In an effort of transparency to students, both prospective and admitted at different junctures of the recruitment and admissions process, students are made aware of and explained the financial aid program either through direct communications and/or material presented to them. We hold the Information Session routinely and during these sessions cover financial aid and scholarship availability to prospective students. The School website along with the Campus Graduate Division website highlight the financial aid program in great detail.

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?

As part of the recruitment strategy, the School makes every effort to ensure prospective and admitted students acknowledge the cost of the MBA program and median salary at graduation; to this effort, the information is shared on multiple platforms, such as website, marketing and communication material, program information sessions, tentative admissions offer and, official admissions offer.

It is the goal of the Admissions and Recruitment team to be as transparent as possible. Educating and assisting the student to make the best decision regarding choosing the right school is a priority, even if their needs do not align with what UCR School of Business

has to offer. Applicants are also given multiple opportunities to have one on one consultations. In private one on one consultations, students can go over cost in detail.

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.).

Since the peak in 2012, the number of applications to our full-time MBA program has declined. The decline is mainly in international applications. According to the "GMAC Application Trends Survey Report 2017," full-time two-year MBA programs in the US have seen declines in application volumes since 2014. In 2017, only one-third (32%) of programs reported increased application volumes; 64% saw declines. There are several presumed reasons for the decline in applications:

- A recent change in the political climate became a concern among potential international candidates. Three-quarters (75%) of programs reported declining international application volumes in 2017. Many potential international applicants have become discouraged by their post-MBA U.S. employment prospects;
- Prospective students' desire to study internationally has leveled off, and fewer want to study in the US. Good options are available elsewhere, mainly Europe and Asia;
- In general, during strong economic times, MBA application volumes tend to go down; and
- Competition from specialized master programs. Prospective students now choose from an expanded portfolio of more specialized program options, including programs offered in a variety of different formats and delivery methods. This expansion has dramatically increased prospective student choice, and simultaneously intensified competition between programs to attract students.

We don't think that the decline in applications to our full-time MBA program is due to a drop in the program's reputation. In fact, the program is climbing in ranking (see above). Second, applications to our Professional MBA program increased this year by 18% compared to last year, and the reputation of both programs are closely linked.

Given the expected decline in application to the MBA program, we are investing much more in yielding activities. The investment seems to pay off. For example, converting SIR(Student Intent to Register) to enrolled increased to 97.7% for the 2018 cohort, compared to 92% and 81% for the 2017, 2016 cohorts, respectively.

Although not by design, we are comfortable with a class size of about 40. The smaller class size allows us to provide better-personalized service to the students and has the potential of improving the quality of the cohort. For example, as of now, the average GPA and GMAT of the incoming cohort (2018) is the best we had so far (3.40 and 617, respectively) and the percentage of incoming domestic students (45%) is the highest since 2010.

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 only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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.

Information regarding the PDST was sent to all MBA students and as well as School of Business GSA board. Only one student submitted feedback which is included with this submission. We did not make any changes to the proposal as a result of this feedback.

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 must be provided by the program.**

☒ Plan shared with _____Shawn Regan_____ on ____10/30/2018_____ .
<div style="margin-left:2em;">Campus graduate student organization (i.e., your campus' GSA president)</div>

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

☒ If applicable, plan shared with _____School of Business GSA Board_____ on ____10/30/2018___ .
<div style="margin-left:2em;">Program graduate student organization (i.e., your program council or department GSA)</div>

☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

One faculty member provided feedback which is included in the submission. No proposal changes were made as a result of this feedback.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Shaun Bowler_____ on ____10/26/2018____
    Graduate Dean

☒ Plan endorsed by _____ on __1/10/19__.
    Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

From:	Leonardo Gonzalez
To:	Jean Helwege
Cc:	Kathrine Fruge
Subject:	RE: School of Business/AGSM - Professional Degree Supplemental Tuition (PDST)
Date:	Tuesday, October 30, 2018 3:15:52 PM

Thank you, Jean, for providing the feedback; it will be noted.

Regards,

Leo Gonzalez
School of Business
UNIVERSITY OF CALIFORNIA RIVERSIDE
Direct: 951.827.2504 | Front Desk: 951.827.6329 | Fax: 951.827.3970

-----Original Message-----
From: Jean Helwege <helwege@ucr.edu>
Sent: Tuesday, October 30, 2018 3:08 PM
To: Leonardo Gonzalez <leo.gonzalez@ucr.edu>
Subject: Re: School of Business/AGSM - Professional Degree Supplemental Tuition (PDST)

 Leo,

The MBA program tuition is already too high, making us less competitive with domestic students. Raising the cost above the cost of inflation, above the increase in average wages, and above the cost of wages paid to staff and faculty only means that ours will be an even pricier program. Given that the demand for MBAs is softening, the fees should rise less than inflation. The program would be more diverse if there were more middle-income students who can work in the US, but raising the real cost of the program will make it so that it is likely to be viable mainly to rich Chinese students.

To say that this is in line with the rest of the UC system is misleading because the only UC schools that offer an MBA are Berkeley, UCLA, Davis, Irvine, San Diego and UCR. In nearly any survey of MBA programs, they are all ranked higher than us, and for two of them the quality difference is so great (Berkeley and UCLA) that price is not a factor in deciding where to attend graduate school. So the comparison is only really to three schools rather than to a large sample of comparably ranked schools, and Davis is hardly a direct competitor.
Our competition is mainly the local Cal State schools, Cal Baptist, and U. Redlands. Given the huge differential in costs compared to those schools, we miss out on many high quality domestic students.
While the average student in those programs may be below what we require as a minimum, the better students in their programs do not consider a UCR MBA because of the high cost and the (relatively) low payoff to attending a better school.

Finally, there appears to be no connection between the amount of money available to spend and the quality of the program, as the dean has used excess cash in previous years to create a buffer. Hoarding the cash does not improve the program on any dimension.

Jean Helwege

On Tue, Oct 30, 2018 at 2:37 PM, Leonardo Gonzalez <leo.gonzalez@ucr.edu> wrote:
> Dear Faculty,
>
>
>
> Professional Degree Supplemental Tuition (PDST) provides UC's
> professional degree programs with supplemental funds to maintain
> quality, to recruit and retain excellent faculty, provide a top-notch

> curriculum, and attract high-caliber students. Tuition levels vary by
> program and are based on an evaluation of program resources and needs,
> comparison institution fees, and affordability for students.
>
>
>
> Each year, programs that charge PDST are required to submit proposals
> to the UC Office of the President that are ultimately presented to the
> UC Regents for approval. This year we are required to submit a
> multi-year plan for the next three years. This process is guided by
> the Regents Policy on Professional Degree Supplemental Tuition
> (Regents Policy 3103) and requires the schools and campus to consult
> with students and faculty on the proposed PDST levels.
>
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>
> Our Full-time MBA students are charged $27,771 PDST in 2018/19. We
> propose to increase the PDST by 5% each year for the next consecutive
> academic years. This increase is similar to what is proposed by all
> other Business Schools in the UC system. By the UC policy, 1/3 of the
> PDST is used to provide Financial aid to full-time MBA students.
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> Justification for the increase:
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> ·   The additional money will be used to increase the quality of
> academic programs. In particular, additional money is needed to
> enhance the quality and capacity of the following functions:
> Instructional Support, Staff/Graduate Program, staff/Career Services,
> Administrative Staff, Facilities, Instructional Equipment,
> Instructional Databases & Teaching Materials and General Operating Costs.
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>
> ·   In addition, we are striving to market and recruit higher quality
> students to increase retention. Additional costs to improve the
> quality education and service for the Graduate students include
> expanding the Graduate Career Services and increasing recruiting
> efforts to diversify the student body and increase the number of
> domestic students. These are critical to enhance the quality and
> reputation of the program, and for delivering a competitive product.
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> If you wish to comment on the above plan, please send your feedback to
> by Monday, November 4 at 10:00 AM.
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>
> Thank you for your time.
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>

>
> Leo Gonzalez
>
> Director of Human Resources & Academic Personnel
>
> School of Business
>
> Home of the A. Gary Anderson School of Management
>
> UNIVERSITY OF CALIFORNIA RIVERSIDE
> Anderson Hall | 900 University Ave. | Riverside CA 92521
> Direct: 951.827.2504 | Front Desk: 951.827.6329 | Fax: 951.827.3970
>
> leo.gonzalez@ucr.edu | http://www.soba.ucr.edu/
>
>

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Jean Helwege
UC Riverside
jean.helwege@ucr.edu
951-827-4284

Thank you for the update, Kathrine.

Have a great day!

Y. Iris Hou
MBA candidate | Class of 2020
A. Gary Anderson Graduate School of Management
University of California, Riverside

On Thu, Nov 1, 2018 at 11:01 AM, Kathrine Fruge <kathrine.fruge@ucr.edu> wrote:

> Hello Iris,
>
> Thank you for your response. As far as the other UC schools we are not made aware of what increase they are requesting in their proposals. I do know that both UCLA and UC Berkley sent a letter to the Office of the President asking if they could exceed the 5% increase in their proposals because they felt they needed to increase their fees to remain competitive with the other MBA programs with which they align. Historically our rates have increased 5% in the last three years.
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> Thank you,
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> Kathrine
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>
> **From:** Yaxi(Iris) Hou <yaxi.hou@email.ucr.edu>
> **Sent:** Thursday, November 1, 2018 10:33 AM
> **To:** Kathrine Fruge <kathrine.fruge@ucr.edu>
> **Subject:** Re: School of Business/AGSM - Professional Degree Supplemental Tuition (PDST)
>
>
>
> Hi Kathrine,
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> Thanks for the information.
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>
> My opinion is that 5% each year for the next three academic years is too high. By the year 2021/2022, the amount would amount to $32,148, which is a 15.8% increase compared with

year 2018/2019. I understand that for the past two years, 50% of the PSTD went to scholarship. However, considering the incoming applicants are comparing our tuition with other UC universities, that does not give us any advantages.

The above information also mentions this 5% yearly increase is similar to what is proposed by other UC business schools. I would like to know their proposal specifically if possible. Each school has its own situations to consider when making the proposal, and those may does not apply to our school. Moreover, what is the proposal for the past three years?

Above all are my considerations.

Best regards,

Y. Iris Hou

MBA candidate | Class of 2020

A. Gary Anderson Graduate School of Management

University of California, Riverside

On Tue, Oct 30, 2018 at 4:02 PM, Kathrine Fruge <kathrine.fruge@ucr.edu> wrote:

Dear Student,

Professional Degree Supplemental Tuition (PDST) provides UC's professional degree programs with supplemental funds to maintain quality, to recruit and retain excellent faculty, provide a top-notch curriculum, and attract high-caliber students. Tuition levels vary by program and are based on an evaluation of program resources and needs, comparison institution fees, and affordability for students.

Each year, programs that charge PDST are required to submit proposals to the UC Office of the President that are ultimately presented to the UC Regents for approval. This year we are required to submit a multi-year plan for the next three years. This process is guided by the **Regents Policy on Professional Degree Supplemental Tuition** (Regents Policy 3103) and requires the schools and campus to consult with students and faculty on the proposed PDST levels.

Our Full-time MBA students are charged $27,771 PDST in 2018/19. We propose to increase the PDST by 5% each year for the next three consecutive academic years. This increase is similar to what is proposed by all other Business Schools in the UC system. By the UC policy, 1/3 of the PDST is used to provide Financial aid to full-time MBA students. In the last two academic years, the School has provide over 50% of the PDST in scholarships.

Justification for the increase:

- The additional money will be used to increase the quality of academic programs. In particular, additional money is needed to enhance the quality and capacity of the following functions: Instructional Support, Staff/Graduate Program, staff/Career Services, Staff/Career Advising, Facilities, Instructional Equipment, Instructional Databases & Teaching Materials and General Operating Costs.

- In addition, we are striving to market and recruit higher quality students to increase retention. Additional costs to improve the quality education and service for the Graduate students include expanding the Graduate Career Services and increasing recruiting efforts to diversify the student body and increase the number of domestic students. These are critical to enhance the quality and reputation of the program, and for delivering a competitive product.

If you wish to comment on the above plan, please send your feedback to by **Monday, November 4 at 10:00 AM**.

Thank you for your time.

Kathrine Frugé

Finance & Administrative Manager

School of Business

125 Anderson Hall

951.827.3622

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increases does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$32,961	$33,948	$34,965	$36,012	$37,092	$38,202	3%	$987	3%	$1,017	3%	$1,047	3%	$1,080	3%	$1,110
Prof. Degr. Suppl. Tuition (Nonresident)	$24,018	$25,218	$26,478	$27,801	$29,190	$30,648	5%	$1,200	5%	$1,260	5%	$1,323	5%	$1,389	5%	$1,458
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3%	$396	3%	$402	3%	$420	3%	$432	3%	$450
Campus-based Fees**	$977	$988	$999	$1,026	$1,037	$1,050	1%	$11	1%	$11	3%	$27	1%	$12	1%	$12
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
Other (explain below)***																
Total Fees (CA resident)	**$46,508**	**$47,902**	**$49,332**	**$50,826**	**$52,349**	**$53,922**	3%	$1,394	3%	$1,430	3%	$1,494	3%	$1,524	3%	$1,572
Total Fees (Nonresident)	**$49,810**	**$51,417**	**$53,090**	**$54,860**	**$56,692**	**$58,613**	3%	$1,607	3%	$1,673	3%	$1,770	3%	$1,833	3%	$1,920

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program. Projected campus based fees reflect a composite buildup of individual fee increases based on original referendum language. The Rady MBA campus based fees include the Rady Activity fee (other PDST programs do not include this fee).

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

The proposed nonresident PDST is two percent higher than resident PDST, getting us closer to our goal of balancing resident and non-resident PDST levels. A five year budget plan will facilitate student, sponsor, and campus budget planning.

Projected campus based fees reflect a composite buildup of individual fee increases based on original referendum language. The Rady MBA campus based fees include the Rady Activity fee (other UC San Diego PDST programs do not include this fee).

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

The Rady School of Management was founded in 2003 and graduated the first full-time MBA class in 2007. The full-time MBA (FTMBA) program requires that students complete 92 credit hours over six quarters. Rady is considered a relatively young graduate school when compared to the other UC business schools. The Rady School of Management develops ethical and entrepreneurial leaders who make a positive impact in the world through innovation, collaboration and knowledge. Our collaborative culture is based on the five core values of innovation, impact, collaboration, integrity and risk-taking. Our students and alumni have developed over 150 companies to benefit others and impact the innovation economy in our region, state, country and the world. We seek to recruit top faculty, attract leading student scholars, and create a climate for innovative business and research collaborations.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our last multi-year plan, which spanned from 2016-17 through 2018-19, we proposed to use PDST to support the following goals:

1) **Maintain a focus on intellectual discovery and constant innovation to make the greatest impact on Rady students, faculty research, and staff employees.**
   A portion of the PDST income was directed towards faculty and staff salary and benefits. Without the use of a portion of the PDST funds, we would not have been able to attract and retain the caliber of faculty and staff to our relatively young program. Rady School faculty are recognized as leaders for the quality of their research. Over the past 15 years, the school's faculty have been ranked #1 in the U.S. for intellectual capital by Bloomberg Businessweek, 14th globally for faculty research by the Financial Times and 12th globally in student rating of teaching quality by The Economist.

Over 150 operational startup companies have been started by Rady School alumni and students. These startups have revolutionized industries, led to breakthrough medical devices, drastically enhanced the lives of the visually impaired, improved personal wellness monitoring and have forever transformed our world for the better. Many of the startups are a product of the Rady School's unique Lab to Market core sequence and accelerators. The Rady Venture Fund, a student-assisted venture capital investment fund, was established to support the Rady School's educational objectives in the areas of entrepreneurship, innovation and transfer of discoveries into the marketplace. The Rady School's mystartupXX program is a one-of-its-kind accelerator that was created to increase and encourage diversity in entrepreneurship.

The Rady School established five Centers of Excellence: the California Institute for Innovation and Development (CIID), the Beyster Institute, the Center for Business Analytics, the Center for Social Innovation and Impact, the Institute for Supply Excellence and Innovation, and the U.S. Israel Center on Innovation and Economic Sustainability. Each of the school's centers focuses on a different topic of importance and provides additional learning opportunities and experience for students.

2) **Achieve financial self-sufficiency within a set of challenging financial and market constraints.**
Achieving and maintaining financial self-sufficiency was and is an important consideration to earn and maintain AACSB (Association to Advance Collegiate Schools of Business) accreditation. In the last year, approximately 50.2 percent of the PDST fee (~1.498M) supported faculty, staff, and student services support. The balance, as mentioned herein, was allocated towards much needed scholarships. The additional revenue from our prior PDST increases placed us in a better financial position to support staffing and attract top students but by itself was not enough to support the program. The School derived other revenue from Full Time MBA & PhD student tuition; UG minor fee-for-service; and self-supporting program fees. The self-supporting programs include the Weekend (2004) & Evening (2007) flex MBA program, the Master of Finance Program (2014), and the MS Business Analytics Program (2015). The School expects to matriculate its first class in the Master of Professional Accountancy (MPAc) Program during in the Fall of 2019.

3) **Be globally recognized for preeminent teaching, research, and public service.**
PDST income provided marginal salary and benefit support to ladder track faculty and staff whose effort has contributed to the following rankings and notable achievements:

Overall Ranking
- 33 in U.S. EMBA (The Economist 2015)
- 51 in U.S. Full-Time MBA (Businessweek 2014)
- 62 in U.S. Full-Time MBA (U.S. News & World Report 2015)

- 14 in The Times Higher Education (THE)/Wall Street Journal 2018

<u>1st in U.S</u>.
- Intellectual Capital (Businessweek 2014)

<u>1st in California</u>
- Percent of women EMBA students (The Economist 2015)
- Ratio of full-time faculty to EMBA students (The Economist 2015)
- Student ranking of EMBA faculty quality (The Economist 2015)
- Overall EMBA salary percentage increase at graduation, after one year and after two years (The Economist 2015)

<u>1st San Diego</u>
- Faculty Research (Financial Times 2014)
- Full-Time MBA (U.S. News & World Report 2015, Businessweek 2014)
- Part-Time MBA (U.S. News & World Report 2015)
- Executive MBA (The Economist 2015)

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

The majority of the cost to construct two Rady School buildings was privately funded leaving the school with less gift funding to support fellowships and other critical items, thereby increasing our reliance on PDST to support these priorities. Private fellowship fundraising by Rady Development officers is ongoing but not, at this point, a replacement solution for additional revenue sources including PDST.

In this PDST proposal, we anticipate most, if not all of the increase, combined with the entire PDST pool, will be directed towards the following goals, ultimately manifesting in a meaningful experience for students and improved rankings competitive with other UC business schools. If the proposed PDST levels are not approved the following priorities would not be fully funded or potentially cut back, thereby diminishing the student experience and enrollment makeup the program aspires to.

1) **Enhance the student experience in the areas of curriculum, community, mentorship, and employment.**
Student and alumni surveys have revealed that immersion trips abroad are significantly important to student satisfaction. We intend to allocate a portion of the student services funding towards travel scholarships. Additionally, we intend to increase the number of immersion trips from currently one (Israel) to three (adding China and potentially Mexico).

2) **Continue to allocate a high percentage of PDST towards financial assistance.**
This goal will remain a high priority during the annual budgeting process. Currently, we are estimating 55% of PDST will be allocated to the FTMBA class in 2019-20 and we anticipate maintaining a near 50% allocation of PDST towards financial assistance during the next five years with this proposal. This will allow the program to attract top candidates and contribute to affordability.

3) **Increase our enrollment of domestic students.**
Rady has the goal of thoughtfully increasing domestic student enrollments as a tactic to improve school/program rankings. Student selectivity and placement represent critical criteria when rankings are determined. We believe increasing the number of domestic students, while managing new enrollments in the 45-50 range, will favorably benefit Rady School rankings. Additionally, the criteria related to employment and starting compensation are both heavily weighted in the US News and World Report rankings and a higher domestic graduate population will enable us to better report on these key metrics. Utilizing PDST increases to help fund faculty and student service support will complement our approach to increase demand for our program among top domestic candidates.

Consequences if proposed PDST levels are not approved:

If the proposed levels are approved as proposed, the total amount of additional PDST funds flowing over 5 years to Rady will be approximately $608K. If the increases are not approved, leadership will re-examine priorities to determine how goals will be achieved. Given the minimal growth in student enrollment projected over the next five years our PDST revenue would be essentially flat and not allow us to invest and execute our financial plan. We would more than likely attempt to preserve scholarships funding as a critical priority but reduce investment in other areas.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

| | Total 2018-19 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | Total Projected PDST Revenue in Final Year |
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	491,165	(10,165)	31,000	43,000	51,000	58,000	664,000
Benefits/UCRP Cost	122,791	(2,541)	12,870	16,730	19,830	16,240	185,920
Providing Student Services	400,000	(10,000)	30,000	35,000	25,000	35,000	515,000
Improving the Student-Faculty Ratio	185,772	22,560	148,263	22,438	19,059	9,683	407,775
Expanding Instructional Support-Staff	-	-	-	-	-	-	-
Instructional Equipment Purchases	-	-	-	-	-	-	-
Providing Student Financial Aid	1,596,657	(101,657)	20,000	35,000	50,000	25,000	1,625,000
Other Non-salary Cost Increases	38,000	2,626	1,452	2,212	234	281	44,805
Facilities Expansion/Renewal	-	-	-	-	-	-	-
Other (Please explain in the "Additional Comments" below)							-
Total Use/projected use of revenue	2,834,385	(99,177)	243,585	154,380	165,123	144,204	3,442,500

Additional Comments:
The projected 2019-20 decrease in PDST income is due to a drop in overall enrollment.

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.

Rady approaches the preparation of the annual budget in a thoughtful and practical manner by taking a zero-based budgeting approach. This method forces us to re-evaluate our resource needs. Newly vacated positions are considered an opportunity to consolidate or re-examine how work is performed, contributing to an environment highly sensitive to cost control.

It's important to note, that Rady was founded in 2003 and graduated the first FTMBA class in 2007. The Rady School does attempt to leverage fundraising to support financial assistance to FTMBA students equal to 50% of PDST income. As the school matures, we would hope that fundraising for operational costs will help to mitigate PDST increases.

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 program does not propose uneven increases; increases are consistent on a per year basis over five years. Resident PDST is proposed to increase three percent per year and Nonresident at five percent per year.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	43	36	39	43	48	50
Domestic Nonresident	14	16	19	20	20	20
International	45	44	42	37	32	30
Total	102	96	100	100	100	100

Additional Comments

The Graduate Management Admissions Council (GMAC) reports in their 2018 student survey that prospective students' desire to study internationally has leveled off, and fewer want to study in the US. Forty-seven percent prefer the US as a study destination, down from 56 percent. Western Europe increased from 26 percent to 33 percent. The Rady School has a goal of increasing domestic enrollment for the purpose of improving rankings and enhancing the student experience.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
Stanford - private	$74,925	$77,173	$79,488	$81,873	$84,329	$86,859	3.00%	$2,248	3.00%	$2,315	3.00%	$2,385	3.00%	$2,456	3.00%	$2,530
Carnegie Mellon - private	$66,852	$68,858	$70,923	$73,051	$75,243	$77,500	3.00%	$2,006	3.00%	$2,066	3.00%	$2,128	3.00%	$2,192	3.00%	$2,257
University of Southern California - private	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3.00%	$1,888	3.00%	$1,945	3.00%	$2,003	3.00%	$2,063	3.00%	$2,125
University of Virginia - public	$65,350	$67,311	$69,330	$71,410	$73,552	$75,759	3.00%	$1,961	3.00%	$2,019	3.00%	$2,080	3.00%	$2,142	3.00%	$2,207
University of Michigan - public	$63,974	$65,893	$67,870	$69,906	$72,003	$74,163	3.00%	$1,919	3.00%	$1,977	3.00%	$2,036	3.00%	$2,097	3.00%	$2,160
University of North Carolina - public	$49,060	$50,532	$52,048	$53,609	$55,217	$56,874	3.00%	$1,472	3.00%	$1,516	3.00%	$1,561	3.00%	$1,608	3.00%	$1,657
Public Average	$59,461	$61,245	$63,083	$64,975	$66,924	$68,932	3.00%	$1,784	3.00%	$1,837	3.00%	$1,892	3.00%	$1,949	3.00%	$2,008
Private Average	$68,237	$70,284	$72,393	$74,564	$76,801	$79,105	3.00%	$2,047	3.00%	$2,109	3.00%	$2,172	3.00%	$2,237	3.00%	$2,304
Public and Private Average	$63,849	$65,765	$67,738	$69,770	$71,863	$74,019	3.00%	$1,915	3.00%	$1,973	3.00%	$2,032	3.00%	$2,093	3.00%	$2,156
Rady FT-MBA Resident	$46,508	$47,902	$49,332	$50,826	$52,349	$53,922	3.00%	$1,394	2.99%	$1,430	3.03%	$1,494	3.00%	$1,524	3.00%	$1,572
Nonresidents																
Stanford - private	$74,925	$77,173	$79,488	$81,873	$84,329	$86,859	3.00%	$2,248	3.00%	$2,315	3.00%	$2,385	3.00%	$2,456	3.00%	$2,530
Carnegie Mellon - private	$66,852	$68,858	$70,923	$73,051	$75,243	$77,500	3.00%	$2,006	3.00%	$2,066	3.00%	$2,128	3.00%	$2,192	3.00%	$2,257
University of Southern California - private	$62,934	$64,822	$66,767	$68,770	$70,833	$72,958	3.00%	$1,888	3.00%	$1,945	3.00%	$2,003	3.00%	$2,063	3.00%	$2,125
University of Virginia - public	$68,350	$70,401	$72,513	$74,688	$76,929	$79,236	3.00%	$2,051	3.00%	$2,112	3.00%	$2,175	3.00%	$2,241	3.00%	$2,308
University of Michigan - public	$68,974	$71,043	$73,175	$75,370	$77,631	$79,960	3.00%	$2,069	3.00%	$2,131	3.00%	$2,195	3.00%	$2,261	3.00%	$2,329
University of North Carolina - public	$64,182	$66,107	$68,091	$70,133	$72,237	$74,405	3.00%	$1,925	3.00%	$1,983	3.00%	$2,043	3.00%	$2,104	3.00%	$2,167
Public Average	$67,169	$69,184	$71,259	$73,397	$75,599	$77,867	3.00%	$2,015	3.00%	$2,076	3.00%	$2,138	3.00%	$2,202	3.00%	$2,268
Private Average	$68,237	$70,284	$72,393	$74,564	$76,801	$79,105	3.00%	$2,047	3.00%	$2,109	3.00%	$2,172	3.00%	$2,237	3.00%	$2,304
Public and Private Average	$67,703	$69,734	$71,826	$73,981	$76,200	$78,486	3.00%	$2,031	3.00%	$2,092	3.00%	$2,155	3.00%	$2,219	3.00%	$2,286
Rady FT-MBA Nonresident	$49,810	$51,417	$53,090	$54,860	$56,692	$58,613	3.23%	$1,607	3.25%	$1,673	3.33%	$1,770	3.34%	$1,833	3.39%	$1,920

Source(s): Rady personnel extracted the fees from comparator institutional websites and escalated, in accordance with UCOP instructions, assuming 3% annual increases.

https://www.gsb.stanford.edu/programs/mba/financial-aid/cost-attendance

https://www.cmu.edu/tepper/programs/mba/tuition-and-financial-aid/tuition-expenses/full-time-mba.html

https://www.marshall.usc.edu/programs/mba-programs/full-time-mba/admissions/financial-aid
https://www.darden.virginia.edu/mba/financial-aid/tuition-expenses/
https://michiganross.umich.edu/programs/full-time-mba/tuition-financial-aid
https://www.kenan-flagler.unc.edu/admissions/mba/tuition-financial-aid

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The institutions selected as comparators offer educational programs with a similar focus to Rady or are direct competitors in terms of recruitment and admissions, and reflect a similar level of educational and programmatic quality. As a relatively young graduate school of management that graduated its first MBA class in 2006, Rady considers these schools as aspirational examples in terms of reputation, ranking and high quality education. The use of the incremental PDST revenue for improved Student-Faculty ratio, student services, and strong financial assistance set-aside will get us closer to these aspirational programs in five years.

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

Despite the proposed PDST increase, Rady's costs consistently remain lower than comparison institutions. Currently, Rady charges about 22 percent *below* the public average for residents, and 26 percent *below* the public average for non-residents. Additionally, Rady charges 31 percent *below* the private average for residents, and 26 percent *below* the private average for non-residents. Even with a combined aggregate 26 percent lower rate across both public and private comparative institutions, Rady continues to be efficient in its allocation of fees to foster the learning environment envisioned by faculty, students, and staff.

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

The Rady graduate programs are distinguished amongst our closest competitors by our commitment to innovation and entrepreneurship. Innovation and entrepreneurship are the very foundation of the school's essence. Every program in the Rady School, including the FT-MBA, includes a capstone project that dives deep into the realm of innovation and the entrepreneurial

process. The core courses and electives of the MBA all work together to provide a foundational education to excel in these projects. The flagship capstone project at the Rady School of Management is the Lab 2 Market, 3-course in 3-quarters program. All MBA students are required to complete this program that takes the student from an idea to a complete entrepreneurial pitch. Through our curriculum we attempt to provide our students all the components necessary to start their own ventures and industries within the innovation driven economy of California.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.8%	1.6%	2.6%	2.0%	*N/A*	*N/A*
Chicanx/Latinx	1.6%	3.2%	6.8%	5.9%	*N/A*	*N/A*
American Indian	0.0%	0.0%	0.0%	0.0%	*N/A*	*N/A*
Subtotal Underrepresented	*2.4%*	*4.8%*	*9.4%*	*7.8%*	*N/A*	*N/A*
Asian/East Indian	13.7%	8.9%	14.5%	13.7%	*N/A*	*N/A*
White	16.9%	19.4%	23.9%	26.5%	*N/A*	*N/A*
Other/ Unknown	1.6%	2.4%	1.7%	7.8%	*N/A*	*N/A*
International	65.3%	64.5%	50.4%	44.1%	*N/A*	*N/A*
Total	100.0%	100.0%	100.0%	100.0%	*N/A*	*N/A*
Socioeconomic						
% Pell recipients	20.0%	23.1%	21.9%	*N/A*	*N/A*	*N/A*
Gender						
% Male	70.2%	66.9%	67.5%	72.5%	63.7%	59.7%
% Female	29.8%	33.1%	32.5%	27.5%	36.3%	40.3%

Comparison institutions sources:
https://www.darden.virginia.edu/mba/community/class-profile/
https://michiganross.umich.edu/programs/full-time-mba/class-profile
https://www.kenan-flagler.unc.edu/admissions/mba/class-profile
https://www.gsb.stanford.edu/programs/mba/admission/class-profile
https://www.cmu.edu/tepper/programs/mba/admissions/mba-class-profiles/full-time-mba.html
https://www.marshall.usc.edu/programs/mba-programs/full-time-mba/admissions/class-profile

UC ethnicity, socioeconomic status: UC Corporate data; Fall 2018 per UC San Diego Institutional Research

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

1) **Trends and comparison to peers**
   Underrepresented minority (URM) student enrollment in the Rady School of Management has fluctuated between six and 11 students in the last three years. The Rady School chose to reduce the total number of new students admitted to the Full-Time MBA program between 2015 and 2018. The incoming class of 2015 admitted 69 students whereas the 2018 class admitted 46. As the total enrollment declined in 2017/18 the number of URM students reached 11 peaking the URM % at 9%. In the most recent Fall 2018 data, the URM enrollment dipped slightly to 8%. Overall, the percentage of underrepresented students reflects incremental year to year improvements through 2017/18 with a slight decline as of Fall 2018, however we recognize that the overall number (n) has fluctuated in the single digits with a peak of 11 in last year over the last few years.

   We were not confident that the data we pulled for our comparator institution "minority" populations reflected the same URM definition that we use across the UC so we are hesitant to compare at this point.

2) **Strategy for creating a robust level of racial and ethnic diversity in our program**

   Diversity in education, gender, nationality, ethnicity, and professional background are important contributors to the creation of an effective learning environment. For many schools, including Rady, underrepresented minority candidates represent a small

percentage of the prospective MBA student pipeline so our efforts to increase our URM enrollment will focus on expanding the pipeline.

The Summer Institute for Emerging Managers and Leaders (SIEML), is a program developed and piloted by UC Business schools to build the MBA admissions pipeline of underrepresented students. The Rady School hosted the 2014 class of SIEML students comprised of 56 undergraduates from Historically Black Colleges and Universities (HBCU). The program was hosted by the UC Riverside business school in summer 2016. In prior years, the program was hosted at UCB, UCD, UCI and UCLA. The program structure was modified during Summer 2018 and will be piloted at Rady in the summer of 2019. The revised structure was jointly developed by drawing upon each Schools past SIEML experiences and conversations among the UC B-Schools and UCOP (SIEML rep). A key component of the change allocates one-day during week #1 for each UC B-School Dean & staff to address the students. It is contemplated that this approach will increase student understanding of the UC system and opportunities, and benefit UC faculty diversity aspirations. Looking to the future we are hopeful that programs such as SIEML and other activities will contribute to attracting an interested and diverse population.

Rady admissions staff actively seeks URM candidates through outreach to undergraduate institutions identified as serving URM populations, as well as relevant professional and industry organizations. For example, Rady maintains an active partnership with the National Society of Hispanic MBAs (NSHMBA), increasing the awareness of the Rady School by attendance at the NSHMBA annual conference and working with the San Diego chapter to support local activities. Several alumni have received scholarships from NSHMBA in support of their MBA studies at Rady. The Rady School partners with the Office of Graduate Studies and other campus academic units to raise overall awareness of the campus in these populations.

We monitor both application and enrollment levels of under-represented students and are, because of this, particularly aware of the financial challenges which under-represented students may face. We also pay careful attention to URM statistics in our FlexMBA program for working professionals and engage in similar focused recruiting efforts for that program. While these numbers are not directly relevant to the Professional Degree Fee proposal, we do believe that diversity across the school's student populations is important for school culture and the learning environment, particularly in a relatively small and new institution like Rady.

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?

From 2015/16 through 2017/18 the number of new Rady FT-MBA students that received Pell Grants as undergraduates hovered in the 20-23% range. Given the high percentage of International enrollment in our student population during this period it implies that our domestic new Pell penetration was reasonably strong (given the assumption that no International students would have received Pell funds).

The Rady School's graduate programs pursue applicants from all socioeconomic backgrounds. Though the primary focus of the fellowship program is merit based, we do give the opportunity for candidates to share more of their financial hardships for need based consideration. With the high cost of graduate management tuition, we do consider financial need and make the highest offers that we can, within our allotted budgets, to support those who come from lower socioeconomic backgrounds and hardships.

The Rady School of Management works in tandem with UC San Diego campus wide offices to provide support and new programing for students from low socioeconomic backgrounds. Furthermore, the Rady Admissions team works closely with admitted applicants to discuss the financial challenges they face. When offering fellowships, the Rady Admissions Office takes both academic and professional merit and financial need into consideration.

The Rady School has not set specific strategic goals for recruiting students with low socioeconomic backgrounds. However, we conduct information sessions in a wide array of locations throughout Southern California to maximize our exposure to candidates of diverse backgrounds. The Rady School also participates in the California Forum for Diversity in Graduate Education held twice a year. As we seek to increase the percentage of domestic students, and hence, the domestic student pipeline our hope would be that our Pell % rate would maintain and/or improve as a benefit from a larger domestic candidate pool.

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 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 have observed a rough 70/30 ratio of male to female in our MBA student population. This compares slightly unfavorably to both our public and private comparators. We would note our relative youth compared to our comparison schools and potentially their ability to draw from a larger candidate pool. That said, we have and will strive to bring this ratio closer to 50/50. The Rady Admissions

Office has invited women to participate in business forums over the past several years which allows for prospective candidates to meet current female students, faculty and alumni from our program. A similar event will be held again in the Spring of 2019. We work very closely with each applicant and connect female applicants to current students and alumni in order to increase yield. The Rady School also boasts the mystartupXX incubator which promotes innovation and entrepreneurial spirit for organizations led by women in our community. Additionally, we would expect female enrollment to increase as we also make efforts to increase the percentage of female faculty over time (currently ~20% of LRF or equivalent).

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The Rady School of Management has a strong commitment to racial and ethnic diversity within our graduate programs. Since the 2015/16 to the Fall of 2018, our URM has increased from 2% to 8%. As we continue to develop new initiatives, such as the Summer Institute for Emerging Managers and Leaders and outreach to undergraduate schools with higher URM populations, we believe our URM enrollments will increase incrementally to 10%. Our latest data indicate that in the Fall 2018 our female student population was 28% of the total. We would hope to grow this rate to approximately 35 percent over the next five years with continued effort on faculty recruitment methods that will promote diversity including the mystartupXX project and various outreach activity. As we expand our domestic pipeline we would hope to see increases in our Pell rates (from ~20%) although we are currently encouraged by our results when isolating on only domestic new 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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.4%	2.4%	0.0%
	International	0.0%	0.0%	2.3%
Chicano(a)/Latino(a)	Domestic	1.7%	1.2%	0.0%
	International	0.0%	2.4%	4.5%
American Indian	Domestic	0.0%	0.0%	1.1%
Asian/Pac Is	Domestic	16.9%	18.3%	13.6%
	International	5.1%	7.3%	8.0%
White	Domestic	64.4%	59.8%	56.8%
	International	5.1%	7.3%	11.4%
Other/Unknown	Domestic	1.7%	1.2%	1.1%
	International	1.7%	0.0%	1.1%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	25.4%	19.5%	25.3%
	Male	74.6%	80.5%	74.7%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	3.7%	0.0%	0.0%
	International	0.0%	3.2%	8.6%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	22.2%	19.4%	20.0%
	International	11.1%	12.9%	11.4%
White	Domestic	48.1%	51.6%	45.7%
	International	14.8%	12.9%	14.3%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2015-16	2016-17	2017-18
	Female	18.5%	16.1%	20.0%
	Male	81.5%	83.9%	80.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Data Clarification:
The data in the tables indicate a decrease to 0% in Black/African American and Chicano/Latino faculty for the School. A review by Rady academic personnel revealed data reporting errors and believe there are not actual decreases in these <u>domestic</u> *faculty. In 2015-16, an Assistant Professor was reclassified from domestic/Latina to international/Latina to reflect her status as a US Permanent Resident and citizen of Spain (she went from being 1 of 26 in 2015-16 to 3 of 36 in 2017-18). In 2017, a temporary lecturer was appointed in Fall 2017, but not captured in the 2017-18 data snapshot as a female Latina/Chicana. The decrease in domestic Black/AA faculty in 2017-18 (left table) also appears to be the result of a data entry error, as two held temporary faculty appointments in AY 2017-18 and should have been categorized as domestic Black/AA faculty as they are both US citizens.*

The Rady School advertises its faculty openings through a broad range of national and international websites and organizations, as well as targeted diversity outlets such as Women in Higher Education and Hispanic Outlook magazines/websites that complement the central campus' outreach efforts. In addition, our faculty work hard to share these opportunities by promoting them at national

conferences, making themselves available to speak with candidates on the job market, and reaching out to top potential candidates who come from diverse backgrounds and encourage them to consider applying for open positions.

In the last three years, we have notably added two women and two Latinx/Chicanx faculty to our LRF, which we believe is at least in part due to improved great outreach efforts from leadership, faculty and staff. Rady's desire to improve faculty diversity is challenged by the size of the URM faculty candidate pool and strong competition from the UC-B Schools and peer institutions given Rady's relative youth (est. 2003) and reputation. The following listing illustrates faculty recruiting results since 2014-15 through the current 2018-19 recruitment season.

2014-15: 0 new hires made for 7.1.15 start date

2015-16: 5 new hires made for 7.1.16 start date
- Finance (Male, White)
- Analytics/Econ (Male, White)
- Accounting (Male, White)
- Analytics/Marketing (Male, INDIAN)
- (Male, OTHER ASIAN).

2016-17: 5 new hires made for 7.1.17 start date
- Accounting (Male, **LATINO**/France via Spain)
- Accounting (**FEMALE,** White/Euro)
- Bus Ethics/Marketing (**FEMALE** / OTHER ASIAN)
- ITO (Male, White)
- Finance (**Male, LATINO**/Chile)

2017-18: 1 new hire made for 7.1.18 start date
- Marketing (Male, White)

2018-19: 2 new hires already confirmed for 7.1.19 start date
- Marketing (**FEMALE,** White/Euro)
- Analytics/ITO (male, Chinese)

While not readily apparent in the faculty demographic profiles referenced above, it is important to highlight that our efforts to build a more diverse faculty are bearing fruit and will take time and are subject to certain external factors including the diversity of the top doctoral programs in our country and abroad, that serve as the pipeline to our applicant pools, as well as our internal turnover and hiring needs. There is stiff competition to hire diverse faculty, but we aspire to be at the forefront of hiring faculty that is more reflective of the changing nature of the country and California's social fabric and dynamic economy.

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?

Rady's goal is to continue allocating PDST income and other funds in an amount approximating 50% of PDST income towards student financial aid. We believe the ability to offer financial aid to a highly talented and socioeconomically diverse group of students will allow Rady to compete with offers of financial aid from comparison and peer schools. This will help attract top students and also contribute to overall affordability. Our student population shows a broad diversity in gender, ethnicity, nationality, and personal and professional background. Our surveys and focus groups with admitted and matriculated students indicate that the availability of competitive financial aid packages is important to students' decision-making. We will know if our financial aid/affordability strategies are working by measuring outcomes in actual scholarships awarded, changes in the enrollment mix, and through survey modification specifically seeking affordability data.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	36%	37%	32%	27%	30%	19%	14%
Cumulative Debt among Students with Debt	$47,815	$51,197	$56,971	$59,356	$61,624	$65,286	$54,255

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

We are encouraged by the recent decline in the percentage of students with debt (30% in 2014/15 declining to 14% in 2016/17) but we cannot fully explain the strength of this more recent trend and are hesitant to project the current rate in future years. We are more mindful of the trend in the amount of debt ($) for those students that take out loans. The debt level increased steadily up to 2015/16 before a favorable decline to $54K in 2016/17. We believe part of the historical increase has been driven by the total cost of attendance (including housing/dining costs). Systemwide tuition has been mostly flat across these years but PDST fees have increased

in certain years to accommodate program goals and increased costs due to competition driven by market based salaries for faculty and staff, and the increasing costs of fringe benefits.

Our PDST proposal requests increases of 3% for Residents and 5% for Nonresidents. These proposed increases along with moderate and gradual assumed increases in system wide fees and our financial aid approach (setting aside >50% of PDST for financial assistance) are anticipated to maintain debt levels that can be reasonably paid off with expected salaries upon graduation.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	14%	$54,255	$87,500	9%
Public comparisons	55%	$101,652	$145,032	10%
Private comparisons	53%	$102,527	$147,030	10%

Sources:
UC: Corporate data
Comparison institutions: Data was largely pulled from each respective institution's website. Additional complementary data was pulled from https://poetsandquants.com/2018/03/21/the-highest-lowest-paid-mbas-of-2017/
Additional Comments: Combined averages for the three public and three private institutions are shown here.

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

We believe the debt for graduating students is manageable in the context of the Rady MBA average starting salary. We note that the absolute level of debt for Rady MBA graduates (~$54K) is approximately 53% less than the average of public and private debt levels. On a relative basis, debt payments would equal 9% of median salary, which is slightly favorable to the public/private comparison levels of 10%.

The Rady School does not offer any local loan repayment plans. Additionally, the US Public Service Loan Forgiveness Program (PSLF) is not typically an option for our students. Our admissions team advises students contemplating debt financing for their graduate education to first discuss options with the UC San Diego financial aid office (FAO) where they can receive guidance related to their individual financial circumstances. Graduate professional students *may* be eligible for Federal Direct Unsubsidized or Graduate PLUS loans with various repayment plans.

We do emphasize to students the importance of making a sound investment in their education and training, borrowing responsibly, graduating, and developing a solid budget plan to help guide payment of their debts. We are aware that some Rady students prefer to remain in San Diego upon graduation for many of the same reasons that attracted them to UCSD and San Diego. We attempt to ensure students are aware that opportunities for higher earning positions may exist in larger metropolitan regions that contain more Fortune 500-size companies.   This fact is discussed with students as a practical matter in the context of paying off loan debt as they make decisions about whether or not to pursue career opportunities outside San Diego.

We will be mindful of debt management and the need for additional fellowships as the proposed change in student mix moves towards a greater percentage of domestic students over the next five 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 School does not provide specific assistance promoting lower-paying public interest careers. The School does provide scholarships to assist with the expense of attending career fairs. The School offers electives in corporate sustainability, renewable energy, and social innovation. The School also provides financial support for student-driven programs and initiatives, such as student organizations focused on volunteer efforts in the community, a student chapter of Net Impact, (the national organization focused on corporate citizenship and sustainability), and student involvement in diversity-focused national associations like the National Hispanic MBA Association and National Black MBA Association. Rady students have established an organization for women MBA students/alumni and a LGBT student/alumni organization. The School, through an endowment, houses the Center for Social Innovation and Impact. As part of the Center, the Social Innovation Fellows and Board Fellows programs allow selected students to partner and provide consulting value to non-profit organizations.

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?

Very few Rady students pursue public interest careers and we have very little salary information about those who may have chosen these careers. The Rady Careers team members work with students who have decided to pursue positions in the public sector by helping students assess financial obligations (monthly and annually) to ensure their decision to accept a position does not cause undue

financial burden. In general, Rady graduates are more inclined to obtain jobs with small start-ups in the San Diego region, because of their interest in being involved in new and innovative companies. Recently completed US News Survey information for the FTMBA class of 2018, shows zero students landing positions in the government or non-profit industry sectors.

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

Information on the availability of financial aid is included in all admissions-related marketing material (hard and soft copy) and in all information sessions for prospective students. The importance of borrowing wisely, treating the MBA degree as an investment, and affordability, are all explicitly addressed.

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?

a) We provide all available information regarding average and median salaries to our prospective and incoming students. Information is maintained by our Careers Department and shared via the Rady website, advising sessions, and information sessions.

b) All information regarding student debt is handled by the UC San Diego Financial Aid department. We have not broadly shared information regarding student debt as it is not readily available at the Rady School level. Furthermore, with a relatively small student body and a large international, sponsored, and military-funded percentage of students, the median debt numbers would be skewed and unrealistic for any particular individual as each individual is coming in with a very different set of financial background and support.

c) We advise students who will be using financial aid to arrange for advising sessions with the UC San Diego financial aid office where they can get a full breakdown of their individual financial breakdown.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* **requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☐ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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.

An eight page power-point presentation explaining the purpose of PDST, the amount of the increase, who would be effected, and the proposed use of the PDST was distributed to all FTMBA students and the GSA president for input. The student responses are attached to this document.

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 must be provided by the program.**

☒ Plan shared with   **Melissa Vipperman-Cohen**_____ on ____10/29/18____ .
<div align="center">Campus graduate student organization (i.e., your campus' GSA president)</div>

☐ Comments or feedback was provided.

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

☐ If applicable, plan shared with _____New board not yet established_____ on _____ .
<div align="center">Program graduate student organization (i.e., your program council or department GSA)</div>

☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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):
Revenue and expense goals are discussed in monthly faculty meetings. Faculty chair the academic planning discussions, where programmatic changes are discussed, as well as, how such changes will covered in the budget. This leads to fee discussions and support. Proposed increases in PDST is considered alongside the changes in self-supporting programs fees. Several faculty have commented on the need to generate sufficient surplus income to cover the schools fixed costs and delivering a UC education. Faculty are looking for ways to increase income through new self-supporting programs.

IX.e, please 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 FTMBA program is a small component of the Rady Budget, but politically important since it is a State program. The Rady PDST fees should be competitive with the other UCs. Additionally, the US News ranking of the FTMBA program is an important determinant for any student considering Rady graduate programs.*
- *I have mixed feelings. We are a public school and want to be more inclusive than private schools. We do not want to be perceived as less desirable by lower-socioeconomic populations due to cost. To some extent, I am in favor of the higher fee increase because it is supportive of Rady's approach to offer bigger scholarships.*
- *Rady has a goal of improving rankings, whether that be achieved by reducing the class size or recruiting the best students. If that requires increasing the fees, then so be it. I don't want the reason for not increasing our rankings to be not having the resources to recruit the best students.*
- *Improved rankings and being on par with the other UC business schools is an important factor in recruiting and retaining faculty.*
- *I think it is important that Resident and Non-resident fees be approximately the same level and support the higher proposed increase for the Non-resident fee.*
- *Perhaps some of the PDST could be set aside for developing career-based workshops emphasizing the importance of developing soft skills or financial aid. Yes, the technical skills are important, but when I was recruiting C-level employees, it was equally important for me to understand how the candidate would deploy and integrate technical know-how into the work/team environment. That requires soft skills.*

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Paul Yu,   on   10/29/18   .

Graduate Dean

☒ Plan endorsed by   Pradeep K. Khosla   on   November 16, 2018   .

Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Student Comments Gathered from Email Presentation during Fall 2018

Comment #1

After reviewing the presentation, one thing that struck me was in slide 5 (figure one): the resident tuition is higher than the nonresident tuition examples; perhaps there was an error in labeling the tables?

Overall, however, the fee increase seems reasonable. When the tuition numbers are so high, adding the 3 or 5 % doesn't seem to make too much of a difference (at least personally for me). However, it is important that the students feel the money spent is worthwhile and that the school is committed to using the funds for a just cause, and of course, that the rankings continue to rise to demonstrate the value of the program. Having this increase after not being ranked recently could be tough.

Another last minute thought-having a value, cost-conscious MBA might also attract top talent? If it's significantly more affordable than comparable institutions, you might be able to bring in top talent without spending so much money on fellowship money. That is something I would consider when shopping around for MBA programs.

Comment #2

Here is my feedback. Although I do not mind an increase in PDST, I would rather consider other ways to fund fellowships. Unlike other UCSD schools, Rady is a business school that can monetize many business-related activities and capitalize on outstanding faculty who came from the Ivy League schools. Also, our school needs the strong finance/marketing team that could raise funds for attracting AND retaining talents as well as capitalizing on various professional connections. Besides, in my personal opinion, we need to develop

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exceptional leadership capabilities in students to maximize the school's return on investment. Alumni with strong leadership qualities can be a good source of funds to develop aspiring talents. I do NOT think that raising the tuition will solve the root cause of budget deficiencies.

I really like the fact that Rady School adheres to the highest principles in recruiting new MBAs, ensuring that they have diverse backgrounds and come from all social strata. We are aware of the fact that many leading business school do not adhere to those principles and neutralize their risks by attracting only students with a finance/venture capital background. In my view, this should not be the case for Rady School. I like the school's strategic goals (entrepreneurship and innovation) and the fact that Rady is genuinely committed to them. I also suggest that we strengthen the school's start-up culture with new initiatives as well as through reinforcing hands-on learning experience. With the school size is not that large, higher tuition rates can potentially repel students.

To sum up, I would definitely pay closer attention to finance management as well as incorporate better and more profitable business models into school's activities. With all due respect to the current management, we should understand that business schools are not just public institutions, and they are more like firms that can potentially be profitable.

I hope this feedback will be heard and help us advance our school. I personally feel connected to and grateful for the experiences Rady School gives me. I hope it is mutual and we will have long lasting relationships beyond just the MBA program.

Comment #3

Thank you for considering my opinion.

Please consider increasing the Non-Resident PDST instead of raising the tuition for residents. The non-resident PDST is too low compared to all the other UC's. I don't see a reason to have it lower than the others.

Also given Rady's current FTMBA rankings, the PDST for residents should be more on level with UCI and UCD, and so the current Resident PDST is too high, making Rady a less attractive candidate.

Recommendation:
- *Increase Non-Resident PDST so it's in line with current market options*
- *Decrease Resident PDST to make it more competitive with the other UC's*

Comment #4

Please see my comments below:

1. Since the increase will help Rady attract the very best students to Rady's programs, I consider that the referred increase is a good thing to implement.

2. However, I think my opinion in this case can be biased since I am a second year student and I would be exempt from the increase in tuition (through the fellowship).

3. Nonetheless, I don't see why there should be a difference of 2% between residents and non residents. Since the dollar is a very strong currency I would assume American students would have more purchasing power than foreigners (or perhaps higher wages than in other states).

Please (if shared) only share my comments anonymously.

Comment #5

Thanks for the opportunity to express my thoughts on this issue. First, I want to say that I paid for the entire Rady FTMBA Non-Resident Tuition & Fees out of pocket without the assistance of any fellowship award money. From this perspective I don't agree with the increase of 5% for the non-resident and 3% for the resident. If you do raise both, then both Resident and Non-Resident should be raised the same percentage. Another issue I have with raising the tuition is the value of the degree. As the market becomes saturated with MBAs all pursuing the same limited opportunities, the value of the degree as related to the cost needs to come into clearer view. As I took on substantial debt to finance my entire MBA, I only hope that I will have an opportunity after graduation to quickly repay it without it being a financial burden for decades. I know many of my classmates and any of the MBAs across the country are in the same situation. From my perspective, a clear purpose with clear intentions on how the funds are to be used will generate more trust with the student body and will add more credibility to Rady as a self-sustaining institution.

Comment #6

The fee hike seems fair to me based off of the data that you provided in your email.

Comment #7

I wholeheartedly support the increased fee proposal. I think that a 3-5% increase (based on residency) is a nominal fee for the quality of this program. I know that Rady School of Management offers fellowships to phenomenal students, and many of my high-caliber cohort would not be able to attend without those fellowships.
I also truly appreciate that my cohort will not be affected and thank you for those fellowship opportunities!

Comment #8

I appreciate the opportunity to express what I think about the proposal. It has been already tough to be on a budget because Brazilian currency lost a lot of value last months. Everything is getting more and more expensive that I calculated before coming to US. To be honest, a 5% increase is a lot for me so my final opinion is against the proposal.

Comment #9

The Rady MBA program has been a disappointment (crumbling leadership, an administration that is awful at management, faculty without experience, the non-existent career center). Not even on par with the other UC MBA programs listed in the attached PPT. We internationals are already paying around $17000 per quarter, raising the fee will only make future students choose other schools that provide a real business school program.

Comment #10

Thank you for your email and for explaining the updated PDST proposal. I do not have any comments or questions at this time. It seems like a reasonable and well thought out proposal. I support it.

Comment #11

As a full-time Rady student that pays almost full-tuition cost, I am not happy to see the PDST fees increase. The fellowship fund does not benefit me as much as other students with a more robust fellowship award. Additionally, while things could be worse, the increase of fees will not remedy the systematic improvements that need to be made to enhance/create school culture and hire strong staff. While I am aware the school is going through some growing pains, students need to see proof that administration is shaking things up

to make the Rady School into a top-tier school. However, at this point, raising fees will not look too appealing to current and/or prospective students unless we see real change happen.

Comment #12

I agree with your proposal to increase PDST fee from Fall 2019 because I think that it's very important to attract great students to provide financial support.
However, I want to mention one thing. Rady School currently provides financial support when students enter the school. The aid is fixed. Only thing students need to do is to get above GPA 3 average. I think it's not so tough for students and also there is no motivation to get higher GPA.
Some business school provide financial support for second year students based on their performance of first year. I want to suggest that Rady School also can provide financial support to second year MBA students based on their performance. Of course, in this case, you can provide financial aid only for one year for new MBA students.
I believe that for business schools, it is very important not only to attract great students but also to foster great students in the schools.

Comment #13

I hope that this reply is not so late. I personally believe that increase in PDST might not help towards the mentioned goals and here are some points:
1- Students might prefer to apply to schools with lower tuitions and this makes Rady School less competitive.
2- Increasing PDST should be done when the school rank improves and can compromise the increase in tuition.
3- Increasing PDST might also push back those who want to finance their education themselves, compared to other institutions' lower tuition.

Comment #14

Hi -- I read the plan -- from what I've read it sounds reasonable. Of course, when costs are passed along to other people, they seem reasonable. Had I been in a position where this would impact me, I might feel more upset. I hope that is helpful input!

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$9,234	$9,510	$9,795	$10,089	$10,392	$10,704	3.0%	$276	3.0%	$285	3.0%	$294	3.0%	$303	3.0%	$312
Prof. Degr. Suppl. Tuition (Nonresident)	$9,234	$9,510	$9,795	$10,089	$10,392	$10,704	3.0%	$276	3.0%	$285	3.0%	$294	3.0%	$303	3.0%	$312
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$827	$838	$849	$876	$887	$900	1.3%	$11	1.3%	$11	3.1%	$27	1.4%	$12	1.4%	$12
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$22,631**	**$23,314**	**$24,012**	**$24,753**	**$25,499**	**$26,274**	3.0%	$683	3.0%	$698	3.1%	$741	3.0%	$747	3.0%	$774
Total Fees (Nonresident)	**$34,876**	**$35,559**	**$36,257**	**$36,998**	**$37,744**	**$38,518**	2.0%	$683	2.0%	$699	2.0%	$740	2.0%	$747	2.1%	$774

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

Projected campus based fees reflect a composite buildup of individual fee increases based on original referendum language.

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

The Master of International Affairs (MIA) is a two-year, full-time professional degree program focusing on the Americas and Asia and requires 98 units for completion. The degree is thirty years old, although it underwent a name change (formerly the Master of Pacific International Affairs) in 2014. All students take eight required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Students in the program select one career track and one country/regional specialization: China, Korea, Japan, Latin America or Southeast Asia. Language acquisition is a key element within the curriculum. Graduates pursue careers in global business, diplomacy, nonprofits, regional development and other areas. We have a 90+% employment placement rate within nine months of graduation for our alumni.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which spanned from 2016-17 through 2018-19, included the following goals:

1. **Maintain the quality of our program and associated services.**
   UC San Diego's School of Global Policy and Strategy is a graduate school offering professional degrees and competing for the top students both nationally and internationally. There are high student expectations for the MIA program, including faculty prestige, instructional and IT support, student services support, and provision of top-notch career services.

   Professional Degree Supplemental Tuition (PDST) provided funding so that GPS could compete with its elite peers, many of whom are private institutions with large endowments. We used PDST to support instruction and student services. We hired 10 new innovative faculty during the time covered by the previous proposal. These faculty bolster our ability to offer excellent education in a number of areas, including the intersection of STEM and policy, international trade and economic policy, and heightened our Pacific focus by strengthening our depth in India, Southeast Asia, Korea and Mexico. While PDST does not cover salaries, it did contribute to start-up and renovation costs.

PDST was also used to fund teaching assistants to support both faculty and students. Additionally, we provided tutors to help students struggling academically to ensure student success. Both of these efforts were vitally important as faculty taught new core courses for the first time.

Additionally, funds were used for annual employer and alumni outreach trips. These trips feature group meetings at target employers and large alumni networking events, encouraging and assisting students in their job searches and helping keep our alumni network connected to the School.

2. **Increase the quality and quantity of applicants and expand enrollments.**
    We used PDST as part of a comprehensive financial support approach for our students to promote accessibility.   In 2016/17, GPPS awarded nearly $3.8M in overall aid to all GPS students, approximately $3.4M of which was awarded to MIA students. In 17/18, that number grew to over $5M, with $3.6M going to MIA students. These amounts, provided by the Office of Graduate Study (OGS), reflect the total amount of financial support for GPS students, including instructional support, Block Grants, other OGS funds, Department Graduate Student Researcher funds, Department Fellows & Trainee funds, and Student Initiated awards.

    Fellowship dollars supported by PDST were a vital part of this overall financial aid strategy to compete for top students. Without these funds we would not have been able to matriculate strong candidates into our program.

    These funds also helped to provide summer internship funding for students interning with government and non-profit organizations, which often do not offer compensation. By providing internship funding, we allowed students the opportunity to follow their desired path of study without worrying about financial constraints. Total funding for summer internship support was in excess of $200K per year for the last three years. The majority of these funds were supported by donors, but we supplemented them with PDST.

3. **Attract and retain faculty with professional experience which enhance a professional school.**
    Funds were also used for "Professor of Practice," hires whose expertise is based on their work experience and is not available from our core faculty. In the last few years, we have supported two professors of practice teaching in the MIA curriculum with special expertise in industry and government interactions.

4. **Attract and retain qualified staff (and add incremental staffing at appropriate growth points).**
As a professional school we offered services beyond those of a standard academic division including enhanced student advising, career services and placement support, internship placement support, and IT desktop support. Staff salaries for these units are paid with PDST. Further, similar to faculty competition, our staff are often approached by competitor programs requiring retention efforts. Additionally, PDST is used for incremental salary and benefit increases per UC annual guidelines.

5. **Maintain the quality of our facilities.**
We recently completed a $5.5M renovation to the classroom and student space in our main teaching building. We added one new classroom, refurbished three others, and created additional conference and study space. PDST funds contributed to these efforts that will benefit both the MIA and MPP programs.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Our professional students expect to have classes with a low student to faculty ratio, taught by quality faculty, with state of the art instructional technology and classroom facilities, expanded career services for summer internships and job placement, and significant financial aid packages. As described above, Professional Degree Supplemental Tuition (PDST) will support funding to allow GPS to hire faculty to teach additional courses required for the Master of International Affairs (MIA). These funds will also support additional Teaching Assistants that will hold workshops and perform review sessions. Funds will also be used for temporary academic hires such as the Professors of Practice.

Specifically, in the coming years, we seek to:

1. Keep pace with mandated compensation increases.
Fee increases are necessary to keep pace with existing levels of inflation across our fixed costs. Affordability is something we are deeply committed to, so we have asked for only minimal increases – just enough to allow us to continue to make progress, while

covering anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and staff range adjustments. Fee increases are also necessary to fund other unfunded mandates in the face of static state funding, particularly with respect to physical plant building maintenance and improvements.

Students realize a benefit from these expenditures through a consistent level of staffing and a productive learning environment. If these fees are not approved, we may have to reduce staffing, resulting in a decrease in student support and program quality.

2. Increase usage of Professors of Practice.
We anticipate adding up to two Professors of Practice in the MIA. These hires will provide expertise not currently on the faculty of the school. Professors of Practice are well-regarded practitioners with name recognition within their field or specialty. These positions will enhance the student learning experience and their networking opportunities.

3. Increase our applicant pool, especially from underrepresented student cohorts.
GPS is continually striving to diversify its student body. The program is at its best when there are a broad variety of experiences and opinions brought to bear on discussions. We are particularly interested in ensuring our domestic population is representative of California. To this end, we intend to increase our outreach to other UC and CSU programs. This will require a slight increase in staffing.

If proposed fee levels are not approved, our ability to maintain programmatic support levels and make progress towards the goals enumerated above would be compromised.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

| | Total 2018-19 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | Total Projected PDST Revenue in Final Year |
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost	$243,675	$20,839	$16,256	$21,371	$26,905	$20,302	$349,348
Providing Student Services	$432,450	$12,974	$10,863	$8,689	$18,949	$9,518	$493,442
Improving the Student-Faculty Ratio	$94,500	$22,835	$7,140	$24,034	$24,755	$24,498	$197,762
Expanding Instructional Support Staff	$29,250	$878	$904	$931	$959	$988	$33,909
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$474,536	$47,231	$17,319	$37,822	$36,129	$30,662	$643,700
Other Non-salary Cost Increases	$245,305	$33,368	$0	$18,764	$757	$6,278	$304,472
Facilities Expansion/Renewal	$87,000	$5,000	$0	$3,000	$1,028	$671	$96,699
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$1,606,716	$143,124	$52,481	$114,611	$109,483	$92,917	$2,119,332

Additional Comments: N/A

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

GPS is actively fundraising for fellowship and student internship funding. In fact, "enhancing the student experience" is the first section under our funding priorities on our giving page. Fundraising in this area is ongoing. Other fundraising priorities include creating endowed chairs, in order to attract and retain top scholars. Ongoing efforts to secure funding for chairs/fellows will offset needs for additional PDST.

In terms of cost-cutting activities, we anticipate a growth of approximately 25% in the student body of the entire school in the next five years. By streamlining processes, actively cross-training staff, and utilizing existing resources to their fullest, we hope to keep

staffing levels relatively flat, adding perhaps only one to two more staff positions over the course of this proposal period. These efforts will avoid larger cost increases in future years by leveraging a proportionately smaller staffing base as enrollment increases.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	44	46	45	48	50	52
Domestic Nonresident	43	46	45	47	49	50
International	87	92	94	95	96	96
Total	174	184	184	190	195	198

Additional Comments

As a school of international affairs, it is important to have a sizeable body of international students. It benefits all involved when other points of view and experience are brought to bear in classroom discussions and group work. As such, the above mix of domestic to international is considered close to optimal for our curriculum (approximately 50/50).

As a subset of our Domestic population, it has been difficult for us to yield CA resident students, a population we would like to see expand. We continue to review our fellowship funding offers each year to see if different mixes of support will assist in our ability to yield more CA Resident students.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Michigan, School of Publi	$26,808	$27,613	$28,441	$29,294	$30,173	$31,078	3%	$804	3%	$828	3%	$853	3%	$879	3%	$905
University of Maryland, School of Publi	$22,668	$23,348	$24,048	$24,770	$25,513	$26,278	3%	$680	3%	$700	3%	$721	3%	$743	3%	$765
University of Pittsburgh, GSPIA	$23,696	$24,407	$25,139	$25,893	$26,670	$27,470	3%	$711	3%	$732	3%	$754	3%	$777	3%	$800
Columbia, SIPA	$57,796	$59,530	$61,316	$63,155	$65,050	$67,001	3%	$1,734	3%	$1,786	3%	$1,839	3%	$1,895	3%	$1,951
Johns Hopkins, SAIS	$50,270	$51,778	$53,331	$54,931	$56,579	$58,277	3%	$1,508	3%	$1,553	3%	$1,600	3%	$1,648	3%	$1,697
Georgetown, SFS	$53,057	$54,649	$56,288	$57,977	$59,716	$61,508	3%	$1,592	3%	$1,639	3%	$1,689	3%	$1,739	3%	$1,791
Public Average	$24,391	$25,123	$25,876	$26,652	$27,452	$28,276	3%	$732	3%	$754	3%	$776	3%	$800	3%	$824
Private Average	$53,708	$55,319	$56,978	$58,688	$60,448	$62,262	3%	$1,611	3%	$1,660	3%	$1,709	3%	$1,761	3%	$1,813
Public and Private Average	$39,049	$40,221	$41,427	$42,670	$43,950	$45,269	3%	$1,171	3%	$1,207	3%	$1,243	3%	$1,280	3%	$1,319
UC San Diego MIA	**$22,631**	**$23,314**	**$24,012**	**$24,753**	**$25,499**	**$26,274**	**3%**	$683	3%	$698	3%	$741	3%	$747	3%	$774

	Actuals	Projections					Increases/Decreases									
Nonresidents																
University of Michigan, School of Publi	$47,952	$49,391	$50,873	$52,399	$53,971	$55,590	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,572	3%	$1,619
University of Maryland, School of Publi	$47,436	$48,859	$50,325	$51,835	$53,390	$54,991	3%	$1,423	3%	$1,466	3%	$1,510	3%	$1,555	3%	$1,602
University of Pittsburgh, GSPIA	$39,586	$40,774	$41,997	$43,257	$44,554	$45,891	3%	$1,188	3%	$1,223	3%	$1,260	3%	$1,298	3%	$1,337
Columbia, SIPA	$57,796	$59,530	$61,316	$63,155	$65,050	$67,001	3%	$1,734	3%	$1,786	3%	$1,839	3%	$1,895	3%	$1,951
Johns Hopkins, SAIS	$50,270	$51,778	$53,331	$54,931	$56,579	$58,277	3%	$1,508	3%	$1,553	3%	$1,600	3%	$1,648	3%	$1,697
Georgetown, SFS	$53,057	$54,649	$56,288	$57,977	$59,716	$61,508	3%	$1,592	3%	$1,639	3%	$1,689	3%	$1,739	3%	$1,791
Public Average	$44,991	$46,341	$47,731	$49,163	$50,638	$52,157	3%	$1,350	3%	$1,390	3%	$1,432	3%	$1,475	3%	$1,519
Private Average	$53,708	$55,319	$56,978	$58,688	$60,448	$62,262	3%	$1,611	3%	$1,660	3%	$1,709	3%	$1,761	3%	$1,813
Public and Private Average	$49,350	$50,830	$52,355	$53,926	$55,543	$57,210	3%	$1,480	3%	$1,525	3%	$1,571	3%	$1,618	3%	$1,666
UC San Diego MIA	**$34,876**	**$35,559**	**$36,257**	**$36,998**	**$37,744**	**$38,518**	2%	$683	2%	$699	2%	$740	2%	$747	2%	$774

Source(s):

http://ro.umich.edu/tuition/tuition-fees.php

http://publicpolicy.umd.edu/graduate/admissions/tuition-and-fees

http://www.gspia.pitt.edu/Prospective-Students/Tuition-Fees

https://sipa.columbia.edu/admissions/preparing-to-apply/miampa-tuition

https://www.sais-jhu.edu/content/financial-aid-office#cost-attendance

http://finaid.georgetown.edu/cost-of-attendance/graduate

Additional Comments: n/a

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We believe the best comparisons to our program are schools with whom we share membership in the Association of Professional Schools of International Affairs (APSIA) - many of whom have Master of Public Policy or Master of International Affairs programs. APSIA was formed nearly 30 years ago. To join APSIA, schools must demonstrate their excellence in career-focused, graduate-level, international affairs education, hence the rationale for our selection of University of Michigan, University of Maryland, University of Pittsburgh, Columbia, Johns Hopkins, and Georgetown. Our comparator programs are all schools we see during Admissions fairs. We compete with them to recruit and retain faculty and they are among the most respected in APSIA.

Another factor we use to identify comparators are where students who deny acceptance into our program indicate they will matriculate. On this front, we don't often lose students to other public schools. Johns Hopkins and Columbia are the number one and two schools to whom we lose yield.

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

We are well below the public and private averages. Our CA Resident fees are currently 42% below the public and private average and are projected to remain in this range (comparatively) across the five years of our PDST proposal. We believe we deliver a very high-quality education at a minimum of cost. We have worked to keep our program affordable for a wide range of students.

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

Our program is interdisciplinary and blends three professional school traditions: international relations, public policy, and management. GPS students are trained to be leaders on an international scale. They must well versed on the issues of international security, international economics and management, and democracy and public policy. Graduates of the MIA must also achieve proficiency in a regional language.

Because the GPS program is unique in blending the traditions of international relations, public policy, and management, it makes it difficult to find clear program comparisons. At its core, the curriculum focuses on the professional's need to have a comprehensive worldview, with a strong understanding of how public policy, management, and international interactions shape strategic decision-making. We add to that analytical training an ability to use and manipulate data in informative ways; we are further set apart from our peers by our quantitative training. All students take eight required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Students in the program select one career track and one country/regional specialization: China, Korea, Japan, Latin America or Southeast Asia. Language acquisition is a key element within the curriculum. Because there are not any interdisciplinary programs that are truly comparable, we have selected the most comparable single disciplinary programs.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Estimated Fall 2018	Comparison (2016-17) Publics	Privates
Ethnicity						
Underrepresented						
African-American/Black	1%	1%	2%	3%	n/a	n/a
Chicanx/Latinx	9%	7%	6%	6%	n/a	n/a
Am. Indian/Alaska Native	0%	0%	2%	1%	n/a	n/a
Subtotal Underrepresented	*10%*	*8%*	*9%*	*10%*	*n/a*	*n/a*
Asian/East Indian	12%	11%	11%	10%	n/a	n/a
White/Caucasian	19%	23%	21%	25%	n/a	n/a
Other/ Unknown	6%	8%	4%	4%	n/a	n/a
International	52%	50%	54%	52%	n/a	n/a
Total	100%	100%	100%	100%	n/a	n/a
Socioeconomic						
% Pell recipients	32%	29%	43%	n/a	n/a	n/a
Gender*						
% Male	51%	54%	52%	50%	n/a	n/a
% Female	49%	46%	47%	48%	n/a	n/a

Sources:
UC ethnicity, socioeconomic status: UC Corporate data; Fall 2018 estimates per UC San Diego Institutional Research
Comparison institutions: N/A
*May not add to 100%

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Given our program's mission to train future leaders of the Asia-Pacific region, it is relevant and beneficial that approximately 50% of each class be international students. We have consistently been successful in reaching this aspect of overall diversity in our incoming classes and will work to continue that parity.

In terms of US domestic underrepresented students, we feel we have done a good job of reaching out to these students and matriculating them into our program. The overall trend is stable, with slight increases in the most recent years. Notably, many of our competitor programs include Asian Americans in their consideration of diversity and if we did likewise we would have figures in ~20% for diverse representation.

GPS is deeply committed to recruiting and educating a diverse student body. We have a wide variety of outreach efforts to promote this commitment including a special task force geared toward increasing domestic students with an emphasis on underrepresented populations. We encourage direct faculty-to-faculty outreach to peers at other US institutions to promote our program. Special effort is made to ensure this outreach includes contacts in Hispanic Serving Institutions and Historically Black Colleges and Universities. We are also expanding our outreach to our fellow UC campuses that have larger underrepresented populations of undergraduates.

We work closely to cross-promote both our Master of Public Policy and Master of International Affairs with the Charles B. Rangel International Affairs Program and the Thomas R. Pickering Foreign Affairs Fellowship organization. Both of these programs have strong histories and missions dedicated to providing academic and professional preparation to US domestic students that have been historically underrepresented in the United States Government. We area also mindful of graduation rates across our programs in addition to our annual enrollment trends.

Detailed information on specific race/ethnicity, gender, and socioeconomic data is not readily available from comparison institution websites.

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?

We were pleased to see a sizeable increase in the number students that qualified for Pell grants as undergraduates in our enrollment during 2017/18 on top of a ~30% trend in the prior two years. We believe this is a result of ongoing outreach efforts to other UC schools and the CSU system.

Both our MPP and MIA programs have requested minimal inflationary increases to existing PDST. Our PDST and tuition for both Residents and Nonresidents are still significantly lower than tuition and fees of many of our competitor institutions. This fee approach helps to offset the fact that our campus is located in a high cost of living area. Our marketing and recruitment strategies include educating prospective students about our fees and consequently allow us to target CA Residents from the CSU system as well as UC. These prospective students can immediately benefit from the CA Resident fee rates for both years of their MIA. Nonresidents also may apply for residency after just one year which can further offset costs in the second year of the MIA.

Additionally (and to be discussed below), GPS staff also work hard to assist existing students to secure funding opportunities on campus, including non-merit based fellowships and campus positions that offer tuition remission.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity 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 ratio in our MIA program has remained close to 50/50 over the last four years with a very slight weighting towards male students. The last three years have seen the ratio change slightly to an almost even 50/50 mix. We proactively promote female faculty and student stories in our social media and on our website and we have worked hard to increase the ratio of female faculty.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our goal is to continue the three-year trend of gradual increases in underrepresented student enrollment as we continue our outreach efforts. Our accessibility to students from low socioeconomic backgrounds has been strong based on Pell % rates and we

aim to maintain this achievement aided by our minimal, inflation based proposed PDST increases and our financial aid approach. We have demonstrated a favorable three-year trend in gender parity and would expect to maintain our near 50/50 parity over the next five years.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	1.9%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.8%	7.4%	7.4%
	International	2.0%	1.9%	1.9%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.7%	14.8%	16.7%
	International	7.8%	9.3%	9.3%
White	Domestic	64.7%	64.8%	61.1%
	International	2.0%	1.9%	1.9%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	25.5%	31.5%	35.2%
	Male	74.5%	68.5%	64.8%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	2.8%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.7%	6.5%	8.3%
	International	0.0%	3.2%	2.8%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.4%	9.7%	16.7%
	International	7.7%	9.7%	13.9%
White	Domestic	65.4%	67.7%	52.8%
	International	3.8%	3.2%	2.8%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	30.8%	32.3%	36.1%
	Male	69.2%	67.7%	63.9%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Global Policy and Strategy has experienced rapid growth in its ladder rank faculty over the last three years. The School has made and continues to make efforts to increase the recruitment of diverse faculty. Our penetration of Ladder Rank or Equivalent faculty from underrepresented groups been in the 7-8% range for the last three years. The % of Female Ladder Rank for Equivalent faculty has increased from 31% in 2015/16 to 36% in 2017/18. That said, several programs were implemented to increase the diversity of our faculty via our recruitment process. Training was provided to all faculty in implicit bias. Additionally, all search committee members underwent additional mandatory training prior to review of applications. Systematic reviews with objective criteria were established for all recruitments. *Commitment to Diversity* statements are required for all searches and are a component of the review process. Feedback on potential candidates is solicited via confidential online surveys. Outreach efforts include personal faculty outreach and additional advertisement methods. These methods are now institutionalized as standard recruitment procedures. We expect our faculty diversity to continue to increase as these current recruitment methods are applied to turnover and new hire recruitments.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

GPS seeks to benchmark relevant public and private institutions in the field of public policy and international affairs to assess affordability and general educational landscape. As a general rule, our goal is to meet or exceed the affordability of peer institution programs when considering tuition, fees, and overall cost of attendance.

Our goal is to support at least 30% of incoming MIA students each year through fellowship awards. Fellowship considerations reflect a holistic process with 50% of the fellowship rank score based on standardized test scores and GPA, while the other 50% is based on a subjective rubric established by the faculty. Taking into consideration both aspects of the file, we feel we will be able to achieve a highly qualified, diverse body of fellowship recipients who have strong academic qualifications and related professional experience.   Finally, GPS facilitates a generous internship-funding program where students, unable to secure paid internship positions, are fully or partially funded by the department.

In addition to the fellowship funding students are awarded upon admission, our Student Affairs office proactively assists students in securing campus employment. At GPS and through collaboration with other academic departments, our students find paid teaching

assistantships and research assistantships with faculty throughout the UC San Diego campus. Approximately 30% of our students have these positions each quarter, and many include tuition and fee remission.

In our opinion, the real metric for defining the success of our strategy, our students, and their ability to (re)pay any outstanding cost of their education, is that they are gainfully employed soon after graduation. In that respect, GPS ranks among the top five programs in our field with approximately 90% of our graduates (more if we look exclusively at domestic graduates) employed nine months after graduation. In addition, our dedicated career services office supports our students (and alumni) with resume counseling, career networking, and lifelong support with job growth and transition.

All financial aid requests for GPS students are processed through the central UC San Diego financial aid office. GPS has no influence on the need-based assistance offered to our students. Generally, US Citizens and Permanent Residents qualify for two types of US Federal Government loans: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. The PLUS Loan is a fixed amount for all applicants and the Unsubsidized Loan varies slightly based on the financial situation of each applicant. The combination of the two loans, including any calculated personal contribution or fellowship, will meet the full estimated cost of attendance published annually by the University.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	53%	54%	47%	41%	32%	28%	27%
Cumulative Debt among Students with Debt	$36,382	$37,289	$36,962	$58,270	$51,391	$58,463	$43,206

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

We are pleased to see a decline in the percentage of students graduating with debt. From 2011/12 to 2016/17, percentage of students graduating with debt declined 27 points. Another favorable trend is the amount of debt accrued for students that graduate with debt has declined over the last four years ($58K in 2013/14 to $43K in 2016/17). We believe this is a direct result of multiple efforts including careful distribution of our merit fellowship program, staff assistance to secure on-campus employment for students and other funding opportunities, and strategic outreach to employers who fund educational opportunities for their students.

Given the modest increase in PDST being proposed, and the increase to fellowship funding that will yield, we do not expect to see any significant increase in either students graduating with debt, or the amount of that debt.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	27%	$43,206	$65,000	9%
Public comparisons	n/a	n/a	n/a	n/a
Private comparisons	n/a	n/a	n/a	n/a

Sources:
UC: Corporate data
Comparison institutions: N/A

Additional Comments: n/a

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

We take every effort to minimize our students' loan debt. However, some students will incur loans and be required to repay debt upon graduation. Students with an MIA degree typically enter the workforce at a salary of over $60,000. This annual salary is generally sufficient to pay back the average loan package.

GPS enrolls approximately 50% international students in the MIA. The vast majority of whom are either sponsored by foreign governments or scholarship agencies. A smaller proportion are self-payers. US Citizens and Permanent residents who are not for-the-most-part funded by fellowship or UC San Diego employment opportunities, elect to take loans through the US Federal Government. There are several repayment plans available to these students including Income-based, Pay-as-you-earn, and Graduated Repayment. Furthermore, approximately half of US Citizens and Permanent Resident graduates of the MIA pursue employment in the not-for-profit or government sectors. The Office of the US Department of Education offers a Public Service Loan Forgiveness (PSLF) program to all students working in these sectors who make 120 payments on their qualifying Direct Loans and do not exceed an income threshold.

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

GPS has developed a robust approach to encouraging and supporting students interested in public service careers, both in local, state and federal government agencies, and graduating from both our MIA and MPP programs. Brief descriptions of activities, resources and services follow:

Loan Forgiveness Program – GPS students are advised about The Public Service Loan Forgiveness (PSLF) Program which forgives the remaining balance on Direct Loans after students have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer – a government organizations at any level (federal, state, local, or tribal) as well as not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code. Additionally, our career services advisors coach students pursuing jobs in the public sector on salary negotiation and requests for loan forgiveness as part of their offer packages.

Internship Funding – In order to reduce the financial obligations of our students as much as possible, all GPS students who obtain an unpaid summer internship in the public or nonprofit sectors are eligible for summer internship funding. This program allows students focused on public service jobs an opportunity to gain valuable experience that they would otherwise be unable to complete, due to financial constraints, or the need to take out additional loans. These funds are provided by GPS, a majority of which is raised through philanthropy.

Robertson Fellowships – The Robertson Foundation for Government (RFFG) is a nonprofit family foundation dedicated to helping government meet its talent needs by identifying, educating and motivating top US graduate students to pursue federal government careers in foreign policy, national security and international affairs in order to strengthen the federal government and its capacity to recruit and retain top-level talent. As one of just five universities partnering with the Robertson Foundation for Government, each year GPS uses RFFG funds to provide a full fellowship including tuition, fees, and stipends to two incoming students. Additionally, GPS has served as a leader among the collective RFFG schools in coordinating annual fall quarter site visits to agencies like the US Department of Treasury and the Millennium Challenge Corporation, as well as a panel of Intelligence Community agencies.

Boren Fellowships – Each year, our staff work to promote and advise students about Boren Scholarships, an initiative of the National Security Education Program, which provide unique funding opportunities for U.S. students to study less commonly taught languages in world regions critical to U.S. interests, and typically underrepresented in study abroad programs, including Africa, Asia, Central

and Eastern Europe, Eurasia, Latin America, and the Middle East. Boren Scholars represent a vital pool of highly motivated individuals who wish to work in the federal national security arena. In exchange for funding, Boren Scholars commit to working in the federal government for at least one year after graduation.

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

MIA students generally see average starting salaries around $60,000. For the MIA class of 2017, the average public sector salary post-graduation was $60,000. This amount compares to $69,000 for those students with private sector offers. While less, this difference in amount is not considered excessive. Most of our graduates obtain jobs at the higher Federal Salary Scale level of GS-9 to GS-11.

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

We have a robust outreach program in place for all prospective students, which includes virtual and in-person information sessions and advertising in key venues like the Model United Nations conferences and Idealist website for careers for the common good. Financial aid is a critical element in the narrative we share with prospective students.

We have an Admissions Facebook page on which we routinely post helpful information for students interested in applying to our programs, including information on financial aid. We hold multiple web-based information sessions in the fall specifically focused on funding a graduate education, and these are recorded and posted to our Vimeo page for review at any time. Our staff attend fairs and information sessions globally throughout the year and send a bi-weekly newsletter to interested students, which routinely features financial aid information.

Last year, we began having student interns, including fellowship recipients, share their experiences in our program with new and potential students, by posting to blogs. Although the blogs are thematically linked to the research and instruction of the school, we incorporate information about fellowships and other forms of financial aid as appropriate.

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 do not track average debt at the department/school level. Since all financial aid is centralized to campus, we have little knowledge (unless students share it with us themselves) what kind of loans they've elected to accept through FAFSA or other means.

Concerning salaries, we have had that information traditionally on our website. It is also discussed during Admissions programming, including webinars, fairs and Q&As.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 May 10, 2018, Assistant Deans Olcomendy and Hunter Barker spoke for 30 minutes to approximately 9 members of GoGPS, the GPS student body. They handed out a one-page informational sheet which outlined what a PDST is, what it is used for at GPS, as well as competitor pricing for comparison. The sheet also covers the other measures we are exploring to reduce expenditures and increase revenues. The students asked a lot of questions and promised to write up their thoughts (note: despite three follow-up emails, no written responses were provided). Some thoughts captured at the meeting included:

- Keep PDST static for each cohort
- If much of the increase goes to funding salary and benefit increases, suggest tying the PDST to CPI
- Best to find ways to get away from putting this on the backs of students
- Include UC Berkeley and UCLA as points of comparison

On May 18, 2018, Assistant Deans Olcomendy and Hunter Barker spoke for 45 minutes to approximately fifteen of the School's Deans Fellows, a group of students selected by faculty and staff for their academic excellence, leadership, citizenship and regional involvement. This group also received the informational one-pager and asked many questions. Their comments and questions included:

- Can the California state surplus be earmarked for this?
- What are the annual increases at other schools?

- Include UC Berkeley and UCLA as points of comparison
- Create greater transparency in the reporting process; include a breakdown of how exactly the fees are used at the school

Unfortunately, much of the student feedback was not actionable. However, we did include UCLA and UC Berkeley as points of comparison in our email outreach, noted that competitors tended to raise their fees 3-5% each year, and included how the funds are spent.

Assistant Dean Hunter Barker fielded a Google poll on October 10, 2018, requesting feedback on the School's intent to increase the PDST by 3%/year for the next five years. The same information that was presented to the other students – namely competitor's prices, how we spend the funds, what we do to offset the increases – was included in the poll. Students were given until 10/17/18 (one week) to respond. Thirty-eight students logged into the poll. We have included a PDF of the responses.

(Note: three students – one of whom is a disgruntled dismissed student – responded from Gmail accounts. We have included their responses in the attachment, but not in the summary below. Also, we polled MIA and MPP students together – as they were also co-mingled in our student meetings. In future years, we will be sure to separate the polls so we can get degree-specific feedback.)

To summarize the feedback:
Question 1: How do you feel we perform in terms of affordability when compared to our peer institutions?
29 students responded. 16 acknowledged that we are in-line with our competitors and offer fair pricing. 13 voiced opinions that we are still too expensive, especially for international students.

Question 2: How important are the things we are spending the PDST fees on to you?
31 students responded. 17 expressed their support for how the funds are being spent. 6 students were supportive, but with some qualifications, and 8 more had varying levels of support but all expressed some discontent.

Question 3: What would you propose we do in place of raising the PDST?
29 students responded. Increasing fundraising was a popular response. Two students actually suggested raising tuition, and one suggested we reduce the number of faculty. Many of the suggestions are not actionable, however, we will do two things as a result:
    1 – We will re-examine the TA policy as it was mentioned a few times in this poll, and look specifically into any classes with three TAs – the issue that was raised specifically.

2 – There is a general call for more accountability. While we did offer a general breakdown of how the funds are spent, we did not go through a detailed budgetary explanation. Prior to our next proposal to increase fees, we will hold a financial meeting open to any student interested, where we lay out the PDST expenses in more detail.

Question 4: Are there any other thoughts you'd like to share with us regarding the PDST increase?
20 students responded. These responses were quite varied, but a few themes emerged. First, international students feel particularly burdened. However, as we keep the PDST the same for resident and non-resident, this is a commentary on issues that go beyond this proposal. Many students lamented the fact that they were paying for resources they didn't use – fellowships, TAships, etc. This is an understandable complaint, but not one we can resolve. There was also a call for need-based aid, but again, that is beyond our control.

Overall, we felt the responses were more favorable than we would have anticipated and that those who expressed discontent with the notion of raising fees had reasonable objections, but the realities of our fiscal situation still exist. Our major takeaway will be to do a more thorough job of explaining the financial realities of the school before our next proposal.

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

☒ Plan shared with   GSA_____ on 10-22-18_____ .
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:

From President Melissa Vipperman-Cohen and Vice President of Academic Affairs Vladimir Jovanovic:

We have reviewed the proposed PDST increases for both Master's in Public Policy and Master's in International Affairs at the School of Global Policy and Strategy (collectively referred to as GPS henceforth).

The 3% proposed increase for the next five years seems to be reasonable. This increase has been proposed to go into fellowships and improving student-faculty ratios as well as other avenues. From the perspective of the GSA, fellowships for professional degree programs and higher student-faculty ratios are some of the highest concerns we hear from our constituents.

The outreach to the students, including soliciting feedback from GoGPS, student fellows, and the graduate body at large are also welcome and needed. We recommend that in future years, GoGPS is more heavily recruited for input on the PDST process. Specifically, students should be on the committees that determine the fee increase and how new funds will be allocated. As well, repeat attempts to reach out to them might be necessary. These policies can fall to the way-side for graduate students when they're busy capstone projects and the like.

The strong fellowship support is also laudable and something the GSA will point to for other programs that have upcoming PDST renewals. Fellowships are an excellent recruitment tool for URM applicants and increasing the diversity of the student body.

☒ If applicable, plan shared with _____GO-GPS_____ on May 2018_____ .

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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

GPS faculty meetings are well-attended and we had approximately 90% of the faculty present when this topic was discussed on 10/3/18.

- The faculty agreed that as a public university, it is important to keep our programs as accessible as possible. When looking at our competitors, all agreed we have done a good job at that.
- They approved of the strategy of keeping the increases stable at 3% over the five-year period, which allows the students to plan ahead.
- There was a discussion about increasing the fees mores, and then dedicating more to financial aid. Ultimately, that was determined to be an unattractive option.
- It was noted that we have struggled with attracting good domestic students, so anything we can do to attract them compared to our competitors, we should we do. (This goes back to our financial aid strategy as described above.)
- They were interested in knowing if we could revise the 3% if needed, and were assured that we could.
- Our need to raise fellowship funding through development efforts was reaffirmed.

There were no specific actions to be reconciled, so this discussion did not result in any changes to the proposal.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Paul Yu_____ on 10/22/18_____ .
                       Graduate Dean

☒ Plan endorsed by _____Pradeep K. Khosla_____ on ____November 16, 2018___ .
                       Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$22,413	$23,535	$24,714	$25,953	$27,252	$28,617	5%	$1,122	5%	$1,179	5%	$1,239	5%	$1,299	5%	$1,365
Prof. Degr. Suppl. Tuition	$22,413	$23,535	$24,714	$25,953	$27,252	$28,617	5%	$1,122	5%	$1,179	5%	$1,239	5%	$1,299	5%	$1,365
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based	$827	$838	$849	$876	$887	$900	1.3%	$11	1.3%	$11	3.1%	$27	1.4%	$12	1.4%	$12
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)***	$41	$41	$41	$41	$41	$41	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$35,851**	**$37,380**	**$38,972**	**$40,658**	**$42,400**	**$44,228**	4.3%	$1,529	4.3%	$1,592	4.3%	$1,686	4.3%	$1,743	4.3%	$1,827
Total Fees (Nonresident)	**$48,096**	**$49,625**	**$51,217**	**$52,903**	**$54,645**	**$56,473**	3.2%	$1,529	3.2%	$1,592	3.3%	$1,686	3.3%	$1,743	3.3%	$1,827

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program. Projected campus based fees reflect individual fee increases based on original referendum language.
*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:
Projected campus based fees reflect a composite buildup of individual fee increases based on original referendum language.

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

The School of Medicine trains students to become excellent, compassionate, skilled physicians through the use of both traditional and innovative teaching methods. We admit 134 students each year to an intense four year curriculum that results in the Doctor of Medicine degree. Approximately 10 students each year also pursue a PhD, 10-12 enter our PRIME-Health Equity Program that allows them time to obtain another advanced degree, several obtain a Masters in Clinical Research, and 4-6 take specific coursework in a tract devoted to Global Health. Over the course of the last 20 years, medical education has moved from lecture based to small group instruction and has become much more faculty and resource intensive. While other traditional teaching methods such as cadaveric learning and rounding remain core features, our innovative curriculum also includes opportunities to learn ultrasound technology, learn and practice all common medical procedures, and interact with both real and standardized patients for both education and assessment.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which spanned from 2016-17 through 2018-19, proposed a 3% annual increase to PDST in order to maintain the quality of the educational program and cover mandatory cost increases related to escalation of salaries as required by collective bargaining agreements and UC compensation programs, as well as rising costs in health and welfare benefits. We have successfully integrated an Ultrasound curriculum in the first two years and are embarking on a standardized curriculum for students in the 3rd year. We also used those funds to further expand our Integrated Scientific Curriculum, first introduced in 2012-13. This expansion included a new global health track and pilot projects in the third year Pediatrics and Neurology clerkships. These pilots were highly successful and now we seek to continue them as well as begin similar pilots in the other four core third year rotations (Medicine, Surgery, Reproductive Medicine, and Psychiatry). We also successfully piloted a 4th year "boot camp," a month long, highly resource intensive immersive experience that this year will be required for all graduating students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We aim to achieve the following goals during the life of this multi-year plan:

Provide more faculty continuity and supervision in the 3ʳᵈ year.
Fee increases are necessary in order to maintain the quality of the current educational program and to fund mandatory cost increases, especially those related to salary and benefits inflation, as well as to continue the enhancements we have started in the 3ʳᵈ and 4ᵗʰ year curricula, mentioned above.

We plan to enhance mentorship and teaching of our clinical students across the 6 major third year courses. Examples of our teaching enhancement plans and activities across our 6 major third year courses include the Pediatrics Master Clinician Program and Neurology Simulated Patient Exercise. The Pediatrics Master Clinician Program (MCP) and Neurology Simulated Patient Exercise (SPE) were recently piloted in and are now permanent aspects of the respective required third year clerkships. Both programs have been well received by students.

The MCP was developed to address a confluence of factors, including work hour restrictions and increased regulatory requirements and their effects on medical education, a learning style of a new generation of trainees that is distinct from traditional medical education methodology, novel and evolving pressures on teaching faculty, new evaluation requirements, and the variation in the educational experience across settings. The major emphasis of the MCP program is the development of physical examination, presentation and clinical reasoning skills. Through interaction with a select group of Master Clinicians, a hands-on approach is used to model and teach these skills.

The SPE was developed to address the challenge of allowing faculty to both observe students interacting with challenging patients, and to give comprehensive feedback regarding students' successes and failures in a time intensive outpatient setting. It was also designed to cultivate a peer environment where students are comfortable critiquing their own work, and giving and receiving feedback from others about their patient care. The SPE makes use of the school's simulation capacity to

improve student ability to interview and educate challenging patients, in a setting that facilitates and normalizes both faculty and peer constructive feedback. Neurology faculty collaborated with simulation center faculty to create two complex cases. In each exercise, the students are placed in pairs, with one member interacting with the patient, and the other member watching via closed circuit camera in a control room. Three pairs of students work with one faculty member, and both students and faculty view a brief orientation video cueing them to the goals of the encounter. These two pilots have been very successful but similar issues in the remaining four core 3rd year required clerkships need to be addressed.

Enhance the clinical skills and preparation of our students for residency training.
The PDST increase will also help fund the very resource intensive required offering that will become a requirement of the 4th year curriculum. This new 4th year requirement has been designed to better prepare students for residency and requires both increased faculty time and enhanced use of technology. It will assure the competence of students in the "entrustable professional activities" (EPA's) that have become a national standard for skills expected of all medical students before they graduate.

Another area where we need to add resources relates to best practices in monitoring and documentation. The Liaison Committee on Medical Education (LCME), the accrediting body for medical schools recently introduced a new standard calling for continuous monitoring of all LCME standards, and both manpower and different technology will be required to accomplish this. This requirement applies to all twelve LCME standards and goes beyond curricular oversight. An additional allocation of $50K will be provided to the unit to meet the new LCME standards. This will be used to cover ~ 50% of an FTE.

Provide systems that fully integrate the student experience, allow better tracking, enhance vertical and horizontal coordination of the curriculum and make it easier for faculty to teach and assess.
Our assessment and scheduling system desperately needs upgrading. We have investigated a number of options and feel MedHub best meets our needs but it is more expensive than we had expected. Our learning management system is home grown and needing constant attention. All of our webpages need updating and revising. These technologic enhancements will be beneficial but represent ongoing costs that are higher than we anticipated. The estimated cost of this new technology is $250K (of which $150K are start-up/one-time costs).

If the proposed PDST increases are not approved, the above curricular additions and enhancements will not occur. We will continue to fall further behind in our technological resources. We will have to delay upgrading our internal student support and curricular systems; current systems are requiring patching on an ongoing basis. Our faculty and students are frustrated by our less than robust and user friendly evaluation and assessment systems, which leads to poor compliance and poor evaluations. This will also continue.

Faculty in all medical schools across the country are being pulled in multiple directions and clinical faculty find they have less time to teach because of the increased demands on their time required by the changes in health care delivery. Enhanced offerings dedicated to teaching students in the clinical years have become increasingly necessary. The PDST increase will allow us to provide enhanced skills training, augmented mentoring, and greater continuity with faculty in the clinical years. Students' access to information, their ability to interface with technology, and their overall satisfaction with their medical education program will also improve.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

		Proposed Use of Incremental PDST Revenue					
	Total 2018-19 PDST Revenue	Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Total Projected PDST Revenue in Final Year
Staff Salaries	$4,580,583	$137,417	$141,540	$145,786	$150,160	$154,665	$5,310,151
Benefits	$2,020,942	$57,715	$59,447	$61,230	$63,067	$64,959	$2,327,361
Student Services	$587,003	$0	$0	$0	$0	$0	$587,003
Curriculum	$1,039,924	$26,500	$53,000	$34,240	$36,363	$40,431	$1,230,458
Expanding Curriculum Staff Support	$0	$10,000	$20,000	$12,965	$13,761	$15,287	$72,013
Expanding Instructional Support	$0	$75,780	$151,560	$99,188	$105,115	$116,473	$548,116
Technology	$302,571	$253,938	$106,655	$89,880	$96,290	$96,555	$945,890
Student Financial Aid	$3,034,085	$276,486	$262,129	$218,337	$228,910	$240,540	$4,260,487
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
Total use/projected use of revenue	$11,565,108	$837,837	$794,331	$661,626	$693,666	$728,910	$15,281,478

Additional Comments:

There is planned/approved enrollment growth for the periods of 2018-2019 to 2020-2021, from 516 to 534 total enrollments. Subsequent years reflect 534 total enrollments.

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 Division of Medical Education has embarked on a series of administrative streamlining, process efficiencies and cost-cutting measures to reduce administrative overhead costs. These include restructuring of positions to meet the growing needs/demands of the department, cost-sharing of personnel across departments and a review of existing vendors to determine cost efficiency. In addition, we have had scholarships for students as a priority for development efforts from both alumni and other donors for several years, and these efforts have helped to keep our students' debt levels low, despite increasing fees. According to the AAMC, the median loan debt for medical students in 2018 was $192,000. Our average debt of $128,527 is well below the median listed and UCSD medical student debt is below the 10th percentile by national standards. We have traditionally worked hard to provide resources to reduce the debt of our students. Raising money for scholarships continues to be the main focus of alumni philanthropy and is a major focus of the University's Capital Campaign and fund raising efforts associated with the celebration of the 50th anniversary of the SOM.

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

Not applicable.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	469	479	485	485	485	485
Domestic Nonresident	47	48	49	49	49	49
International						
Total	516	527	534	534	534	534

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	Actuals	Projections					Increases/Decreases									
							2019-20		2020-21		2021-22		2022-23		2023-24	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	%	$	%	$	%	$	%	$	%	$
Residents																
U of Colorado (Public)	$39,512	$40,697	$41,918	$43,176	$44,471	$45,805	3%	$1,185	3%	$1,221	3%	$1,258	3%	$1,295	3%	$1,334
U of Michigan (Public)	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	3%	$1,136	3%	$1,170	3%	$1,205	3%	$1,241	3%	$1,279
U of North Carolina (Public)	$32,660	$33,640	$34,649	$35,688	$36,759	$37,862	3%	$980	3%	$1,009	3%	$1,039	3%	$1,071	3%	$1,103
U of Oregon (Public)	$43,876	$45,192	$46,548	$47,944	$49,383	$50,864	3%	$1,316	3%	$1,356	3%	$1,396	3%	$1,438	3%	$1,481
U of Pittsburgh (Public)	$56,896	$58,603	$60,361	$62,172	$64,037	$65,958	3%	$1,707	3%	$1,758	3%	$1,811	3%	$1,865	3%	$1,921
U of Washington (Public)	$36,801	$37,905	$39,042	$40,213	$41,420	$42,662	3%	$1,104	3%	$1,137	3%	$1,171	3%	$1,206	3%	$1,243
Public Average	**$41,269**	**$42,507**	**$43,782**	**$45,096**	**$46,448**	**$47,842**	**3%**	**$1,238**	**3%**	**$1,275**	**3%**	**$1,313**	**3%**	**$1,353**	**3%**	**$1,393**
Harvard Medical School (Private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
Johns Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford (Private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
U of Pennsylvania (Private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
USC (Private)	$63,844	$65,759	$67,732	$69,764	$71,857	$74,013	3%	$1,915	3%	$1,973	3%	$2,032	3%	$2,093	3%	$2,156
Washington in St. Louis (Private)	$65,044	$66,995	$69,005	$71,075	$73,208	$75,404	3%	$1,951	3%	$2,010	3%	$2,070	3%	$2,132	3%	$2,196
Private Average	**$61,390**	**$63,232**	**$65,129**	**$67,083**	**$69,095**	**$71,168**	**3%**	**$1,842**	**3%**	**$1,897**	**3%**	**$1,954**	**3%**	**$2,012**	**3%**	**$2,073**
Public and Private Average	**$51,330**	**$52,869**	**$54,455**	**$56,089**	**$57,772**	**$59,505**	**3%**	**$1,540**	**3%**	**$1,586**	**3%**	**$1,634**	**3%**	**$1,683**	**3%**	**$1,733**
Your program	**$35,851**	**$37,380**	**$38,972**	**$40,658**	**$42,400**	**$44,228**	**4%**	**$1,529**	**4%**	**$1,592**	**4%**	**$1,686**	**4%**	**$1,743**	**4%**	**$1,827**
Nonresidents																
U of Colorado (Public)	$65,467	$67,431	$69,454	$71,538	$73,684	$75,894	3%	$1,964	3%	$2,023	3%	$2,084	3%	$2,146	3%	$2,211
U of Michigan (Public)	$56,968	$58,677	$60,437	$62,250	$64,118	$66,042	3%	$1,709	3%	$1,760	3%	$1,813	3%	$1,868	3%	$1,924
U of North Carolina (Public)	$59,540	$61,326	$63,166	$65,061	$67,013	$69,023	3%	$1,786	3%	$1,840	3%	$1,895	3%	$1,952	3%	$2,010
U of Oregon (Public)	$64,980	$66,929	$68,937	$71,005	$73,136	$75,330	3%	$1,949	3%	$2,008	3%	$2,068	3%	$2,130	3%	$2,194
U of Pittsburgh (Public)	$59,078	$60,850	$62,676	$64,556	$66,493	$68,488	3%	$1,772	3%	$1,826	3%	$1,880	3%	$1,937	3%	$1,995
U of Washington (Public)	$66,753	$68,756	$70,818	$72,943	$75,131	$77,385	3%	$2,003	3%	$2,063	3%	$2,125	3%	$2,188	3%	$2,254
Public Average	**$62,131**	**$63,995**	**$65,915**	**$67,892**	**$69,929**	**$72,027**	**3%**	**$1,864**	**3%**	**$1,920**	**3%**	**$1,977**	**3%**	**$2,037**	**3%**	**$2,098**
Harvard Medical School (Private)	$63,371	$65,272	$67,230	$69,247	$71,325	$73,464	3%	$1,901	3%	$1,958	3%	$2,017	3%	$2,077	3%	$2,140
Johns Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
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U of Pennsylvania (Private)	$63,137	$65,031	$66,982	$68,992	$71,061	$73,193	3%	$1,894	3%	$1,951	3%	$2,009	3%	$2,070	3%	$2,132
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Washington in St. Louis (Private)	$65,044	$66,995	$69,005	$71,075	$73,208	$75,404	3%	$1,951	3%	$2,010	3%	$2,070	3%	$2,132	3%	$2,196
Private Average	**$61,390**	**$63,232**	**$65,129**	**$67,083**	**$69,095**	**$71,168**	**3%**	**$1,842**	**3%**	**$1,897**	**3%**	**$1,954**	**3%**	**$2,012**	**3%**	**$2,073**
Public and Private Average	**$61,761**	**$63,613**	**$65,522**	**$67,487**	**$69,512**	**$71,597**	**3%**	**$1,853**	**3%**	**$1,908**	**3%**	**$1,966**	**3%**	**$2,025**	**3%**	**$2,085**
Your Program	**$48,096**	**$49,625**	**$51,217**	**$52,903**	**$54,645**	**$56,473**	**3%**	**$1,529**	**3%**	**$1,592**	**3%**	**$1,686**	**3%**	**$1,743**	**3%**	**$1,827**

First Year Annual Charges

Sources:
http://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/SOM-TuitionFees.aspx
https://medicine.umich.edu/medschool/education/md-program/financial-aid/explore-options/cost-attendance
https://www.med.unc.edu/ome/finaid/cost/cost-of-education/
https://www.ohsu.edu/xd/education/schools/school-of-medicine/academic-programs/md-program/admissions/tuition.cfm
https://www.medadmissions.pitt.edu/financial-aid/cost-attendance
https://www.uwmedicine.org/education/md-program/current-students/student-affairs/financial-aid/budget-information
https://meded.hms.harvard.edu/md-cost-attendance
https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html
https://registrar.stanford.edu/students/tuition-and-fees
https://www.med.upenn.edu/admissions/tuition-fees.html
https://financialaid.usc.edu/graduates/keck/how-much-wil-my-education-cost.html
https://mdadmissions.wustl.edu/how-to-apply/financial-aid/cost-of-education/

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each of these medical schools is ranked as a top 20 research oriented medical school and/or a top 20 primary care oriented medical school in the US News & World Report national survey. They also reflect top quality educational, research and clinical programs. We compete with many of these schools for the same applicant pool.

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

Our costs remain below the public and private averages. More important than costs, our student debt remains quite low compared to national numbers that include all private and public medical schools. We require the PDST increase to maintain and increase our programs. Our plans include continued fundraising to reduce student debt.

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

The UC San Diego School of Medicine, established in 1968, is the region's only medical school. As a top-tier academic medical center, our role is to improve health through innovative research, education and patient care. The School annually generates over $500 million in research related revenue and offers state-of-the art medical instruction that is among the best in the nation. Our 100,000-square-foot Medical Education-Telemedicine building incorporates state-of-the-art design and technology to prepare medical students as physicians and innovators, who both deliver, and improve, high quality patient care. Their learning environment is equipped with the latest in classroom and group learning communities, laboratories, telemedicine and tele-education technologies, and simulation tools. The building provides facilities that support the continuum of medical education with a simulation center that is equipped with the latest high fidelity simulators, clinical equipment, and highly trained standardized patient actors allowing our medical students to practice procedures and interactions in an environment that very closely replicates a clinical setting. The lower level of the Medical Education-Telemedicine building is entirely devoted to simulation with the Center for the Future of Surgery housing 22 surgical stations including robotic, laparoscopic and endoscopic training equipment. Also on the same floor is the Simulation Training Center which provides training space that is modeled after an emergency room, intensive care unit, operating room and inpatient hospital ward room. Additionally, our Professional Development Center which has 18 outpatient exam rooms each outfitted with a workstation to access and train on using an electronic medical record. Each room is outfitted with a series of cameras allowing faculty to closely monitor each encounter and for subsequent review by the students themselves. This unique design that co-locates all of these aspects of simulation in one-floor allows for hybrid simulations that involve a mix of actors, manikins and even surgical environments all in one setting. Our medical education facilities were built with the foresight that changes in healthcare would require enhanced centralized support and technology. The education we provide to students rivals the best in the country. Our simulation (both technological and live patient) is much more advanced than that of most medical schools but needs to continue to expand.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Public	Private
Ethnicity						
Underrepresented						
African American	6.4%	6.3%	6.9%	7.2%	5.7%	7.0%
Chicanx/Latinx	11.6%	11.4%	13.1%	13.1%	3.8%	6.7%
American Indian	0.6%	0.8%	0.6%	0.6%	0.4%	0.1%
Subtotal Underrepresented	*18.6%*	*18.5%*	*20.7%*	*20.9%*	*9.9%*	*13.8%*
Asian/East Indian	34.4%	34.2%	34.2%	34.3%	16.5%	30.7%
White	37.6%	38.9%	38.4%	38.9%	60.4%	38.4%
Other/ Unknown	9.4%	8.4%	6.8%	5.9%	12.7%	12.6%
International	0.0%	0.0%	0.0%	0.0%	0.5%	4.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	18.4%	20.9%	23.9%	26.3%	N/A	N/A
Gender						
% Male	51.4%	49.9%	48.8%	47.1%	46.7%	52.0%
% Female	48.6%	50.1%	51.2%	52.9%	53.3%	48.0%

Sources:
UC ethnicity and Gender: UCSD SOM Admissions data (Due to a large % in Other/Unknown category in UC Corporate data)
Socioeconomic status: UC Corporate data
Schools used for demographic comparison:
Public: *Univ. of Colorado, Univ. of Michigan, Univ. of North Carolina, Univ. of Oregon, Univ. of Pittsburgh, Univ. of Washington*
Private: *Harvard Medical School, Johns Hopkins, Stanford, Univ. of Pennsylvania, USC, Washington in St Louis*

Source for comparison school data:
Association of American Medical Colleges – 2018-19
https://www.aamc.org/download/321526/data/factstableb1-2.pdf
https://www.aamc.org/download/321540/data
Note that for purposes of comparison, we have grouped the following categories from the AAMC data into *Other/Unknown*: "Other", "Multiple Race Ethnicity", "Unknown Race/Ethnicity"

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in

terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The total percentage of Underrepresented Minority (URM) students enrolled in the program has risen over the past few years, from 19% in 2015-2016 to 21% in 2017-2018. On a more regional level, the percentage of URM applicants who matriculated into the program in 2018 was higher than all other medical schools in Southern California except one. Our program appears to compare favorably to both our public and private comparison schools in terms of URM penetration. As of Fall 2018, we exceed our public and private comparators by 11 and 7 points respectively in URM%. Our strategy for optimizing racial and ethnic diversity in our institution includes programs designed to increase the pipeline of well-prepared students from underrepresented backgrounds, programs that offer conditional medical school acceptance to students from underrepresented and/or disadvantaged backgrounds following additional academic preparation, and recruitment of students accepted to the school from such backgrounds.

These programs include the Conditional Acceptance Post-baccalaureate Program (CAP), developed in 2002 and institutionalized in 2007 as the first UC system one-year conditional acceptance program in the State of California. A National Institute of Minority Health and Health Disparities Endowment was obtained in order to support CAP students. The CAP program takes promising students from disadvantaged backgrounds who have not been admitted to medical school and enrolls them in challenging upper division science courses offered by the UCSD General Campus, as well as a strategy course given by a learning specialist.

Another program is the pipeline program organized by PRIME & SNMA student leaders in 2016. HPREP is a competitive longitudinal pipeline program where high school students learn about various health careers through workshops and visits with physicians and other health professionals. HPREP exposes underserved students from Hoover HS, Lincoln HS and Kearny HS to the field of medicine. We plan to have an enhanced presence at scientific and premedical meetings that cater to underrepresented students.

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

Since our students are eligible to receive Title VII funding through the Health Resources & Services Administration (HRSA), we are required to identify students who are considered disadvantaged due to either environmental or economic factors. Using the HRSA definition of environmentally and/or economically disadvantaged, the following number of disadvantaged students were reported to HRSA for the past ten academic years:

2008-09	133 students = 25% of total enrollment
2009-10	128 students = 24% of total enrollment
2010-11	135 students = 25% of total enrollment
2011-12	109 students = 20% of total enrollment
2012-13	105 students = 19% of total enrollment
2013-14	102 students = 19% of total enrollment
2014-15	102 students = 18% of total enrollment
2015-16	125 students = 18% of total enrollment
2016-17	134 students = 21% of total enrollment
2017-18	134 students = 24% of total enrollment

Based the trend over the last 10 years, the representation of students from disadvantaged backgrounds declined from 25% in 2009 to a low of 18% in 2015 before climbing over the more recent few years back to 24% in 2018. We can only speculate the pattern may have been driven by a slightly lagging economic trend coming out of the great recession in the late 2000's that may have limited the applicant pool from persons of lower socioeconomic status. In the last few years, possibly aided by a stronger economy, the number of less advantaged applicants may have increased given better perceived economic prospects. Our admissions process is need blind as opposed to other schools that set limits for students with financial need. Our intent would be to continue to provide opportunities for all students regardless of financial background and maintain and/or improve upon the more recent percentages shown above.

We continue robust efforts to attract those from disadvantaged backgrounds and believe our strong track record will continue. Some examples of our efforts include PRIME-Health Equity (PRIME-HEq), a 5-year dual degree (MD/Master's) program that combines medical school training focused on issues of health disparities in underrepresented populations with post-graduate work in environmental health, science and policy. The program endeavors to train medical students to become physician leaders and advocates for the underserved, with the aim of ensuring health equity for these populations. 10 medical students are admitted annually to the PRIME-HEq program. PRIME-HEq was first launched with its inaugural class of 3 students in the fall of 2007. The program has since graduated 66 PRIME graduates. 68% of graduates have been matched into primary care residencies, including Family Medicine, OBGYN, internal medicine and pediatrics. Also, 70% of PRIME graduates are serving in California residency programs. The 2018-2019 PRIME-HEq program is currently comprised of 51 medical students. PRIME-HEq graduates will earn both a medical degree and a master's degree that emphasizes health care disparities, public health or health care policy.

Another very recent program designed to attract and support students from traditionally disadvantaged socioeconomically underprivileged populations is our Hispanic Center of Excellence. HCOE provides the leadership, infrastructure and resources needed to: 1) develop and conduct academic enrichment activities that increase the recruitment, retention and graduation rate of Hispanic and other URM medical students; 2) improve the retention and rate of promotion of Hispanic and other URM junior faculty by providing mentoring, training in research and pedagogy; and career development activities; 3) promote the participation of students and faculty in biomedical, behavioral and health disparities research, disease prevention, intervention, and the dissemination of culturally appropriate information on health issues that affect underserved populations; and 4) design curriculum, provide instruction and support community-based clinical training that demonstrate and reinforce the skills, knowledge, attitudes and behaviors employed by individuals in a culturally competent and responsive healthcare delivery system. The first cohort of HCOE students were accepted in 2018 with a cohort 15 medical students.

We also maintain vigorous outreach efforts through attendance at numerous recruitment and pre-health conferences throughout the year, as well as through participation in programs and events such as Doc-for-a-Day, a 'service-learning' activity whereby medical students get the unique opportunity to interact with and engage disadvantaged middle and high school students for one day at the School of Medicine, and Healthy Minds, Healthy Bodies at Lincoln High School (HMHB), a program (now an elective), wherein students are trained to teach ten lesson, health education curriculum to students at Lincoln High School , an urban community in San Diego.

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 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 continue to have gender parity in our medical school classes, with women constituting between 49% and 53% of matriculants each year, which is similar to comparable institutions in the state and across the country. Our strategy for promoting gender parity includes continuing to ensure a fair, equitable and unbiased admissions screening and interview process (including continued recruitment of a gender-balanced panel of interviewers), creating a supportive environment for women by partnering with initiatives highlighting women's careers in health, through participation in opportunities such as the Careers in Medicine Elective, which has seen a surge in female attendees. This elective and other initiatives spearheaded by alumni pair students with supportive faculty in the different specialties in which they might be interested. Both faculty and students undergo training in unconscious bias that speaks to gender equality, in addition to racial and ethnic biases.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our existing strategies remain effective in maintaining a diverse student body that reflects the pipeline of qualified applicants and we do not expect this to change. Our strong reputation, aided by continued investment in the program and outreach efforts, allows us to have a large applicant pool.   With over 7,000 applications for 134 spots, the applicant pool is sufficient to admit a diverse group of students, and we will continue to work to increase the pipeline of qualified students underrepresented in Medicine.

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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.2%	0.9%	0.9%
	International	0.3%	0.3%	0.3%
Chicano(a)/Latino(a)	Domestic	4.5%	4.6%	5.2%
	International	1.2%	1.1%	1.1%
American Indian	Domestic	0.3%	0.3%	0.4%
Asian/Pac Is	Domestic	16.3%	16.8%	17.5%
	International	6.1%	5.7%	5.5%
White	Domestic	61.4%	61.1%	59.4%
	International	7.9%	7.9%	7.5%
Other/Unknown	Domestic	0.8%	1.1%	1.9%
	International	0.1%	0.2%	0.3%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	39.7%	41.4%	42.6%
	Male	60.3%	58.6%	57.4%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	1.0%	1.2%	1.2%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	4.2%	4.4%	4.4%
	International	1.0%	0.9%	0.9%
American Indian	Domestic	0.3%	0.3%	0.3%
Asian/Pac Is	Domestic	13.4%	13.1%	13.5%
	International	9.1%	8.2%	8.8%
White	Domestic	61.6%	62.4%	61.1%
	International	9.4%	9.3%	9.4%
Other/Unknown	Domestic	0.0%	0.0%	0.3%
	International	0.0%	0.3%	0.3%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	23.1%	24.2%	25.4%
	Male	76.9%	75.8%	74.6%

Sources: UCSD Academic Resource Center data

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

We have and will continue to recruit, train and retain a diverse faculty of clinicians, translational and basic scientists using a multifaceted, data driven approach, and evidence-based best practices. While we strive to increase the diversity of our faculty, our numbers compare favorably to other schools of medicine and the data from recent hires show a positive trend. Our vision is to cultivate an environment in academic medicine where faculty diversity, equity, and collaboration are valued. A number of strategies are currently employed and programs in place to advance recruitment and retention of diversity faculty.

1. Cluster Hiring. Broad, interdisciplinary recruitments with the goal of hiring multiple faculty into areas that cross the boundaries of existing traditional academic disciplines. This recruitment process results in larger, diverse pool of candidates. Successful cluster hires initiatives include: Environmental Health and Precision Medicine.
2. Annual Demographic Review. Yearly analysis and presentation of faculty demographics to benchmark trends in recruitment, leadership positions, attrition, and FTE allocation with attention to gender and ethnicity.

3. <u>Faculty Search Committee Training.</u> Interactive training provided to search committees on best practices in recruitment to reduce bias. This training promotes a fair and transparent recruitment process and is mandatory for state funded FTE positions.

4. <u>Early Identification of Potential Faculty Members and Institutional Support.</u> Diverse scholars from various pipeline programs are identified and provided with institutional support to promote academic success. This encompasses the Institutional Research and Academic Career Development Awards (IRACDA), UC President's Postdoctoral and UCSD Chancellor's Postdoctoral Fellows Program and the National Center of Leadership in Academic Medicine (NCLAM). In its 20th year with 14% URM graduates, NCLAM saw an increase in diverse faculty applicants with 23% of this year's applicant pool being URM.

Recent programs have emerged within the past 2 years that allow us to continue to successfully recruit and retain diverse faculty. The <u>Hispanic Center of Excellence (HCOE)</u>, which began in 2017, is a HRSA sponsored program designed to support the recruitment, training and retention of URM faculty in Health Sciences. The program aims to enhance the academic skills of faculty and will provide funding for career development, research, innovative clinical care and curriculum development. In addition to the burgeoning <u>HCOE</u> program, we have additional programs in their second year, such as <u>Cultivating a Culture of Respect in the Academic Environment</u>, <u>Faculty Mentoring Training Program</u> and <u>Grant Writing Course</u>. Although these programs are new, we are seeing an increase in URM faculty participation and success. For example, 100% of the URM faculty that took the first year of the Grant Writing Course received NIH funding.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our primary goal for financial aid is to award a combination of need and merit-based grants and fellowships to enable the program to enroll a highly talented and socioeconomically diverse group of students, who graduate with a manageable level of educational indebtedness. In order to measure our success in meeting this goal, we monitor the percentage of underrepresented, disadvantaged students, as well as the average indebtedness over time.

Most financial aid is awarded on the basis of need, which is determined by a combination of parent/student income, assets, dependents, and other information from the Free Application Federal Student Aid (FAFSA). Basing our single student awards on the relative financial strength of the student's family (parents) allows us to target our grant and scholarship funds to those students with the most limited resources. A limited amount of aid is awarded on the basis of merit to attract disadvantaged and/or highly qualified students.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	88%	87%	82%	82%	88%	73%	68%
Cumulative Debt among Students with Debt	$89,448	$102,126	$103,331	$103,431	$106,209	$111,460	$116,495

Sources: OP; UC PDST Program Cumulative Debt 2018 0719.xlsx

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?

Our debt level has increased but the number of students graduating with debt has decreased. With increasing costs and the institution of the professional fee, average indebtedness has continued to increase over time. However, assuming that a manageable level of debt would produce a monthly payment of between 8-10% of a graduate's future income, the 2017-18 average debt of $128,527, would produce a monthly payment of $1,426/month (assuming an interest rate of 6.00%; the 2017-2018 Unsubsidized Direct Loan rate, and a standard 10 year repayment period), or 7.8% of the average $217,000 salary of a primary care doctor (Medscape Physician Compensation Report 2018). This is well within the acceptable range as defined. In order to be considered "unmanageable", the cumulative average indebtedness would need to increase to over $165,000 or more than $36,473 over the 2017-18 level of $128,527. In addition, with the availability of the income-based repayment plan, and federal and state loan repayment plans, medical school graduates have a number of options for reducing the monthly payment to a manageable level during periods of reduced income such as residency.

Given the current level of the cumulative average debt, the availability of loan repayment options, and the school's continuing efforts to produce additional scholarship funding, it is anticipated that the debt will be maintained at a manageable level even with the planned increases in the professional fee.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	68%	$116,495	$54,600	30%
Public comparisons	77%	$180,000	$54,600	47%
Private comparisons	72%	$202,000	$54,600	53%

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.

In evaluating the median salary at graduation, it is important to note that in order to be a licensed, practicing physician, it is necessary to do a three to six year residency following graduation from medical school. During the residency program, graduates earn a median stipend of between $53,580 for the first year of residency, up to $60,000 for the fourth year (2016 Stipend Survey Report). After finishing the residency program, graduates may also choose to do a one to two year fellowship program which may pay in the range of $40,000 to $89,000 per year. Upon entering the first year of medical practice, MD's may earn $165,000 or more depending on their area of specialty, and specific background and training (Payscale.com median salary with less than one year experience, 2018 data). Due to the wide disparity in compensation between the post-MD training and actual medical practice, most medical school graduates concentrate on making their debt payment manageable through their residency and fellowship years.

Graduates entering lower-paid residency and fellowship positions are eligible to participate in the federal Income Based Repayment Plan which caps the monthly debt repayment at 10% (new borrowers on or after 7/1/14) of the graduate's income that exceeds 150% of the federal poverty guideline for the graduate's family size. Borrowers can remain in IBR for up to 20 years. After 20 years, any remaining debt is forgiven, but taxable. For a single resident earning $51,250 per year, the required loan repayment amount is around $280 per month.

Students interested in practicing in public service positions may participate in the Public Service Loan Forgiveness Program which is designed to forgive or cancel the remaining federal Direct Loan balance of a student who has made 120 monthly payments on his/her Direct Loan while employed in a public service job, defined as a 501c (3) non-profit organization, including medical schools and teaching hospitals.

In addition, graduates with a significant amount of medical school debt may choose to participate in a loan repayment program, such as the NIH Extramural Loan Repayment Program which repays up to $35,000 of qualified student loan debt per year, for a minimum of two years of qualified research funded by a domestic nonprofit organization or U.S. federal, state or local government entity. Other loan repayment programs available to medical school graduates are the National Health Services Corp Loan Repayment Program, Indian Health Service Loan Repayment Program, Disadvantaged Health Professions Faculty Loan Repayment Program and Armed Forces Health Professions Loan Repayment Program.

As a rule of thumb, in order to keep debt manageable, students should try to limit their monthly payments to between 10% and 15% of their expected future incomes. For a family medicine physician with a starting practice salary of $161,000 per year, the "manageable" 10% monthly payment range would be $1,342 per month. For a medical school graduate with $104,417 of federal debt at a fixed rate of 6.0%, a standard 10 year repayment period would produce a monthly payment of $1,159 per month.

Graduates may also opt to extend their repayment periods to produce a lower monthly payment, by enrolling in the federal extended, income sensitive, graduated or consolidation loan repayment programs. Although these plans produce a monthly repayment that is more manageable, the overall repayment amount increases due to the additional interest associated with a longer repayment period.

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 School of Medicine does not have a Loan Repayment Assistance Program and instead provides assistance to students who are interested in participating in the federal or state student loan repayment programs.

UCSD participates in the Program in Medical Education (PRIME), which is a UC program designed to train medical students to apply their skills to addressing the needs of medically underserved communities. In addition, UCSD medical students are encouraged to participate in the Student-Run Free Clinic Project, which in partnership with the community, provides accessible quality healthcare to the underserved of San Diego. Approximately 75% of students participate in this project.

Students interested in practicing in public service positions may participate in the Public Service Loan Forgiveness Program which is designed to forgive or cancel the remaining federal Direct Loan balance for a student who has made 120 monthly payments on his/her Direct Loan while employed in a 501(c) (3) non-profit, public service job, including medical schools and teaching hospitals.

In addition, UCSD offers several programs to students practicing in the area of primary care medicine, including the federal Primary Care Loan Program (PCL) and the institutional San Miguel Scholarship Program. Both of these programs require a commitment to practice in the area of primary care medicine, in return for either subsidized low interest rate loan dollars (PCL), or non-loan, institutional grant dollars (San Miguel).

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?

Physicians who practice in underserved communities, who practice primary care, and/or who pursue careers in public health do earn less upon graduation compared with other students. UCSD students are eligible to apply for school administered scholarships which mitigate some of their debt if they commit to practice in primary care for a defined period of time following graduation.

The Title VII Primary Care Loan is also available to students who are interested in practicing in primary care for the length of their loan repayment. Since this fixed rate, 5% interest loan is subsidized and deferred for the entire length of the student's residency, recipients are able to defer repayment until they reach a more lucrative point in their career.

When students enter their final year in school, they are sent a listing of the available loan repayment plans, plus information on the Public Service Loan Forgiveness Program. In February of that same year, all students with debt are required to attend a debt management session where these programs are discussed along with the Income Based Repayment Program which allows lower payment when the student is earning less salary and can meet the qualifications for economic hardship.

All of the loan repayment programs, Public Service Loan Forgiveness Program and Income Based Repayment Plan are discussed in the School of Medicine Financial Aid Brochure which is available on the financial aid website.

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

The school provides financial aid information through a number of methods. Our financial aid brochure and website provide detailed information about financial aid availability and process for awarding aid. The website also has information about average indebtedness compared to other schools. The Financial Aid Office offers individual "how financial aid works" counseling to both applicants and current students. The Financial Aid Director and other school officials make financial aid presentations at SDSU, the Preuss School, UCSD, and other undergraduate institutions.

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 UCSD Health Sciences Financial Aid Office displays the average indebtedness for the School of Medicine on the financial aid website and can be accessed at https://meded.ucsd.edu/index.cfm/asa/financial_aid/debt/. The information is derived from student borrowing data records at the financial aid office. The financial aid office does display median salary of program graduates in the "2018 Student Loans and Repayment Strategies for Graduating Medical Students" PowerPoint on the financial aid website. The information is provided by the AAMC on an annual basis. The salary information is contained in the PowerPoint and is available to all students.

VII. OTHER

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

Not applicable

<u>PART B</u>

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 only 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 2018-19 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).

<u>Consultation with students in the program (or likely to be in the program)</u>

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

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe):

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The PDST multi-year plan was shared with current M.D. students in October 2018 via an email (APPENDIX A) and in Town Hall meetings of the first and second years classes so that their concerns could be addressed. Approximately 500 M.D. students were contacted via email and a total of 136 students attended the Town Halls. The responses received were minimal with only one student asking about the proposed effective date of the PDST increase. We believe the lack of a greater response reflects, in part, our students' awareness of the work of our Financial Aid Office and our efforts to keep their debt as low as possible.

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 must be provided by the program.**

☒ Plan shared with _____ Melissa Vipperman-Cohen, GSA President _____ on _____ October 26, 2018 _____ .
    Campus graduate student organization (i.e., your campus' GSA president)

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

The GSA Chair asked about the comments from students and faculty in the SOM and these were provided to her; in addition, information about student debt and our continued efforts to minimize it were provided.

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

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

Consultation with faculty

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

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback
☐ Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe):

IX.e. Below, please 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 professional fee increase was presented to Faculty Council, the representative body of the faculty, and to the Committee on Educational Policy, the SOM body charged with oversight of the educational program, in January 2019. Scheduling difficulties prevented earlier consultation. Members agreed that the professional fee increase was necessary to maintain the quality of our academic program and also acknowledged and supported our efforts to reduce debt. They supported our pledge to continue to monitor the need for further increases and the effects of any increases on student debt.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Paul Yu, Interim Graduate Dean_____ on ____October 26, 2018____ .
Graduate Dean

☒ Plan endorsed by _____Pradeep K. Khosla_____ on ____November 16, 2018____ .
Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

APPENDIX A

The following was included in the email communication to over 500 Medical Students in October 2018:

Proposed 5% increase in portion of tuition:
A portion of the tuition you pay is the "Professional Degree Supplemental Tuition" (PDST), which is a portion of the tuition added to the general, campus-wide UCSD tuition to support the cost of educating - in the School of Medicine's case - a doctor (meaning you).

The bad news: We have been asked to notify you that there is proposed 5% increase in the PDST going forward. This will amount to an increase in $1112 in tuition next year if approved.

The good news: This tuition increase helps support enhancements to medical education that will directly improve the quality and implementation of your educational experiences, such as the Ultrasound curriculum, enhancements in the 3rd year, the 4th year Residency Boot Camp (which is being scaled up to full-size with extra faculty this year), and MedHub (which will replace, among other things, our current OASIS and MedEd portal system).

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html.

This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$9,234	$9,510	$9,795	$10,089	$10,392	$10,704	3%	$276	3%	$285	3%	$294	3%	$303	3%	$312
Prof. Degr. Suppl. Tuition (Nonresident)	$9,234	$9,510	$9,795	$10,089	$10,392	$10,704	3%	$276	3%	$285	3%	$294	3%	$303	3%	$312
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$827	$838	$849	$876	$887	$900	1.3%	$11	1.3%	$11	3.1%	$27	1.4%	$12	1.4%	$12
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)***							N/A	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	**$22,631**	**$23,314**	**$24,012**	**$24,753**	**$25,499**	**$26,274**	3.0%	$683	3.0%	$698	3.1%	$741	3.0%	$747	3.0%	$774
Total Fees (Nonresident)	**$34,876**	**$35,559**	**$36,257**	**$36,998**	**$37,744**	**$38,519**	2.0%	$683	2.0%	$698	2.0%	$741	2.0%	$747	2.1%	$774

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments:

Projected campus based fees reflect a composite buildup of individual fee increases based on original referendum language.

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

The Master of Public Policy (MPP) is a two-year, full-time professional degree program focusing on constructing the scaffolding for policymaking in a global context. Requiring 92 units, the degree prepares students with the skills needed to compare best practices in the U.S., Latin America, Asia and beyond. All students take eight required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Students must choose a minimum of one area of specializations. Although proficiency in a foreign language is not required, 24 units may be counted toward the degree as long as the language matches an elective regional or country specialization.

This program was launched in Fall 2016, so we have only recently begun graduating students. However, we have noted that the first few cohorts of students look very similar to our Master of International Affairs (MIA) students, so we anticipate graduates will pursue careers in global business, diplomacy, nonprofits, regional development and other areas. We have a 90+% employment placement rate within nine months of graduation for our MIA alumni and will strive to meet that number for the MPP alumni as well. At the time of writing this proposal, the percentage of MIA alumni employed was 69% and the MPP alumni were at 84%.

As the MPP Is a relatively new program at GPS, we are still working on differentiating the two programs.   At present, many faculty teach in both programs, the same core staff advise and support both programs, and they share all the same facilities and opportunities – such as tutoring, employer outreach trips, etc.   As such, many of the responses below will be similar or the same as was represented in the MIA proposal since we use MPP PDST funds in the same manner as we do the MIA funds.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which spanned from 2016-17 through 2018-19, included the following goals:

1. **Maintain the quality of our program and associated services.**
   UC San Diego's School of Global Policy and Strategy is a graduate school offering professional degrees and competing for the top students both nationally and internationally. We recently launched the Master of Public Policy degree, and it is vitally important to the success of this new program that we maintain the excellent resources at GPS, including prestigious faculty, generous instructional and IT support, student services support, and provision of top-notch career services.

   The MPP Professional Degree Supplemental Tuition (PDST) provided funding so that GPS could compete with its elite peers, many of whom are private institutions with large endowments. We used PDST to support instruction and student services. During the period covered in the previous proposal, we hired 11 new faculty across the school, one of whom teaches courses specifically designed for the MPP program. While PDST does not cover salaries, it did contribute to start-up and renovation costs.

   PDST was also used to fund teaching assistants to support both faculty and students. Additionally, we provided tutors to help students struggling academically to ensure student success. Both of these efforts were vitally important as faculty taught new core courses for the first time.

   Similar to the MIA, funds were also used for annual employer and alumni outreach trips. These trips feature group meetings at target employers and large alumni networking events, encouraging and assisting students in their job searches and helping keep our alumni network connected to the School.

2. **Increase the quality and quantity of applicants and expand enrollments.**
   As a new program, we had to devote a great deal of staff time and effort to promoting this degree to compete with our more well-established peers. We saw a 300% increase from the first and second incoming classes, and it grew another roughly 50% in 2018.

   We used PDST as part of a comprehensive financial support approach for our students to promote accessibility. In 2016/17, GPS awarded nearly $3.8M in overall aid to all GPS students, approximately $350,000 of which was awarded to MPP students. In 17/18, that number grew to over $5M, with $1.3M going to MPP students. These amounts, provided by the Office of Graduate Study (OGS), reflect the total amount of financial support for GPS students, including instructional support, Block Grants, other OGS funds, Department Graduate Student Researcher funds, Department Fellow & Trainee funds, and Student Initiated awards.

Fellowship dollars supported by PDST were a vital part of this overall financial aid strategy to compete for top students. Without these funds we would not have been able to matriculate strong candidates into our program.

These funds also helped to provide summer internship funding for students interning with government and non-profit organizations, which often did not offer compensation. By providing internship funding, we allowed students opportunities to follow their desired path of study without worrying about financial constraints. The majority of these funds are supported by donors, but we supplemented them with PDST.

3. **Attract and retain qualified faculty.**
   Funds were also used for temporary academic hires, often referred to as "Professor of Practice," whose expertise is based on their work experience and is not available from our core faculty. In the last few years, we have supported two professors of practice with special expertise in industry and government interactions. They have fielded courses open to both MPP and MIA students.

4. **Attract and retain qualified staff (and add incremental staffing at appropriate growth points).**
   As a professional school we offered services beyond those of a standard academic division including enhanced student advising, career services and placement support, internship placement support, and IT desktop support. Staff salaries for these units are paid with PDST. Further, similar to faculty competition, our staff are often approached by competitor programs requiring retention efforts. Additionally, PDST is used for incremental salary and benefit increases per UC annual guidelines.

5. **Maintain the quality of our facilities.**
   We recently completed a $5.5M renovation to the classroom and student space in our main teaching building. We added one new classroom, refurbished three others, and created additional conference and study space. PDST funds contributed to these efforts that will benefit students in both the MPP and MIA programs.

NOTE: Please note that, overall, our program goals for the Master of Public Policy were the same as our other, more established two-year degree, the Master of International Affairs.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Our professional students expect to have classes with a low student to faculty ratio, taught by quality faculty, with state of the art instructional technology and classroom facilities, expanded career services for summer internships and job placement, and significant financial aid packages. As described above, Professional Degree Supplemental Tuition (PDST) will support funding to allow GPS to hire faculty to teach additional courses required for the Master of Public Policy (MPP). These funds will also support additional Teaching Assistants that will hold workshops and perform review sessions. Funds will also be used for temporary academic hires such as the Professors of Practice.

Similar to the priorities mentioned in our Master of International Affairs proposal, we seek to:

1. Keep pace with mandated compensation increases.
Fee increases are necessary to keep pace with existing levels of inflation across our fixed costs. Affordability is something we are deeply committed to, so we have asked for only minimal increases – just enough to allow us to continue to make progress, while covering anticipated mandated programmatic cost increases, such as UCRP contributions, benefits cost increases, and staff range adjustments. Fee increases are also necessary to fund other unfunded mandates in the face of static state funding, particularly with respect to physical plant building maintenance and improvements.

Students realize a benefit from these expenditures through a consistent level of staffing and a productive learning environment. If these fees are not approved, we may have to reduce staffing, resulting in a decrease in student support and program quality.

2. Increase usage of Professors of Practice.
We anticipate adding up to three Professors of Practice across GPS, one of whom will be devoted primarily to the MPP program. These hires will provide expertise not currently on the faculty of the school. Professors of Practice are well-regarded practitioners with name recognition within their field or specialty. These positions will enhance the student learning experience and their networking opportunities.

3. Increase our applicant pool, especially from underrepresented student cohorts.
GPS is continually striving to diversify its student body. The program is at its best when there are a broad variety of experiences and opinions brought to bear on discussions. We are particularly interested in ensuring our domestic population is representative of California. To this end, we intend to increase our outreach to other UC and CSU programs. This will require a slight increase in staffing.

If proposed fee levels are not approved, our ability to maintain programmatic support levels and make progress towards the goals enumerated above would be compromised.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$25,000	$25,000	$70,000	$10,000	$130,000
Benefits/UCRP Cost	$125,431	$36,184	$51,634	$39,019	$31,818	$32,319	$316,404
Providing Student Services	$228,195	$59,263	$10,515	$63,990	$30,481	$32,507	$424,951
Improving the Student-Faculty Ratio	$59,850	$25,040	$11,803	$33,967	$23,920	$6,715	$161,295
Expanding Instructional Support Staff	$15,438	$6,346	$2,868	$3,560	$847	$871	$29,929
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$298,628	$71,692	$56,351	$92,712	$84,186	$53,444	$657,012
Other Non-salary Cost Increases	$128,392	$8,723	$5,590	$10,696	$3,857	$21,095	$178,353
Facilities Expansion/Renewal	$49,000	$10,000	$7,000	$12,000	$10,000	$5,000	$93,000
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$904,932	$217,247	$170,761	$280,944	$255,108	$161,952	$1,990,944

Additional Comments: n/a

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

GPS is actively fundraising for fellowship and student internship funding. In fact, "enhancing the student experience" is the first section under our funding priorities on our giving page. Fundraising in this area is ongoing. Another fundraising priority is to create endowed chairs in order to attract top scholars. Ongoing efforts to secure funding for chairs/fellows will offset needs for additional PDST.

In terms of cost-cutting activities, we anticipate growth of approximately 25% in the student body of the entire school in the next five years. By streamlining processes, actively cross-training staff, and utilizing existing resources to their fullest, we hope to keep staffing levels relatively flat, adding perhaps only one to two more staff positions over the course of this proposal period. These efforts will avoid larger cost increases in future years by leveraging a proportionately smaller staffing base as enrollment increases.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	25	30	31	39	45	47
Domestic Nonresident	24	29	31	37	43	46
International	49	59	70	80	88	93
Total	98	118	132	156	176	186

Additional Comments

As a school of international affairs, it is important to have a sizeable body of international students. It benefits all involved when other points of view and experience are brought to bear in classroom discussions and group work. And even though an MPP program can have a more domestic focus, ours looks at public policy in a global context, so the curriculum is directly benefited by wide regional representation. As such, the above mix of domestic to international is considered close to optimal for our curriculum (approximately 50/50).

As a subset of our Domestic population, it has been difficult for us to yield CA Resident students, a population we would like to see expand. We continue to review our fellowship funding offers each year to see if different mixes of support will increase our ability to yield more CA Resident students.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

[ ] If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO <u>NOT</u> CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of Michigan, School of Public Policy	$26,808	$27,613	$28,441	$29,294	$30,173	$31,078	3%	$804	3%	$828	3%	$853	3%	$879	3%	$905
University of Maryland, School of Public Policy	$22,668	$23,348	$24,048	$24,770	$25,513	$26,278	3%	$680	3%	$700	3%	$721	3%	$743	3%	$765
University of Washington, Evans School	$24,696	$25,437	$26,200	$26,986	$27,796	$28,629	3%	$741	3%	$763	3%	$786	3%	$810	3%	$834
Columbia, SIPA	$57,796	$59,530	$61,316	$63,155	$65,050	$67,001	3%	$1,734	3%	$1,786	3%	$1,839	3%	$1,895	3%	$1,951
Harvard Kennedy School	$51,429	$52,972	$54,561	$56,198	$57,884	$59,620	3%	$1,543	3%	$1,589	3%	$1,637	3%	$1,686	3%	$1,737
Heinz at Carnegie	$49,157	$50,632	$52,151	$53,715	$55,327	$56,986	3%	$1,475	3%	$1,519	3%	$1,565	3%	$1,611	3%	$1,660
Public Average	$24,724	$25,466	$26,230	$27,017	$27,827	$28,662	3%	$742	3%	$764	3%	$787	3%	$811	3%	$835
Private Average	$52,794	$54,378	$56,009	$57,689	$59,420	$61,203	3%	$1,584	3%	$1,631	3%	$1,680	3%	$1,731	3%	$1,783
Public and Private Average	$38,759	$39,922	$41,119	$42,353	$43,624	$44,932	3%	$1,163	3%	$1,198	3%	$1,234	3%	$1,271	3%	$1,309
UC San Diego MPP	**$22,631**	**$23,314**	**$24,012**	**$24,753**	**$25,499**	**$26,274**	3%	$683	3%	$698	3%	$741	3%	$747	3%	$774
Nonresidents																
University of Michigan, School of Public Policy	$47,952	$49,391	$50,873	$52,399	$53,971	$55,590	3%	$1,439	3%	$1,482	3%	$1,526	3%	$1,572	3%	$1,619
University of Maryland, School of Public Policy	$47,436	$48,859	$50,325	$51,835	$53,390	$54,991	3%	$1,423	3%	$1,466	3%	$1,510	3%	$1,555	3%	$1,602
University of Washington, Evans School	$41,514	$42,759	$44,042	$45,363	$46,724	$48,126	3%	$1,245	3%	$1,283	3%	$1,321	3%	$1,361	3%	$1,402
Columbia, SIPA	$57,796	$59,530	$61,316	$63,155	$65,050	$67,001	3%	$1,734	3%	$1,786	3%	$1,839	3%	$1,895	3%	$1,951
Harvard Kennedy School	$51,429	$52,972	$54,561	$56,198	$57,884	$59,620	3%	$1,543	3%	$1,589	3%	$1,637	3%	$1,686	3%	$1,737
Heinz at Carnegie	$49,157	$50,632	$52,151	$53,715	$55,327	$56,986	3%	$1,475	3%	$1,519	3%	$1,565	3%	$1,611	3%	$1,660
Public Average	$45,634	$47,003	$48,413	$49,866	$51,362	$52,902	3%	$1,369	3%	$1,410	3%	$1,452	3%	$1,496	3%	$1,541
Private Average	$52,794	$54,378	$56,009	$57,689	$59,420	$61,203	3%	$1,584	3%	$1,631	3%	$1,680	3%	$1,731	3%	$1,783
Public and Private Average	$49,214	$50,690	$52,211	$53,778	$55,391	$57,053	3%	$1,476	3%	$1,521	3%	$1,566	3%	$1,613	3%	$1,662
UC San Diego MPP	**$34,876**	**$35,559**	**$36,257**	**$36,998**	**$37,744**	**$38,519**	2%	$683	2%	$698	2%	$741	2%	$747	2%	$774

Source(s):
  https://ro.umich.edu/tuition-residency/tuition-fees
  http://publicpolicy.umd.edu/graduate/admissions/tuition-and-fees
  https://evans.uw.edu/academic-programs/tuition-expenses-financial-assistance
  https://sipa.columbia.edu/admissions/preparing-to-apply/miampa-tuition
  https://www.hks.harvard.edu/admissions-aid/funding-your-education/funding-your-masters-education/tuition-fees
  http://www.heinz.cmu.edu/financial-aid/masters-programs/public-policy-and-management-msppm/student-expenses/index.aspx

Additional Comments: n/a

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We believe the best comparisons to our program are schools with whom we share membership in the Association of Professional Schools of International Affairs (APSIA) - many of whom have Master of Public Policy or Master of International Affairs programs. APSIA was formed nearly 30 years ago. To join the APSIA schools must demonstrate their excellence in career-focused, graduate-level, international affairs education. The Heinz School at Carnegie is the only exception to APSIA membership among our comparison schools. Our comparator programs are schools we see during Admissions fairs. We compete with them to recruit and retain faculty and they are among the best regarded.

Another factor we use to identify comparators are where students who deny acceptance into our program indicate they will matriculate. On this front, we lose the most (by far) to UCLA, but University of Washington and Columbia are also both high on the list of schools to whom we lose yield.

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

We are well below the public and private averages. Our CA Resident fees are currently 42% below the public and private average and are projected to remain in this range (comparatively) across the five years of our PDST proposal. We believe we deliver a very high-quality education at a minimum of cost. We have worked to keep our program affordable for a wide range of students.

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

Constructing the scaffolding for policymaking in a global context is the critical component of the program. It prepares students with the skills needed to compare best practices in the U.S., Latin America, Asia and beyond. Other MPPs may have elements of this, but it is the core of our program. All students take eight required core courses in economics, management, political science and quantitative methods training during the first year and a capstone course in the second. Our faculty are go-to experts for the public, private and intergovernmental sectors, creating design and evaluation methodology of public policy around the globe. The degree combines this social science policy expertise with our campus strengths in STEM and health sciences to offer a highly quantitative program.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Estimated Fall 2018	Comparison (2016-17) Publics	Comparison (2016-17) Privates
Ethnicity						
Underrepresented						
African-American/Black	n/a	0%	2%	2%	n/a	n/a
Chicanx/Latinx	n/a	5%	6%	14%	n/a	n/a
Am. Indian/Alaska Native	n/a	0%	0%	0%	n/a	n/a
Subtotal Underrepresented	*n/a*	*5%*	*8%*	*16%*	*n/a*	*n/a*
Asian/East Indian	n/a	0%	6%	9%	n/a	n/a
White/Caucasian	n/a	30%	15%	15%	n/a	n/a
Other/ Unknown	n/a	0%	0%	0%	n/a	n/a
International	n/a	65%	71%	60%	n/a	n/a
Total	n/a	100%	100%	100%	n/a	n/a
Socioeconomic						
% Pell recipients	n/a	33%	31%	n/a	n/a	n/a
Gender*						
% Male	n/a	50%	43%	41%	n/a	n/a
% Female	n/a	50%	57%	57%	n/a	n/a

Sources:
UC ethnicity, socioeconomic status: UC Corporate data; Fall 2018 estimates per UC San Diego Institutional Research
*May not add to 100%
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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Prior to launch in 2016, we had anticipated that our MPP would be popular with international students, however we were still surprised by the concentration of international students in our applicant pool. Given our program's mission to train future leaders operating in the U.S., Latin America, Asia, and beyond, it is relevant and beneficial to have a sizeable portion of the student body from international regions. However, going forward we feel an enrollment mix closer to 50/50 international/domestic would be optimal.

The penetration of domestic underrepresented students has trended favorably in the early years of our program. Our mix of underrepresented students has increased in each of the last three years. As of Fall 2018, 16% of our enrollment is underrepresented reflecting a solid increase from 5% in the 2016/17 academic year. Notably, many of our competitor programs include Asian Americans in their consideration of diversity and if we did likewise we would have figures in in excess of 20% for diverse representation.

GPS is deeply committed to recruiting and educating a diverse student body. We have a wide variety of outreach efforts to promote this commitment including a special task force geared toward increasing domestic students with an emphasis on underrepresented populations. We encourage direct faculty-to-faculty outreach to peers at other US institutions to promote our program. Special effort is made to ensure this outreach includes contacts in Hispanic Serving Institutions and Historically Black Colleges and Universities. We are also expanding our outreach to our fellow UC campuses that have larger underrepresented populations of undergraduates.

We work closely to cross-promote both our Master of Public Policy and Master of International Affairs with the Charles B. Rangel International Affairs Program and the Thomas R. Pickering Foreign Affairs Fellowship organization. Both of these programs have strong histories and missions dedicated to providing academic and professional preparation to US domestic students that have been historically underrepresented in the United States Government. We area also mindful of graduation rates across our programs in addition to our annual enrollment trends.

Detailed information on specific race/ethnic, gender, and socioeconomic data is not readily available from comparison institution websites.

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?

In the two years of measureable data, we have observed a stable 30% mix of students that qualified for Pell grants as undergraduates. Given the trend in our International vs Domestic enrollment penetration, a 30% Pell rate is favorable and implies we are providing opportunities for Domestic students from lower socioeconomic backgrounds.

Both our MPP and MIA programs have requested minimal inflationary increases to existing PDST. Our PDST and tuition for both Residents and Nonresidents are still significantly lower than tuition and fees of many of our competitor institutions. This fee approach helps to offset the fact that our campus is located in a high cost of living area. Our marketing and recruitment strategies include educating prospective students about our fees and consequently allow us to target CA Residents from the CSU system as well as UC. These prospective students can immediately benefit from the CA Resident fee rates for both years of their MPP. Nonresidents also may apply for residency after just one year which can further offset costs in the second year of the MPP.

Additionally (and to be discussed below), GPS staff also work hard to assist existing students to secure funding opportunities on campus, including non-merit based fellowships and campus positions that offer tuition remission.

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

Gender parity is currently not an issue for our MPP program. In the last three years we have seen our ratio of female students increase from 50% to 57%. We proactively promote female faculty and student stories in our social media and on our website and we have worked hard to increase the ratio of female faculty.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In five years, we would expect the penetration of International students to decline to more of a 50/50 mix relative to US Domestric students. Of the Domestic population we anticipate gradual increases in the enrollment of underrepresented students. We will continue to increase diversity related activites to continue to improve our URM representation. For example, we created a new annual Public Service Weekend (partnership of both the MPP and MIA programs) whose mission is to promote the inclusion and full participation of underrepresented groups in public service. This event brings a group of URM students to campus each Fall to learn about careers in the public sector. We have already accepted one of the *Weekend* alumni into our MPP.

Our existing Pell rate of 30% is strong, especially considering our current mix of International vs Domestic enrollment and we would anticipate modest increases over the next five years. Our current gender ratio is favorable (greater than 50% female) and we would anticipate maintaining this trend.

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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	1.9%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.8%	7.4%	7.4%
	International	2.0%	1.9%	1.9%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.7%	14.8%	16.7%
	International	7.8%	9.3%	9.3%
White	Domestic	64.7%	64.8%	61.1%
	International	2.0%	1.9%	1.9%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	25.5%	31.5%	35.2%
	Male	74.5%	68.5%	64.8%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	2.8%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	7.7%	6.5%	8.3%
	International	0.0%	3.2%	2.8%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.4%	9.7%	16.7%
	International	7.7%	9.7%	13.9%
White	Domestic	65.4%	67.7%	52.8%
	International	3.8%	3.2%	2.8%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	30.8%	32.3%	36.1%
	Male	69.2%	67.7%	63.9%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Global Policy and Strategy has experienced rapid growth in its ladder rank faculty over the last three years, with nearly all of the faculty teaching in both our MIA and MPP programs. The School made and continues to make efforts to increase the recruitment of diverse of ladder rank faculty. Our penetration of Ladder Rank or Equivalent faculty from domestic underrepresented groups has hovered in the 7-8% range for the last three years. The % of Female Ladder Rank for Equivalent faculty has increased from 31% in 2015/16 to 36% in 2017/18. Several programs were implemented to increase the diversity of our faculty via our recruitment process. Training was provided to all faculty in implicit bias. Additionally, all search committee members underwent additional mandatory training prior to review of applications. Systematic reviews with objective criteria were established for all recruitments. *Commitment to Diversity* statements are required for all searches and are a component of the review process. Feedback on potential candidates is solicited via confidential online surveys. Outreach efforts include personal faculty outreach and additional advertisement methods. These methods are now institutionalized as standard recruitment procedures. We expect our faculty diversity to continue to increase as these current recruitment methods are applied to turnover and new hire recruitments.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

GPS seeks to benchmark relevant public and private institutions in the field of public policy and international affairs to assess affordability and general educational landscape. As a general rule, our goal is to meet or exceed the affordability of peer institution programs when considering tuition, fees, and overall cost of attendance.

Our goal is to support at least 30% of incoming MPP students each year through fellowship awards. Fellowship considerations reflect a holistic process with 50% of the fellowship rank score based on standardized test scores and GPA while the other 50% is based on a subjective rubric established by the faculty. Taking into consideration both aspects of the file, we feel we will be able to achieve a highly qualified, diverse body of fellowship recipients who have strong academic qualifications and related professional experience.   Finally, GPS facilitates a generous internship-funding program where students, unable to secure paid internship positions, are fully or partially funded by the department.

In addition to the fellowship funding that students are awarded upon admission, our Student Affairs office proactively assists students in securing campus employment. At GPS and through collaboration with other academic departments, our students find paid teaching assistantships and research assistantships with faculty throughout the UC San Diego campus. Approximately 30% of our students have these positions each quarter, and many include tuition and fee remission.

In our opinion, the real metric for defining the success of our strategy, our students, and their ability to (re)pay any outstanding cost of their education, is that they are gainfully employed soon after graduation. At this point, the MPP has only graduated one class and we have minimal post-graduation data. However, we would anticipate the success barometer for the MPP to follow the trend in the MIA which performs strongly -- approximately 90% of our graduates employed nine months after graduation. In addition, our dedicated career services office supports students (and alumni) with resume counseling, career networking, and lifelong support with job growth and transition.

All financial aid requests for GPS students are processed through the central UC San Diego financial aid office. GPS has no influence on the need-based assistance offered to our students. Generally, US Citizens and Permanent Residents qualify for two types of US Federal Government loans: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. The PLUS Loan is a fixed amount for all applicants and the Unsubsidized Loan varies slightly based on the financial situation of each applicant. The

combination of the two loans, including any calculated personal contribution or fellowship, will meet the full estimated cost of attendance published annually by the University.

Graduating Class	2016-17
Percent with Debt	n/a
Cumulative Debt among Students with Debt	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?

Our first graduating class was in 2018. We do not have data to comment upon the trend in indebtedness.

	Graduates with Debt	2016-17 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: N/A
Additional Comments: Our first graduating class was in 2018. We do not have data to comment upon the trend in indebtedness.

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 inaugural MPP class graduated in June 2018. We anticipate their employment and salary to have similar outcomes as the previous MIA cohorts that had a track focus on Public Policy. We see the MPP students going into the public sector at all levels of government. As a rough proxy for the MPP students, the MIA class of 2017 average public sector salary was $60,000.

The vast majority of our International students are either sponsored by foreign governments or scholarship agencies. A smaller proportion are self-payers. Loan Repayment Assistance Programs are not options for these students. US Citizens and Permanent

residents who are not supported by fellowship or UC San Diego employment opportunities, may take loans through the US Federal Government. There are several repayment plans available to these students including Income-based, Pay-as-you-earn, and Graduated Repayment. Furthermore, we anticipate many of the US Citizens and Permanent Resident graduates will pursue employment in the not-for-profit or government sectors. The Office of the US Department of Education offers a Public Service Loan Forgiveness (PSLF) program to all students working in these sectors who make 120 payments on their qualifying Direct Loans and do not exceed an income threshold.

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

GPS has developed a robust approach to encouraging and supporting students interested in public service careers, both in local, state and federal government agencies, and graduating from both our MIA and MPP programs. Brief descriptions of activities, resources and services follow:

Loan Forgiveness Program – GPS students are advised about The Public Service Loan Forgiveness (PSLF) Program which forgives the remaining balance on Direct Loans after students have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer – a government organizations at any level (federal, state, local, or tribal) as well as not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code. Additionally, our career services advisors coach students pursuing jobs in the public sector on salary negotiation and requests for loan forgiveness as part of their offer packages.

Internship Funding – In order to reduce the financial obligations of our students as much as possible, all GPS students who obtain an unpaid summer internship in the public or nonprofit sectors are eligible for summer internship funding. This program allows students focused on public service jobs an opportunity to gain valuable experience that they would otherwise be unable to complete, due to financial constraints, or the need to take out additional loans. These funds are provided by GPS, a majority of which is raised through philanthropy.

Robertson Fellowships – The Robertson Foundation for Government (RFFG) is a nonprofit family foundation dedicated to helping government meet its talent needs by identifying, educating and motivating top US graduate students to pursue federal government careers in foreign policy, national security and international affairs. As one of just five universities partnering with the Robertson Foundation for Government, each year GPS uses RFFG funds to provide a full fellowship including tuition, fees, and stipends to two

incoming students. Additionally, GPS has served as a leader among the collective RFFG schools in coordinating annual fall quarter site visits to agencies like the U.S. Department of Treasury and the Millennium Challenge Corporation, as well as a panel of Intelligence Community agencies.

Boren Fellowships – Each year, our staff work to promote and advise students about Boren Scholarships, an initiative of the National Security Education Program, which provide unique funding opportunities for US students to study less commonly taught languages in world regions critical to U.S. interests, and typically underrepresented in study abroad programs. Examples of these regions include Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. Boren Scholars represent a vital pool of highly motivated individuals who wish to work in the federal national security arena. In exchange for funding, Boren Scholars commit to working in the federal government for at least one year after graduation.

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

Again, we do not have enough data to answer this question specifically for the MPP. However, as a proxy, MIA students generally see average starting salaries around $60,000. For the MIA class of 2017, the average public sector salary post-graduation was $60,000. This amount compares to $69,000 for those students with private sector offers. While less, this difference in amount is not considered excessive. Most of our graduates obtain jobs at the higher Federal Salary Scale level of GS-9 to GS-11.

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

We have a robust outreach program in place for all prospective students, which includes virtual and in-person information sessions and advertising in key venues like the Model United Nations conferences and Idealist website for careers for the common good. Financial aid is a critical element in the narrative we share with prospective students.

We have an Admissions Facebook page on which we routinely post helpful information for students interested in applying to our programs, including information on financial aid. We hold multiple web-based information sessions in the fall specifically focused on funding a graduate education, and these are recorded and posted to our YouTube page for review at any time. Our staff attend fairs

and information sessions globally throughout the year and send a bi-weekly newsletter to interested students, which routinely features financial aid information.

Last year, we began having student interns, including fellowship recipients, share their experiences in our program with new and potential students, by posting to blogs. Although the blogs are thematically linked to the research and instruction of the school, we incorporate information about fellowships and other forms of financial aid as appropriate.

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 do not track average debt at the department/school level. Since all financial aid is centralized to campus, we have little knowledge (unless students share it with us themselves) what kind of loans they've elected to accept through FAFSA or other means.

Concerning salaries, we have had that information traditionally on our website. It is also discussed during Admissions programming, including webinars, fairs and Q&As.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

☐ (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
☐ Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
☒ Convened focus groups of students in the program to discuss the plan and solicited feedback
☒ Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
☐ Other (please describe): Text

IX.b. Below, please 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 May 10, 2018, Assistant Deans Olcomendy and Hunter Barker spoke for 30 minutes to approximately 9 members of GoGPS, the GPS student body government. They handed out a one-page informational sheet which outlined what a PDST is, what it is used for at GPS, as well as competitor pricing for comparison. The sheet also covers the other measures we are exploring to reduce expenditures and increase revenues. The students asked several questions and promised to write up their thoughts (note: despite three follow-up emails, no written responses were provided). Some thoughts captured at the meeting included:

- Keep PDST static for each cohort
- If much of the increase goes to funding salary and benefit increases, suggest tying the PDST to CPI
- Best to find ways to get away from putting this on the backs of students
- Include UC Berkeley and UCLA as points of comparison

On May 18, 2018, Assistant Deans Olcomendy and Hunter Barker spoke for 45 minutes to approximately fifteen of the School's Deans Fellows, a group of students selected by faculty and staff for their academic excellence, leadership, citizenship and regional involvement. This group also received the informational one-pager and asked many questions. Their comments and questions included:

- Can the California state surplus be earmarked for this?
- What are the annual increases at other schools?
- Include UC Berkeley and UCLA as points of comparison
- Create greater transparency in the reporting process; include a breakdown of how exactly the fees are used at the school

Based on these suggestions and financial analysis, a decision was made to request an increase of 3% per year. This is a reduction from the past proposal which included a 5% increase per year. We are also now including UCLA and UC Berkeley as points of comparison in our email outreach, noted that competitors tended to raise their fees 3-5% each year, and include more information how the funds are spent.

Assistant Dean Hunter Barker fielded a Google poll on October 10, 2018, requesting feedback on the School's intent to increase the PDST by 3%/year for the next five years. The same information that was presented to the other students – namely competitor's prices, how we spend the funds, what we do to offset the increases – was included in the poll. Students were given until 10/17/18 (one week) to respond. Thirty-eight students logged into the poll. We have included a PDF of the responses.

We polled MIA and MPP students together – as they were also co-mingled in our student meetings. In future years, we will be sure to separate the polls so we can get degree-specific feedback.

To summarize the feedback:
Question 1: How do you feel we perform in terms of affordability when compared to our peer institutions?
29 students responded. 16 acknowledged that we are in-line with our competitors and offer fair pricing. 13 voiced opinions that we are still too expensive, especially for international students.

Question 2: How important are the things we are spending the PDST fees on to you?

31 students responded. 17 expressed their support for how the funds are being spent. 6 students were supportive, but with some qualifications, and 8 more had varying levels of support but all expressed some discontent.

Question 3: What would you propose we do in place of raising the PDST?

29 students responded. Increasing fundraising was a popular response. Two students actually suggested raising tuition, and one suggested we reduce the number of faculty. Many of the suggestions are not actionable, however, we will do two things as a result:

> 1 – We will re-examine the TA policy as it was mentioned a few times in this poll, and look specifically into any classes with three TAs – the issue that was raised specifically.
>
> 2 – There is a general call for more accountability. While we did offer a general breakdown of how the funds are spent, we did not go through a detailed budgetary explanation. Prior to our next proposal to increase fees, we will hold a financial meeting open to any student interested, where we lay out the PDST expenses in more detail.

Question 4: Are there any other thoughts you'd like to share with us regarding the PDST increase?

20 students responded. These responses were quite varied, but a few themes emerged. First, international students feel particularly burdened. However, as we keep the PDST the same for resident and non-resident, this is a commentary on issues that go beyond this proposal. Many students lamented the fact that they were paying for resources they didn't use – fellowships, TAships, etc. This is an understandable complaint, but not one we can resolve. There was also a call for need-based aid, but again, that is beyond our control.

Overall, we felt the responses were more favorable than we would have anticipated and that those who expressed discontent with the notion of raising fees had reasonable objections. We will continue to work on cost savings methods and outside fundraising activities to keep the increases as small as possible.   Based on student feedback, we will continue to hold outreach sessions each year to education the students on the use of tuition dollars at the school.

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 must be provided by the program.**

☒ Plan shared with _____GSA President Vipperman-Cohen_____ on ___10/19/18_____ .
<div style="padding-left:2em;font-size:smaller">Campus graduate student organization (i.e., your campus' GSA president)</div>

☒ Comments or feedback was provided.

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

From President Melissa Vipperman-Cohen and Vice President of Academic Affairs Vladimir Jovanovic:

We have reviewed the proposed PDST increases for both Master's in Public Policy and Master's in International Affairs at the School of Global Policy and Strategy (collectively referred to as GPS henceforth).

The 3% proposed increase for the next five years seems to be reasonable. This increase has been proposed to go into fellowships and improving student-faculty ratios as well as other avenues. From the perspective of the GSA, fellowships for professional degree programs and higher student-faculty ratios are some of the highest concerns we hear from our constituents.

The outreach to the students, including soliciting feedback from GoGPS, student fellows, and the graduate body at large are also welcome and needed. We recommend that in future years, GoGPS is more heavily recruited for input on the PDST process. Specifically, students should be on the committees that determine the fee increase and how new funds will be allocated. As well, repeat attempts to reach out to them might be necessary. These policies can fall to the way-side for graduate students when they're busy capstone projects and the like.

The strong fellowship support is also laudable and something the GSA will point to for other programs that have upcoming PDST renewals. Fellowships are an excellent recruitment tool for URM applicants and increasing the diversity of the student body.

☒ If applicable, plan shared with _____Go-GPS_____ on May 2018_____ .
<div style="padding-left:2em;font-size:smaller">Program graduate student organization (i.e., your program council or department GSA)</div>

☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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.

GPS faculty meetings are well-attended and we had approximately 90% of the faculty present when this topic was discussed on 10/3/18.

- The faculty agreed that as a public university, it is important to keep our programs as accessible as possible. When looking at our competitors, all agreed we have done a good job at that.
- They approved of the strategy of keeping the increases stable at 3% over the five-year period, which allows the students to plan ahead.
- There was a discussion about increasing the fees mores, and then dedicating more to financial aid. Ultimately, that was determined to be an unattractive option.
- It was noted that we have struggled with attracting good domestic students, so anything we can do to attract them compared to our competitors, we should we do. (This goes back to our financial aid strategy as described above.)
- They were interested in knowing if we could revise the 3% if needed, and were assured that we could.
- Our need to raise fellowship funding through development efforts was reaffirmed.

There were no specific actions to be reconciled, so this discussion did not result in any changes to the proposal.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with _____Paul Yu_____ on 10/19/18_____ .

Graduate Dean

☒ Plan endorsed by _____Pradeep K. Khosla_____ on ____November 16, 2018___ .

Chancellor[1]

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$31,035	$31,968	$32,928	$33,915	$34,935	$35,985	3%	$933	3%	$960	3%	$987	3%	$1,020	3%	$1,050
Prof. Degr. Suppl. Tuition (Nonresident)	$31,035	$31,968	$32,928	$33,915	$34,935	$35,985	3%	$933	3%	$960	3%	$987	3%	$1,020	3%	$1,050
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$351	$357	$374	$383	$400	$412	1.7%	$6	4.8%	$17	2.4%	$9	4.4%	$17	3.0%	$12
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)***	$55	$55	$55	$55	$55	$55	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$44,011**	**$45,346**	**$46,725**	**$48,141**	**$49,610**	**$51,122**	3.0%	$1,335	3.0%	$1,379	3.0%	$1,416	3.1%	$1,469	3.0%	$1,512
Total Fees (Nonresident)	**$56,256**	**$57,591**	**$58,970**	**$60,386**	**$61,855**	**$63,367**	2.4%	$1,335	2.4%	$1,379	2.4%	$1,416	2.4%	$1,469	2.4%	$1,512

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Includes Community Center Facilities Fee, student government dues, and Student Health and Counseling fees

*** Disability insurance fee for dentistry

Additional Comments: N/A

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

The UCSF School of Dentistry ("SOD") Doctor of Dental Surgery ("DDS") degree program provides a unique balance of clinical excellence, research opportunity, and community service as part of one of the leading health science centers in the nation. Established in 1881, SOD has a tradition of service, beginning with the provision of care following the 1906 earthquake and fire, strong clinical programs that prepare dentists for the future, and research activities at the vanguard of contemporary science. Our mission is to advance health through excellence in patient care, education, and discovery in our pursuit to be the preeminent innovator in oral and craniofacial health worldwide. Our excellence includes concerted efforts to better understand how diversity benefits all of us – the SOD strives to provide culturally competent and sensitive care, and to further diversify our student body to reflect the diversity of San Francisco and the state at large in preparation for the evolving health system and to develop future leaders in the profession.

The pre-doctoral curriculum is four years in length and covers the broad range of science, art, and technology in contemporary dental practice. We are accredited every seven years by the Commission on Dental Education. We passed our most recent accreditation in 2012 with no reporting requirements, which means that the program achieved or exceeded all of the basic requirements for accreditation. We believe all UCSF dental graduates deserve mastery in procedural and clinical skills coupled with laser-focused critical thinking to prepare them for the next steps in their career, whether clinical practice, research, academia, public sector, or some combination. Students, faculty and staff work as a team to provide scientifically based patient-centered care. We are proud to develop clinicians who graduate as competent dentists, and as men and women of science. Our graduates go on to a variety of careers including private practice, academia, and research.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our last three-year proposal from AY 2016-17 through AY 2018-19, we stated goals of **investing in technology upgrades for our teaching program** and **maintaining our faculty/student ratio** as well as **student and teaching support levels**.

PDST funds were used to **invest in major technological upgrades** including improved terminals in our pre-clinical simulation lab and the replacement of all of the dental chairs used by our DDS students in clinics. We began piloting the use of check-in kiosks for patients to help streamline the process and improve the patient experience. In addition, we invested in the infrastructure of our building including renovating the student lounge and the restrooms in our clinics building. The cost of the bathroom renovations was shared with the campus.

In order to **support and maintain our faculty/student ratio** we have invested heavily in faculty support to ensure that we have sufficient faculty to meet our ratios in all clinics. Prior to AY 2016-2017, there were issues meeting the 8:1 student faculty ratio that we have set in our pre-doc clinics. Due to a variety of factors, there were often faculty members that were unable to be present in clinics which would cause other faculty to have to supervise additional students. In order to ensure that our students are getting the supervision they needed, the School implemented a policy where every student clinic would be assigned 3 additional faculty members to fill-in for absences. This ensured that we consistently meet , and very often exceeded, the 8:1 ratio. PDST funds have been used to support the salaries and benefits of the additional faculty.

Additionally, PDST funds have been used to **improve our teaching support services**. With the addition of a new Associate Dean for Education and Student Affairs we have created the Learner Success Center and significantly expanded the resources provided to our students to help them grow, flourish, and be successful in dental school. We have added staff and resources to both the Student Affairs and Curriculum Support groups to ensure that students have the resources they need in and out of the classroom. We have also invested the technology aspect of our Curriculum Support team to provide technology answers for issues facing our faculty and students.

The following additional goals, which were supported by PDST and other funds, were not outlined in the previous proposal but have been core to our continuing process for **improving program quality, student experience, and diversity**:

1. **Improved overall course satisfaction for students**: In 2012 we implemented the Evalue system to allow for robust feedback from students on faculty and courses. We have consistently met, and in many instance exceeded, our goal from 2014 of 100% of courses receiving a score of 3.5 out of 5.0 or higher, with a perfect rating of 5.0 indicating that classes are meeting all of the needs of the students. When our new Associate Dean for Education and Student Affairs joined in 2016, we began increasing our minimum score annually and taking multiple actions to improve our courses. As of the end of academic year 2017/2018, 98% of our courses received a score of over 3.75 with an average score of 4.34. For the current year, we are working towards 100% of courses getting a score of 4.0 out of 5.0 or higher.

2. **Increased access for students to a variety of opportunities to gain experience in education, research, service, and leadership** through the formation and financial support of Registered Campus Organizations (RCOs) specific to dental students: RCOs are designed to cover a broad range of student interests including education, research, service, and leadership. We have been increasing the number and/or variety of RCOs annually to match the interests and needs of the student body and we have steadily been increasing Dean's Office support of the RCOs so that they can provide robust opportunities for the students to expand their educations. In addition, we have been increasing the number of students who are supported by the Dean's Office to attend professional meetings and conference annually to enhance their educational experiences.

Funding provided to School of Dentistry RCOs since 2014

Year	Funding
2014	~90000
2015	~102000
2016	~106000
2017	~110000
2018	~120000
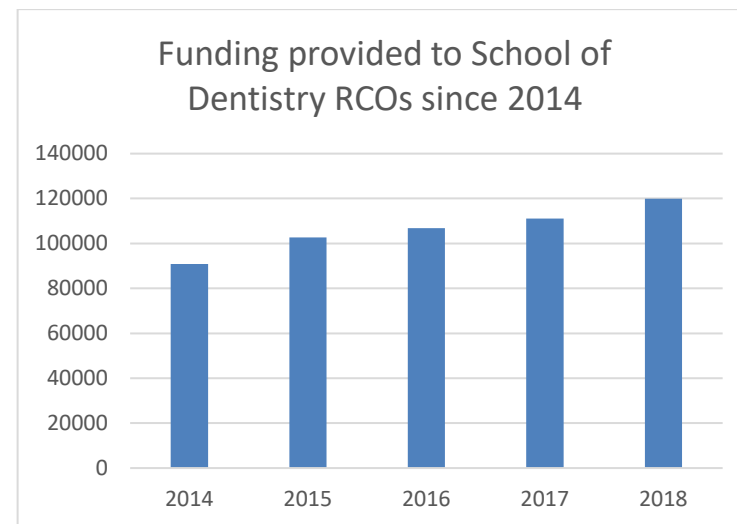
3. **Increased diversity in our DDS classes**: The diversity of our DDS classes have been expanding and growing annually. This is an ongoing goal, and in the current academic year (2018/2019) we are expanding our outreach efforts with a focus on increasing diversity including our Post-Bac program and our DentStay program, which is described more Section V as part of our diversity strategy.

2015-2018 First Year Underrepresented Minority Enrollment Comparison*								
Year Entering	2015		2016		2017		2018	
	Total	*%*	*Total*	*%*	*Total*	*%*	*Total*	*%*
BLACK	2	2.2	5	5.6	5	5.6	3	3.3
HISPANIC	11	12.2	9	10.0	12	13.3	11	12.2
AM-IND	0	0.0	1	1.1	1	1.1	0	0.0
FILIPINO	4	4.4	4	4.4	4	4.4	5	5.5
Total URM	17	18.9	19	21.1	22	24.4	19	21.1

Source: UCSF School of Dentistry Admissions Database

* Please see the UCSF Office of Diversity and Outreach working definition of an underrepresented minority here: https://diversity.ucsf.edu/URM-definition.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

We are requesting annual 3% increases to our PDST levels to **maintain program quality by, for example, keeping up with cost increases and accreditation standards,** and to **maintain and improve levels of instructional and student support services**. We are in the process of completing our self-study for our 2019 accreditation, and we recently completed a climate study with the participation of faculty, staff, and students. Through both of these avenues, we were able to gather meaningful feedback from our students about their needs. While results continue to be evaluated, proposed uses of PDST funds in our five-year multi-year plan are aligned with some of the early findings of the two studies.

A 3% increase will allow us to improve the academic and financial integrity of the program. It will allow us to **maintain program quality by keeping up with cost increases.** In San Francisco, we are facing an ever-increasing cost of living and a very low unemployment rate, both of which have substantially increased the cost of our faculty and staff. Because all of the faculty and staff we are trying to recruit have a variety of options for their careers, whether in the Bay Area or outside of it, demands for higher salaries to better match market rates for jobs are increasing our staffing costs annually. These factors are out of our control and we do not want to make any drastic cuts to our faculty or staff, which might negatively impact the program for our students. Support from new PDST funds will help ensure we maintain current student/faculty ratios at all times, one of the findings from the student feedback provided in our two studies.

PDST funds also will be used to **support the upcoming curriculum reform for our DDS program.** This support will come in the form of increased staffing in the Learner Success Center to support designing and implementing the curriculum changes and investments in infrastructure and technology to support the new curriculum.

Among other student feedback provided through the two studies is the need to **maintain and improve levels of instructional and student support services.** A portion of the revenue from the PDST increase will be used to address these needs. Examples include but are not limited to increasing student services support including additional staff in our Office of Student Affairs and Office of Curriculum Support to assist students with their needs, investing in additional and upgraded translation tools, and continuing to invest in upgrading facilities and technology to best support our students.

PDST funds will also be used to **support increasing diversity in our student population**. We have increased the staffing in our Office of Admissions and Outreach which allows us to increase our outreach efforts. In addition, PDST funds will be used to support our Post-Baccalaureate program which has shown success in getting URM students admitted to dental school.

If the PDST increases are not approved, it will negatively affect our program. Without support from new PDST funds, the program will not be able to improve to keep up with the current trends in dental education. Without additional funding, we might have to extend the timeline for the proposed changes to our curriculum or decrease the scope of the changes.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

| | Total 2018-19 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | Total Projected PDST Revenue in Final Year |
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$3,259,809	$97,794	$100,728	$103,750	$106,862	$110,068	$3,779,012
Benefits/UCRP Cost	$843,447	$25,303	$43,438	$27,366	$13,181	$12,285	$965,019
Providing Student Services	$1,157,726	$34,732	$73,692	$23,183	$38,680	$39,840	$1,367,854
Improving the Student-Faculty Ratio	$500,000	$0	$0	$0	$0	$0	$500,000
Expanding Instructional Support Staff	$1,389,713	$41,691	$42,942	$44,230	$45,557	$46,924	$1,611,058
Instructional Equipment Purchases	$47,272	$1,418	$7,304	$8,399	$9,659	$11,108	$85,159
Providing Student Financial Aid	$2,930,222	$100,271	$157,808	$118,428	$122,399	$125,987	$3,555,115
Other Non-salary Cost Increases	$951,307	($97)	$47,560	$29,963	$30,862	$31,788	$1,091,383
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	$11,079,495	$301,112	$473,472	$355,320	$367,200	$378,000	$12,954,600

Additional Comments: Other Non-salary cost increases include supplies, computers, marketing materials, website design and updates, and temporary help to support upcoming initiatives related to accreditation and curriculum revision. Upgrading facilities and technology costs are included above within Instructional Equipment Purchases and other non-salary cost increases.

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

We are actively fundraising for increased student scholarships so we do not need to increase the tuition for all our students to offset the debt for some. We are investing in technology and curriculum improvements to increase efficiency. For example, we are implementing the Lean Management system in our dental clinics to help increase efficiency and cut down on waste. Initial efforts have helped us identify cost savings in supplies and other non-payroll expenses. Use of patient check-in kiosks is being piloted to improve the patient flow and allow us to decrease staffing in our clinics. We are improving our on-line payment options to make it easier for patients to pay their bills se we can increase our collection rates. All of these measures will allow us to decrease the

overhead expenses in our student clinics. In addition, based on feedback from our faculty and students, the School is evaluating a new funding model for teaching expenses and ways to increase clinical revenue in an effort to eliminate future tuition increases.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	280	282	282	284	284	284
Domestic Nonresident	77	74	78	76	76	76
International						
Total	357	356	360	360	360	360

Additional Comments: The program's intent is to keep non-resident participants at approximately 20% or lower to ensure we are serving the citizens of California.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	$	%	$	%	$	%	$	%	$
University of the Pacific (private)	111,925	115,283	118,741	122,303	125,973	129,752	3%	3,358	3%	3,458	3%	3,562	3%	3,669	3%	3,779
University of Southern California (private)	111,959	115,318	118,777	122,341	126,011	129,791	3%	3,359	3%	3,460	3%	3,563	3%	3,670	3%	3,780
University of Pennsylvania (private)	94,228	97,055	99,966	102,965	106,054	109,236	3%	2,827	3%	2,912	3%	2,999	3%	3,089	3%	3,182
New York University (private)	95,276	98,134	101,078	104,111	107,234	110,451	3%	2,858	3%	2,944	3%	3,032	3%	3,123	3%	3,217
Oregon Health Sciences University (public)	46,604	48,002	49,442	50,925	52,453	54,027	3%	1,398	3%	1,440	3%	1,483	3%	1,528	3%	1,574
University of Washington (public)	55,179	56,834	58,539	60,296	62,104	63,968	3%	1,655	3%	1,705	3%	1,756	3%	1,809	3%	1,863
University of Michigan (public)	35,691	36,762	37,865	39,001	40,171	41,376	3%	1,071	3%	1,103	3%	1,136	3%	1,170	3%	1,205
University of Iowa (public)	45,508	46,873	48,279	49,728	51,220	52,756	3%	1,365	3%	1,406	3%	1,448	3%	1,492	3%	1,537
Public Average	45,746	47,118	48,531	49,987	51,487	53,032	3%	1,372	3%	1,414	3%	1,456	3%	1,500	3%	1,545
Private Average	103,347	106,447	109,641	112,930	116,318	119,807	3%	3,100	3%	3,193	3%	3,289	3%	3,388	3%	3,490
Public and Private Average	74,546	76,783	79,086	81,459	83,902	86,420	3%	2,236	3%	2,303	3%	2,373	3%	2,444	3%	2,517
University of California, San Francisco	44,011	45,346	46,725	48,141	49,610	51,122	3%	1,335	3%	1,379	3%	1,416	3%	1,469	3%	1,512
Nonresidents							%	$	%	$	%	$	%	$	%	$
University of the Pacific (private)	111,925	115,283	118,741	122,303	125,973	129,752	3%	3,358	3%	3,458	3%	3,562	3%	3,669	3%	3,779
University of Southern California (private)	111,959	115,318	118,777	122,341	126,011	129,791	3%	3,359	3%	3,460	3%	3,563	3%	3,670	3%	3,780
University of Pennsylvania (private)	94,228	97,055	99,966	102,965	106,054	109,236	3%	2,827	3%	2,912	3%	2,999	3%	3,089	3%	3,182
New York University (private)	95,276	98,134	101,078	104,111	107,234	110,451	3%	2,858	3%	2,944	3%	3,032	3%	3,123	3%	3,217
Oregon Health Sciences University (public)	73,636	75,845	78,120	80,464	82,878	85,364	3%	2,209	3%	2,275	3%	2,344	3%	2,414	3%	2,486
University of Washington (public)	84,568	87,105	89,718	92,410	95,182	98,037	3%	2,537	3%	2,613	3%	2,692	3%	2,772	3%	2,855
University of Michigan (public)	53,540	55,146	56,801	58,505	60,260	62,068	3%	1,606	3%	1,654	3%	1,704	3%	1,755	3%	1,808
University of Iowa (public)	69,728	71,820	73,974	76,194	78,479	80,834	3%	2,092	3%	2,155	3%	2,219	3%	2,286	3%	2,354
Public Average	70,368	72,479	74,653	76,893	79,200	81,576	3%	2,111	3%	2,174	3%	2,240	3%	2,307	3%	2,376
Private Average	100,476	103,491	106,595	109,793	113,087	116,480	3%	3,014	3%	3,105	3%	3,198	3%	3,294	3%	3,393
Public and Private Average	86,858	89,463	92,147	94,912	97,759	100,692	3%	2,606	3%	2,684	3%	2,764	3%	2,847	3%	2,933
University of California, San Francisco	56,256	57,591	58,970	60,386	61,855	63,367	2%	1,335	2%	1,379	2%	1,416	2%	1,469	2%	1,512

Source(s): All tuition and fee information were collected from the program websites for each of our competitors.
University of the Pacific: http://www.dental.pacific.edu/academic-programs/doctor-of-dental-surgery/tuition-and-fees
USC: https://dentistry.usc.edu/programs/dds/cost-of-attendance/
University of Pennsylvania: https://www.dental.upenn.edu/academic_programs_admissions/dmd_program/tuition_fees
NYU: https://dental.nyu.edu/academicprograms/dds-program/tuition.html
OHSU: https://www.ohsu.edu/xd/education/schools/school-of-dentistry/prospective-students/dmd-program/tuition-fees.cfm
University of Washington: https://dental.washington.edu/students/dds-programs/admissions/projected-costs/
University of Michigan: http://www.dent.umich.edu/admissions/program-costs-tuition
University of Iowa: https://grad.admissions.uiowa.edu/doctor-dental-surgery-dds-program-estimated-costs

Additional Comments: All tuition and fees were collected from our competitor's website for the first year entering for academic year 18/19. Out years were calculated using a 3% increase

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The comparative institutions were selected either because they are of similar scope and caliber - research institutions with which we compete for students and faculty - the majority of which also consistently rank as the top dental schools in the US, or because of geographical proximity (UOP). We had been first in NIH research funding for twenty-five years and University of Michigan overtook us this year. These are our closest competitors. An example of dental school rankings can be found at:
http://usdentalschools.com/top_school_rankings/index.html

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

Both our in state/resident tuition and out-of-state/nonresident tuition are lower than the averages of all of our public and private comparative institutions. Given that the cost of living in San Francisco is considerably higher than where our competitors are located, and our salary and other expenses are higher, it is expected that our tuition would be higher than all of our competitors. It speaks to the affordability of our program that we are able to implement lower tuition and fees than most of our competitors.

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

The University of California - San Francisco is a world-class teaching and educational institution. The caliber of the School of Dentistry's research program, which had led NIH research funding for Schools of Dentistry for 25 straight years, provides a unique and exceptional experience for our students. Students are exposed to cutting-edge basic science and clinical research and given the opportunity to do research work during the summer. In addition, the diversity of the San Francisco community provides the students with a more diverse patient population than many of our competitors. UCSF consistently ranks among the top dental schools. In addition to the citation in IV.b. above, see also: https://www.eduers.com/medical/dental_school_rankings/

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	4%	4%	5%	3%	3%	3%
Chicanx/Latinx	10%	10%	10%	12%	4%	11%
American Indian	0%	0%	1%	0%	1%	0%
Subtotal Underrepresented	*14%*	*14%*	*15%*	*16%*	*8%*	*14%*
Asian/East Indian	52%	55%	56%	50%	22%	24%
White	27%	24%	24%	22%	66%	48%
Other/ Unknown	4%	4%	2%	9%	3%	14%
International	3%	3%	3%	3%	0%	0%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	48%	43%	41%	N/A	N/A	N/A
Gender						
% Male	40%	38%	40%	38%	57%	41%
% Female	60%	62%	61%	62%	43%	59%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Fall 2018 Estimates: UCSF Web Admit Portal
Comparison institutions: Averages of demographic information taken from public and private comparators with information available on their websites
UOP: http://dental.pacific.edu/academic-programs/residency-and-graduate-programs/master-of-physician-assistant-studies/matriculant-information
USC: https://dentistry.usc.edu/programs/dds/class-profile/
OHSU: https://www.ohsu.edu/xd/education/schools/school-of-dentistry/prospective-students/dmd-program/entering-class-statistics.cfm
University of Michigan: https://dent.umich.edu/admissions/dds/dds-entering-class-student-profile
University of Iowa: https://www.dentistry.uiowa.edu/education-class-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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

UCSF SOD Office of Admissions and Outreach is active in their efforts to recruit students from various background to enroll a diverse student body. The SOD has made steady progress in diversifying its student population. In relation to the demographics table, which shows ethnicity data for *all students* in the DDS program, there has been a steady increase in the total percentage of *first-year* URM students in the program: 18.9% in 2015, rising to 24.4% in 2017, and currently at 21.1% in 2018. Please note that amounts for Filipino enrollments have been included in the table below – the UCSF Office of Diversity and Outreach includes Filipinos in their working definition of an underrepresented minority here:
https://diversity.ucsf.edu/URM-definition

2015-2018 First Year Underrepresented Minority Enrollment Comparison								
Year Entering	**2015**		**2016**		**2017**		**2018**	
	Total	*%*	*Total*	*%*	*Total*	*%*	*Total*	*%*
BLACK	2	2.2	5	5.6	5	5.6	3	3.3
HISPANIC	11	12.2	9	10.0	12	13.3	11	12.2
AM-IND	0	0.0	1	1.1	1	1.1	0	0.0
FILIPINO	4	4.4	4	4.4	4	4.4	5	5.5
Total URM	17	18.9	19	21.1	22	24.4	19	21.1

Source: UCSF School of Dentistry Admissions Database

We are expanding our outreach efforts with a focus on increasing diversity including our Post-Bac program and our DentStay program, which have both had success in increasing the URM applicants to our program and admitted students. One main effort is our Post-Baccalaureate program for educationally disadvantaged. This program provides upper division science curriculum at UC Berkeley, test preparation skills, application workshops, and counseling to develop these students into more competitive dental applicants. The chart below outlines the ethnicity of our Post-Bac participants and those participants who are admitted to the DDS program.

	Post-Bac Participants	DDS Admits	Post-Bac Participants	DDS Admits	Post-Bac Participants	DDS Admits	Post-Bac Participants	DDS Admits	Post-Bac Participants	DDS Admits (still in Admissions Cycle, as of 12/19/18)
	2013-2014	2013-2014	2014-2015	2014-2015	2015-2016	2015-2016	2016-2017	2016-2017	2017-2018	2017-2018
Total Number of Students	6	3	11	7	12	4	14	6	10	4
Ethnicity										
Asian	0	0	1	1	1	1	2	1	2	0
Black	4	2	4	3	4	2	3	0	1	0
Filipino	0	0	0	0	2	0	1	0	0	0
Hispanic	2	1	6	3	3	1	6	3	5	2
URM Percent	100%	100%	100%	100.00%	83%	100%	86%	67%	80%	50%
White	0	0	0	0	2	0	2	2	2	2

Source: UCSF School of Dentistry Learner Success Center

The SOD also offers 3-6 scholarships yearly to admitted students based on high academic achievement who have experienced financial hardship or overcame adversity or difficult circumstances. Data show that a majority of these scholarship recipients are from the underrepresented groups in dentistry. We anticipate using funds from PDST to fund these scholarships.

We also are expanding our outreach activities in schools that are Hispanic Serving Institutions and historically black colleges and universities (HBCUs). Lastly, in conjunction with partners (student clubs and UCSF campus), we will support more events that draw many underrepresented minorities such as the Impressions Conference sponsored by a student club, Student National Dental Association (SNDA), that brought over 130 students prospective applicants from diverse background on campus . The SOD allocates funds to such events and an Admissions Office staff presents at these events. In 2017-18, we presented at 19 of 70 events that had diversity focus by either participating in an information fair or presenting to the pre-dental clubs at these schools.

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?

To promote access for students from low socioeconomic backgrounds, we offer need-based scholarships and grants. Our RTA from PDST is awarded to need-based applicants who apply centrally to UCSF Financial Aid Office. In addition to the PDST RTA at 33%, we award three to six donor awards to incoming students that are designated for students who have high academic achievement and are expecting financial hardship or disadvantage or who have or may be overcoming adversity or difficult circumstances. While the school does not have sufficient information to comment on the trend in enrollment of students from low socioeconomic backgrounds, the data we have show that the proportion of first-year students who received Pell Grants range from 38-48%.

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 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?

For the past four years, we have had over 50% incoming students who are female. Although we anticipate that this will continue with the trend in applicant demographics, our office of admissions and outreach will continue our efforts to recruit diverse applicant pool through our collaterals, websites, panelist selection to reflect different experiences and journeys from all angles possible including gender.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We are committed, at minimum, to maintaining our current numbers, if not improving them by the end of the plan. We aim to accomplish this with increased funding to support more staffing in our Office of Admissions and Outreach and continued support of our existing efforts like our Post-Bac program. Our office of admissions and outreach are committed to recruiting diverse applicant pool. We will expand outreach efforts at HBCUs and Hispanic serving institutions. We participate in events like Inside UCSF event, sponsored by UCSF Office of Diversity and Outreach, that highlights careers in health and science to diverse college-level students across CA. Finally, we will continue to offer 3-6 donor awards each year to incoming students that are designated for students who have high academic achievement and are expecting financial hardship or disadvantage or who have or may be overcoming adversity or difficult circumstances; most of these students are from underrepresented groups in dentistry.

V.f. In the following 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.)

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.

All Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	4.3%	4.2%	4.0%
	International			
Chicano(a)/Latino(a)	Domestic	4.8%	5.2%	4.6%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	39.0%	40.1%	38.9%
	International			
White	Domestic	48.7%	45.8%	47.4%
	International			
Other/Unknown	Domestic	3.2%	4.7%	5.1%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		43.9%	44.8%	44.6%
Male		56.1%	55.2%	55.4%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	3.0%	2.9%	2.8%
	International			
Chicano(a)/Latino(a)	Domestic	3.0%	2.9%	2.8%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.2%	14.7%	13.9%
	International			
White	Domestic	72.7%	70.6%	72.2%
	International			
Other/Unknown	Domestic	6.1%	8.8%	8.3%
	International			
Percentage by Gender		2015-16	2016-17	2017-18
Female		42.4%	38.2%	38.9%
Male		57.6%	61.8%	61.1%

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V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

As part of ensuring a diverse faculty pool, the School of Dentistry works with the University Office of Diversity and Outreach to train faculty advisors in awareness of bias in hiring processes. The dean nominates senior faculty who are then selected by the vice Chancellor of Diversity and Outreach. The dean then provides salary support for these advisors to allow release time for these efforts. These faculty advisors primarily serve as advisors to academic search committees, facilitating education on best practices in the academic search process. In particular, they focus their efforts in the following ways:

- Advancing Faculty Diversity Initiative, a new process introduced at UCSF to encourage the hiring of URM faculty to full time FTE positions, by providing an additional $100,000 to faculty who fall into this category. One faculty member was successfully hired into the School as a result of this process.
- Facilitating Effective Processes for Faculty Recruitment, including education about best practices to ensure a diverse search committee, proactive search procedures to enhance the diversity of the search pool, and countering applicant selection bias.
- Monitoring Search Processes and Outcomes, including reviewing and approving the search plan, applicant pool, and short list.

The UCSF Faculty Equity Advisors operate in collaboration with the Vice Provost of Academic Affairs, Vice and Associate Dean of Academic Affairs, and the Academic Senate EQOP Committee to advance diversity goals for faculty. This close-knit collaboration between university and campus schools, including the School of Dentistry, has resulted in the following changes:

- Campus-wide, search waiver rules have been tightened
- Faculty search committees must be 25% female and/or members of an underrepresented minority group (URM),
- The Vice Chancellor for Diversity and Outreach can stop searches that fail to identify diverse applicant pools

The School's record of accomplishment on diversity in gender for faculty has been very positive. For example, three out of four Department Chairs are women, and three out of five associate deans are women. In 2007, 35% of faculty was female, whereas there has been a steady increase in the proportion of female faculty with 45% of the faculty comprised of women in 2017. This represents a 29% increase in the proportion of female faculty members over 11 years.

The School has also been making strides increasing diversity at the faculty level. After the decrease from 2007 to 2008, the proportion of all underrepresented minority faculty steadily increased from 6% in 2008 to 9% in 2017, a 50% improvement. Thus, as is the case in all of dental education, there remains considerable work to continue in increasing the number of faculty from

underrepresented minority groups. The School continues to work to identify trends and develop strategies to increase equity in all areas including underrepresented minority faculty. The School is exploring models that will allow us to retain our URM students as faculty members after graduation. This process has recently begun and we are looking at loan repayment efforts, tuition free residencies, and other options to improve the likelihood of a student being able to transition directly into academia after graduation. We will focus these efforts on retaining our best and brightest students, many of who are from URM groups.

With respect to retention for faculty, one way in which the School works to retain a diverse faculty pool is through participation in the Faculty Salary Equity Review process. The Faculty Salary Equity Review (FSER Committee) meets yearly at the request of the Chancellor to review school action plans and address potential salary inequity by gender and URM status, with recommendations to the Chancellor. The most recent meetings were from September 2017 through April 2018. After a comprehensive analysis of faculty salaries and accelerated academic advancements by underrepresented minority status (URM) and gender within the School of Dentistry, no salary inequities were identified, and yet the school and University as a whole is committed to the importance of ongoing annual salary equity analyses and monitoring as a means to address any inequities in salary. This is a valuable mechanism to retain a diverse faculty.

The Campus offers a Mortgage Origination Program (MOP) as an additional tool to recruit and retain faculty, including senior management. The Program helps qualifying new faculty in purchasing their first home in the Bay Area. Eligibility for MOP participation is restricted to faculty with appointments in the Academic Senate series (Professor, Professor In Residence, or Professor of Clinical X) or members of the Senior Management Group (SMG) within the first two years of their eligible appointment. In some cases, eligibility to participate in the MOP program may be offered to Academic Senate appointees as part of a retention effort. While eligibility to participate in the Mortgage Origination Program is by virtue of a (new) appointment into an Academic Senate series and is unrelated to any minority status or disadvantaged background, it does provide an additional resource to applicants and/or existing faculty which may include those from a disadvantaged or minority backgrounds.

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?

Overall program affordability is very important to DDS, which is in part reflected in our lower tuition and fees than most of our competitors despite our location in San Francisco. We are continuing our commitment to keeping our 33% of RTA from PDST and tuition increases for need-based awards. Thus, when we raise our PDST, our RTA will also increase for our need-based awards. **We**

have changed our scholarship award process to have every scholarship be for four years where previously they were given for only one year. This has assisted students in knowing what support they will have for the entire four years. **We have also revamped our scholarship award timeline to ensure that students have information on their scholarships prior to deciding to come to UCSF**. In addition, **we are increasing our philanthropic efforts to support our need and merit based scholarships with the ultimate goal of providing some level of scholarship to all students with need or merit**. We measure our success by looking at the decrease in our percentage of students with debt in the most recent year and the increase in number of students who are getting multiple years of support.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	93%	93%	89%	90%	92%	94%	76%
Cumulative Debt among Students with Debt	$163,873	$174,501	$192,381	$208,887	$192,188	$194,874	$203,920

Source: UCSF Student Financial Aid Office

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?

USCF SOD rate of indebtedness has been increasing on average of 3% - 1.4% (b/t FY15 and FY16); 4.6% (FY16 to FY17); and 3.5% (FY 17 to FY 18). This data were provided by the UCSF Graduate Division, which include FY18 data. Our rate of PDST is under the cost of living inflation rate in the northern California area. Office of Financial Aid does a survey annually for students' cost of living. For housing, our students reported on average of $1,552 in 16-17 and $1,814 in 17-18, which represents 17% increase. UCSF is increasing the number of housing units available for students that should help address the cost of living issues for more students. Although our cost of living rate used by the Financial Aid office for student budget is below market for the northern California area, the increase is still larger than 3% increase that we are proposing for our PDST.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	76%	$203,920	$153,900	19%
Public comparisons	84%	$239,895	$153,900	22%
Private comparisons	84%	$341,190	$153,900	32%

Sources: UCSF DDS Debt – UCSF Student Financial Aid
Comparison institutions: ADEA Dental School Class of 2018 Exit Survey
Median Graduation salary from US News and World report Best Jobs report 2018 https://money.usnews.com/careers/best-jobs/dentist

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 UCSF School of Dentistry is dedicated to helping student manage loan debt. The average default rate is less than 1%. This shows that our graduates are able to secure positions to repay their loans.

UCSF also awards health profession student loan and loan for disadvantaged students, offered through Department of Health and Human Resources, which are need-based loan for our neediest of students. Currently, campus financial aid office is working on compiling a scholarship database.

In addition, we rely on campus financial aid office to provide debt management and loan repayment education. With the addition of Resource Advisor position and consultant for financial literacy provided by the UCSF Student Financial Aid Office, we have been educating our students on debt management and loan repayment. They also provide a financial literacy website: https://finaid.ucsf.edu/financial-literacy.

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.

Resources are available to DDS students interested in lower-paying public interest careers, such as information about Federal programs and other aid opportunities. For example, the main scholarship programs that School of Dentistry public interest-minded students target for loan repayment assistance is the Health Professionals Scholarship Program (HPSP), as well as various armed forces scholarship programs.

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?

Students who enter public interest careers do typically earn less than those who enter private practice. For those who do want to enter public service we help them identify resources to help with loan repayment. The most common programs that SOD students apply for are the Health Professionals Scholarship Programs (HPSP) and armed forces scholarship programs. For these, we have representatives attend various recruiting events for our incoming and current students.

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

In addition to aligning with American Dental Education Association (ADEA) who gives industry wide advice on application process and financing dental education, we incorporate financing dental education in our information sessions that we give to our prospective applicants. In addition, our admissions website has information on our cost of attendance and a link to the campus financial aid office website that has general resources for all UCSF 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?

We share our average debt information on our information sheet shared at campus visits and at our interview days. At this time, we do not request salary information in our exit survey and are therefore unable to include data on median salary for UCSF students. Data listed in Table VI.b is national median salary for dental professionals.

VII. OTHER

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

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only 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 2018-19 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.

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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe): We met with student leaders to get their questions on the proposal and created a survey to provide the students with the answers to their questions, a copy of the full proposal, and a request for feedback. This survey was shared with student leaders and they were asked to share with their classes. (See below for additional details).

IX.b. Below, please 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 August 31, the program met with student leaders to introduce the proposal and let them know that a 3% increase annually for 5 years was planned. In early September, the Director of the Learner Success Center met with student leaders to get their questions about the proposal, which the program then responded to in writing. On October 1, the program sent to student leaders a survey to collect feedback on the proposal from the student body. The survey included a copy of the full proposal and an introduction with answers to questions raised by the student leaders from the August 31st meeting. The student leaders then distributed to the student body. Two students provided feedback as part of this survey. The students have asked for more transparency regarding how their tuition dollars are being spent and for the spending focus for tuition dollars to be specifically on increasing teaching faculty and not on what they consider to be administrative expenses. In addition, the students expressed concern regarding the ever increasing cost of dental school. No changes were made to the proposal based on student feedback.

In addition to the PDST consultation process, the students have had numerous opportunities to provide feedback on the program to school leadership. All students were asked to participate in a climate survey in early 2018, results of the survey are being analyzed and action plans are being developed. All students are being actively engaged in the current accreditation process including town

halls and meetings with School leadership. Additionally, our new Dean, Mike Reddy, has instituted office hours on Monday afternoons where any member of the UCSF School of Dentistry can meet with the Dean one-on-one to discuss anything relevant to the School.

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 must be provided by the program.**

☒ Plan shared with   <u>Graduate and Professional Student Organization</u> on _____<u>10/1/18</u>_____ .
<div style="padding-left:2em">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:</div>

☐ If applicable, plan shared with   _____ on _____ .
<div style="padding-left:2em">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:</div>

<u>Consultation with faculty</u>
IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply.

☒ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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): Created a survey to provide the faculty a copy of the full proposal, and a request for feedback. The survey was sent to all faculty in the School.

IX.e. Below, please 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 the faculty in two ways to gather their feedback on the PDST proposal. First, the Associate Dean of Administration and Finance presented the proposal at the faculty retreat held on September 29. Feedback from the meeting was recorded. In addition, a copy of the proposal, the answers to the clarifying questions the students had asked, and a feedback survey were forwarded to all faculty on October 9 and they were given a week to provide written feedback.

Faculty feedback was split in to two buckets. The first group agreed with and supported the proposal. The second group mirrored the concerns of the students about the ever-increasing cost of dental school and asked the administration to work on options to stop tuition increases in the future.

The faculty feedback did not result in any changes to the proposal, but the administration is looking at new funding models and increased clinical revenue generation to offset the need for future tuition increases.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Elizabeth Watkins   on   November 9, 2018.
　　　　　　　　　　　Graduate Dean

☒ Plan endorsed by   Sam Hawgood, MBBS   on   November 15, 2018.
　　　　　　　　　　　Chancellor[1]

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

<u>PART A</u>

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$22,407	$23,079	$23,772	$24,486	$25,221	$25,977	3%	$672	3%	$692	3%	$714	3%	$736	3%	$756
Prof. Degr. Suppl. Tuition (Nonresident)	$22,407	$23,079	$23,772	$24,486	$25,221	$25,977	3%	$672	3%	$692	3%	$714	3%	$736	3%	$756
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$366	$372	$389	$398	$415	$427	1.6%	$6	4.6%	$17	2.3%	$9	4.3%	$17	2.9%	$12
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)***	$41	$41	$41	$41	$41	$41	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$35,384**	**$36,458**	**$37,570**	**$38,713**	**$39,897**	**$41,115**	3.0%	$1,074	3.0%	$1,111	3.0%	$1,143	3.1%	$1,185	3.1%	$1,218
Total Fees (Nonresident)	**$47,629**	**$48,703**	**$49,815**	**$50,958**	**$52,142**	**$53,360**	2.3%	$1,074	2.3%	$1,111	2.3%	$1,143	2.3%	$1,185	2.3%	$1,218

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Includes $41 disability insurance fee for medicine.

Additional comments: N/A

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

The UCSF School of Medicine (SOM) History and Accomplishments

Founded in 1864 as Toland Medical College, the school joined the University of California in 1873, and in 1898, moved to its present Parnassus Heights campus. Today, the UCSF School of Medicine (SOM) strives to advance human health through a fourfold mission of education, research, patient care, and public service. The SOM occupies eight major sites in the San Francisco Bay Area and Fresno with 28 academic departments, 8 organized research units, and 6 interdisciplinary research centers.

Consistently ranked among the nation's top medical schools, the SOM earns its greatest distinction from its outstanding faculty, comprised of 2,498 full-time, 208 part-time, and 2,150 volunteer as of 2017. Among them are four Nobel laureates, 84 National Academy of Medicine members, 64 American Academy of Arts and Sciences members, 42 National Academy of Sciences members, and 18 Howard Hughes Medical Institute investigators. The SOM was awarded 1,020 NIH grants with a total of $527 million of NIH funding.

UCSF Ranks First Among Schools of Medicine for Funding
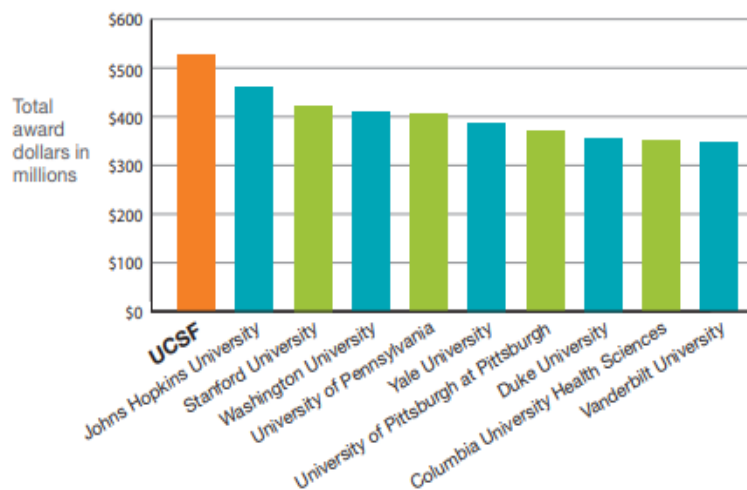
Only Medical School in the Top 4 for Both Research and Primary Care

Research		Primary Care	
#1	Harvard University — Boston, MA	#1	University of Washington — Seattle, MA
#2	Stanford University — Stanford, CA	#2	University of North Carolina —Chapel Hill — Chapel Hill, NC
#3 Tie	Johns Hopkins Hospital — Baltimore, MD	#3	University of California—San Francisco — San Francisco, CA
#4	University of California—San Francisco — San Francisco, CA	#4	Oregon Health and Science University — Portland, OR

Source: 2018 US News & World Report

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Medical Education

Education Mission: UCSF is an institution of higher learning where tomorrow's leaders in the life sciences, health care, and health policy receive their education and training. As a magnet for the world's top faculty members, students, residents, postdoctoral scholars, and staff, UCSF — a community of the best and the brightest — is able to sustain its reputation for excellence in education, discovery, and clinical care.
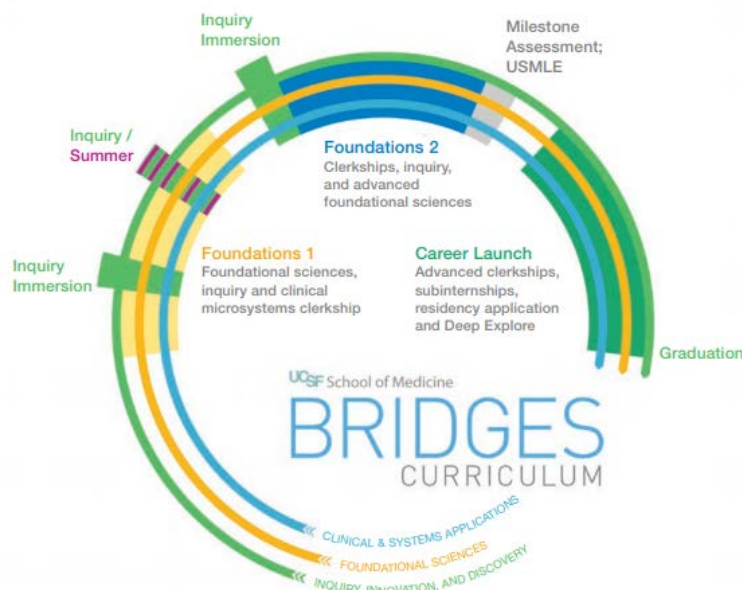
The SOM Dean's Office houses the Medicine Degree (MD) program. In Fall 2016 we launched the Bridges Curriculum with new MD Program objectives for incoming classes. The Bridges Curriculum is designed **to prepare and train physician-leaders to transform 21st century health care**. Upon graduation from the UCSF 4-year MD Program, **students are required to have demonstrated competence in the following areas: Patient Care, Medical Knowledge, Practice-Based Learning & Improvement, Interpersonal & Communication Skills, Professionalism, Systems-Based Practice, and Interprofessional Collaboration.** For each competency, a set of milestones defines the expected progress throughout medical school toward achieving competence. Please visit our website for more information - https://meded.ucsf.edu/md-program/current-students/curriculum/md-program-objectives.

What makes Bridges Curriculum unique is its integration of three phases – foundational sciences, clinical & systems applications, and inquiry, innovation, and discovery – at the start of the MD Program, allowing our annual cohort of approximately 150 students to learn and apply their skills from courses taught and held at SOM's affiliated hospitals, including the UCSF Medical Center (Parnassus, Mission Bay, and Mt. Zion campuses), the Priscilla Chan and Mark Zuckerberg San Francisco General Hospital and Trauma Center (ZSFG), the San Francisco VA Medical Center (SFVAMC), and UCSF Fresno.

In 2018, the total SOM Dean's Office Medical Education operating expenses at UCSF and UCSF Fresno were approximately $45.4 million, in which PDST represented 21% of total resources. The Medical Education communities rely heavily on Dean's Tax funding, representing 49% of total resources.

FY18 SOM Dean's Office Medical Education Expenses by Fund

State Funds
15%

Sponsored Funds
7%

PDST
21%

Dean's Tax and S&S
49%

Other Student Fees
4%

Other Sources*
1%

Philanthropy
3%
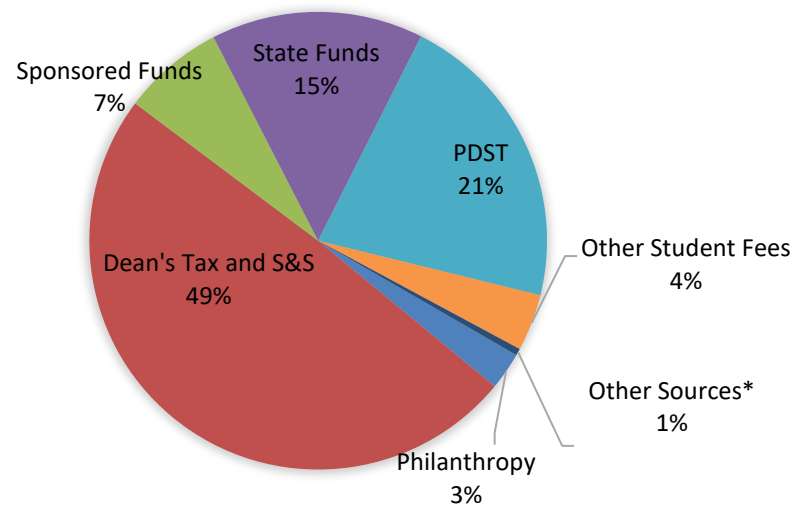
*Other sources include Indirect Cost Recovery, Campus Core, and Cost Sharing.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our expiring multi-year plan, covering 2016-17 through 2018-19, PDST funds were used to achieve the following goals:

1. **Support additional faculty and staff efforts while conducting two separate curricula during transition years of implementing Bridges Curriculum** - As the school began to focus on increasing diversity and inclusion within our community – faculty, staff, students, and stakeholders (patients, donors and community partners, etc.), Medical Education made an effort to include representation from various departments when making decisions about our program and how changes in the curriculum will impact our community. PDST revenues were used to support a diverse population of faculty efforts in the design and implementation of Bridges Curriculum, to ensure the programming activities would be as inclusive as possible. Career Launch Directors and Inquiry Directors were named and funded to develop courses that would replace components of Coda and Pathways courses in the previous curriculum. The following new faculty positions were created to help our community through the transition years.
   a. **Director of Faculty Development**, who was in charge of overseeing the creation of training, courses, and programs for developing medical educators as we identified objectives for the courses taught in the new Bridges Curriculum. This is to ensure faculty educators are aware of the changes in teaching and evaluating our students.
   b. **Two Clinical Microsystems Clerkship (CMC) Directors: one for the San Francisco Veterans Affairs Medical Center (SFVAMC) and another for the Zuckerberg San Francisco General (ZSFG) Hospital.** The CMC course, a longitudinal clinical skills curriculum for first- and second-year classes, was designed to have students learn how to help patients navigate a complex health care system within the microsystems. Because our patient demographics are extremely different at SFVAMC and ZSFG compared to UCSF Medical Center, funding these two new positions enabled us to hire site-based faculty who are familiar with their microsystems to provide relevant expertise in terms of course development that impacts our students' learning experience.

2. **Implement new coaching program to improve coach | student ratio** – One of our proposed goals was to use PDST to support a new coaching program to improve the coach to student ratio. Prior to 2017, the Advisory Colleges Mentors

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program had a 1|175 faculty-to-student ratio, where four to five faculty members would dedicate up to 40% effort in this program. In 2017, the SOM Dean's Office approved establishment of a new Undergraduate Medical Education (UME) funds flow, where a surcharge would be added to the existing Dean's Tax structure to help raise funds to support high-intensity teaching (HIT) positions, such as faculty course directors, staff course administrators and coordinators, and faculty coaches. The coaching program improved the faculty-to-student ratio significantly to 1|12. In this new coaching program, 53 faculty coaches dedicate 20% effort each. As a result of the new UME funds flow, this freed up resources to allow for PDST to continue supporting existing Advisory Colleges Mentors as we began to transition into the new coaching program. Without the UME funds flow, PDST would have been used to fund some of the new coaches and the Advisory Colleges Mentors might have lost its funding, which would have a negative impact on our continuing students who would have to change mentors or go on without one.

3. **Develop new technologies to enhance student experiences -** Our office of Technology Enhanced Education (TEE), engaged with the Library, oversees development and enhancements of the following tools, systems, and services that impact our program's quality. PDST was used to recruit project managers, developers, and designers who've worked in the higher education industry with expertise in building useful tools for our 21st century learners and teachers. Kaltura, online learning production, Vimeo, Qstream, Poll Everywhere, Assessment Dashboard, Tableau, MedHub migration from eValue were examples of the services, tools, and systems that enabled students to retrieve their course materials, review their grades, and monitor their progress through the curriculum. Faculty also used these tools for assessments and storing their online lectures, which reduced huge amount of printing costs.

4. **Increased student professional development opportunities -** PDST revenues also funded an additional $15,000 for other non-payroll expenses such as student travel to present their work at conferences during the CMC curriculum, as well as several Summer Curriculum Ambassadors and Curriculum Fellowships to ensure inclusion of student participation.

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

In this multi-year plan, we are proposing 3% annual increases for the next five years and proposed uses are as follow:

1) **Support student financial aid.** Per policy, one-third of new PDST revenue will be returned to students in the form of student financial aid, in addition to need-based aid funded from endowments and philanthropy.

2) **Support the San Joaquin Valley Program in Medical Education (SJV PRIME**), a tailored 4-year track for medical students who are committed to ensuring high quality, diverse, and well distributed medical care to improve health for populations, communities and individuals in California's San Joaquin Valley. This program is being transferred from UC Davis to UCSF effective Fall 2019. Although State funding will be available to support the operations of this program, we foresee the need to allocate increases of PDST to help supplement some program and student related expenses. The goal is to make sure we have adequate funding for a quality program.

FY20 Proposed Use of New PDST Revenue = $519,842

SJV PRIME 18%

Services & Other non-salary increases 20%

Student Financial Aid 33%

Faculty & Staff payroll increases 29%
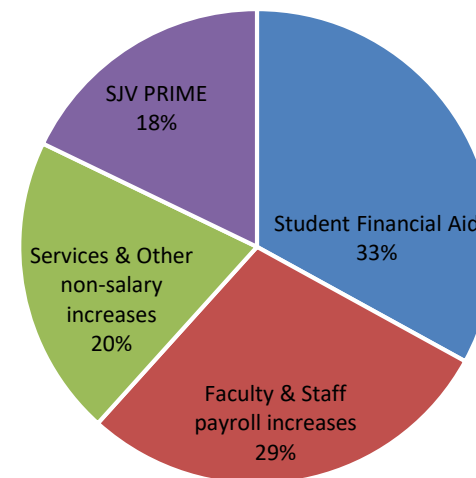
The following uses of new PDST revenues take into consideration feedback received from the students and the Liaison Committee on Medical Education (LCME) accreditation mockup visit:

3) **Support faculty and staff salary adjustments including merits, which are inflationary increases and costs associated with conducting a high quality medical education program. In particular, the following requests will help enhance student experiences:**
   a. **Recruit an Underrepresented In Medicine (UIM) specialist, additional Career Advising directors, and staff to support community engagement activities**. These initiatives have been designed in response to student request for additional career and academic advising services and for staff support to facilitate student volunteer and community service activities. Our students engage in incredibly impactful initiatives that advance equity, inclusion, healthcare, and other important priorities. Staff support enables student groups to keep initiatives going from year to year when students enter more demanding years of the clerkship and need to transition their work to the incoming classes.
   b. **Improve services for students with protected disabilities**. Additional services are needed to support the increasing numbers of students with accommodations for protected disabilities.
   c. **Work to revise assessment and grading in the clerkship years and to improve the learning environment for our students.** Accuracy and effectiveness of assessment in the clerkship years is essential to the development of excellent physicians. Current clerkship structure and assessment practices have been challenged as confusing, ineffective, and unactionable by students at UCSF and other institutions across the country. This leads to students stress and distress. The School of Medicine is embarking on a formal redesign of these processes to better serve our students and faculty.
   d. **Continue to improve educational technology and evaluation tools**. Educational technology are software and applications to support student learning and provide real time data on student performance is essential to our work. In addition, administrative technology enables us to accomplish our work more efficiently. We will designate funds to staff the TEE team with software/application designers and developers to enhance program assessment and evaluations tools in order to monitor and measure our progress.

4) **Support other services and non-salary costs to enhance student experiences and continue to improve student affordability:**

    a. **Provide subscriptions to United States Medical Licensing Examination (USMLE) question banks to ensure equitable access of these tools for all students**. Some students forgo purchasing preparatory tools because of the expense of these tools. This disadvantages those students, since scores on this exam are often used to select students for the most competitive residency programs and medical specialties. Effective in 2019, we've taken over this cost from the students and negotiated a discounted price through the company UWorld.

    b. **Support a Campus-wide Lyft program for after-hours transportation to ensure affordability and safety, and pilot a school-based clerkship supplemental travel pilot**. Students at the UCSF School of Medicine participate in required clerkships at multiple sites in and around the SF Bay area. The hours that they work often include evening and night time hours. Most students do not have automobiles and do not have access to parking. Safety of the students, both in ensuring they are traveling safe routes and not driving when fatigued following a night shift, has been improved with the Lyft pilot program. Students traveling to sites outside of the public transportation system incur additional expenses, such as car rental fees, that are not equally distributed across all students. We recommend providing supplemental travel funds to offset these additional expenses.

    c. Provide additional funds for **research presentation opportunities**. Students are increasingly producing scholarship that is high enough quality to merit presentation at national meetings. We are expanding the dollar amount of funds that students may access to travel to present their work.

If the proposed 3% increases are not approved, SOM resolves to solicit additional resources from SOM Dean's Office, SOM departments, Chancellor's Office, and perhaps UCSF Health. In case these additional resources are not secured, we will revisit the possibility of reducing costs by eliminating certain staff positions, such as the TEE unit developers and designers. This will have a negative impact on the development of our tools and services for online courses and assessment, which will in turn affect program quality and student experience.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$1,364,655	$54,586	$66,704	$69,839	$73,122	$76,559	$1,705,465
Benefits/UCRP Cost	$1,371,636	$21,823	$62,706	$65,527	$68,476	$71,558	$1,661,725
Providing Student Services	$229,261	$5,732	$7,050	$7,261	$7,479	$7,703	$264,486
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$2,422,848	$72,685	$74,866	$77,112	$79,425	$81,808	$2,808,745
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$3,720,003	$171,548	$240,365	$250,620	$261,055	$220,002	$4,863,593
Other Non-salary Cost Increases	$2,023,389	$100,690	$82,782	$83,616	$83,954	$83,353	$2,457,783
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other - Fresno Medical Education Program**	$3,119,060	$0	$0	$0	$0	$0	$3,119,060
Other - SJV PRIME***	$0	$92,778	$193,907	$205,478	$217,564	$125,691	$835,419
Total use/projected use of revenue	$14,250,852	$519,842	$728,380	$759,453	$791,076	$666,674	$17,716,276

* UCSF Fresno is a branch campus and will lead the SJV PRIME when our medical students rotate to that location. UCSF Fresno also trains medical students. Third-year students from many University of California campuses participate in core clerkships at UCSF Fresno. In addition to core clerkships, UCSF Fresno offers over 40 elective clerkship opportunities for fourth-year medical students. For more information about UCSF Fresno, please visit https://www.fresno.ucsf.edu/program-description/.

** SJV PRIME will transfer from UC Davis to UCSF in Fall 2019, starting with 6 students and increasing to 12 students per year starting in Fall 2020.

Additional Comments:
Projections of increases in expenses are based on campus-wide assumptions:
- 3% increases for all faculty and staff salaries each year.
- Academic merit increases of approximately 1.78% per year.
- Employer contributions to UCRP will hold at 14% a year, and that the costs of other employee benefits will rise by approximately 5% of current costs each year.
- Other non-salary price increases will be 2.5% of current costs each year, plus other new costs we anticipate to incur.
  - New costs in FY20 include the following:

      i. $50,000 for SOM contribution to the Campus-wide Lyft program for after-hours transportation will be implemented

      ii. $45,000 for clerkship and research travel supplement, a pilot program that helps affordability by supporting our students as they are required to travel between sites in San Francisco

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

The school works creatively to improve instructional efficiencies without compromising program quality and students' learning experience. Implemented in Fall 2016, the new UME funds flow (referenced in Section II #2) shifted some cost of education from SOM Departments to the SOM Dean's Office, and also secured resources to specifically support the directors and staff positions for the core curriculum and core clerkships, which prevented the school from having to increase PDST at a much higher rate. In addition, every budget item is reviewed annually to target areas for reduction. Items such as technology enhancements and central faculty or student services that seem redundant or less valuable to our faculty and students are examples of areas we've had to reduce.

Student scholarships have been the major focus of fundraising over the past five years and will continue to be in the future. A recent gift has been dedicated to provide cost of living supplements to students over and above their financial aid packages. Aside from this focus, the University Development and Alumni Relations (UDAR) department designated staff to solicit from foundation, individuals and alumni that have expressed interests in support programmatic expenses.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	588	592	604	616	628	634
Domestic Nonresident	48	48	48	48	48	48
International						
Total	636	640	652	664	676	682

Additional Comments: SJV PRIME will transfer from UC Davis to UCSF effective in Fall 2019. UCSF will enroll 6 students to start in 2019-20 and a full class of 12 students to start in 2020-2021. New steady state is at 682 students by 2023-24.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Residents																
Oregon Health & Science University (Public)	$44,984	$46,379	$47,771	$49,204	$50,680	$52,200	3%	$1,395	3%	$1,391	3%	$1,433	3%	$1,476	3%	$1,520
University of Michigan (Public)	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	3%	$1,136	3%	$1,170	3%	$1,205	3%	$1,241	3%	$1,279
University of Washington (Public)	$36,801	$37,913	$39,051	$40,223	$41,431	$42,673	3%	$1,112	3%	$1,137	3%	$1,173	3%	$1,208	3%	$1,242
Harvard Medical School (Private)	$63,371	$65,296	$67,255	$69,272	$71,350	$73,491	3%	$1,925	3%	$1,959	3%	$2,018	3%	$2,078	3%	$2,141
John Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford (Private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania (Private)	$63,137	$65,094	$67,047	$69,059	$71,130	$73,264	3%	$1,957	3%	$1,953	3%	$2,011	3%	$2,072	3%	$2,134
Public Average	$39,884	$41,099	$42,332	$43,602	$44,910	$46,257	3%	$1,215	3%	$1,233	3%	$1,270	3%	$1,308	3%	$1,347
Private Average	$59,863	$61,681	$63,531	$65,437	$67,400	$69,422	3%	$1,818	3%	$1,850	3%	$1,906	3%	$1,963	3%	$2,022
Public and Private Average	$51,301	$52,860	$54,446	$56,079	$57,762	$59,495	3%	$1,559	3%	$1,586	3%	$1,634	3%	$1,683	3%	$1,733
Your program	$35,384	$36,458	$37,570	$38,713	$39,897	$41,115	3%	$1,074	3%	$1,111	3%	$1,143	3%	$1,185	3%	$1,218
Nonresidents																
Oregon Health & Science University (Public)	$67,244	$69,307	$71,386	$73,528	$75,734	$78,006	3%	$2,063	3%	$2,079	3%	$2,142	3%	$2,206	3%	$2,272
University of Michigan (Public)	$56,968	$58,677	$60,437	$62,250	$64,118	$66,042	3%	$1,709	3%	$1,760	3%	$1,813	3%	$1,868	3%	$1,924
University of Washington (Public)	$66,753	$68,764	$70,827	$72,951	$75,140	$77,394	3%	$2,011	3%	$2,063	3%	$2,125	3%	$2,189	3%	$2,254
Harvard Medical School (Private)	$63,371	$65,296	$67,255	$69,272	$71,350	$73,491	3%	$1,925	3%	$1,959	3%	$2,018	3%	$2,078	3%	$2,141
John Hopkins (Private)	$54,097	$55,720	$57,392	$59,113	$60,887	$62,713	3%	$1,623	3%	$1,672	3%	$1,722	3%	$1,773	3%	$1,827
Stanford (Private)	$58,848	$60,613	$62,432	$64,305	$66,234	$68,221	3%	$1,765	3%	$1,818	3%	$1,873	3%	$1,929	3%	$1,987
University of Pennsylvania (Private)	$63,137	$65,094	$67,047	$69,059	$71,130	$73,264	3%	$1,957	3%	$1,953	3%	$2,011	3%	$2,072	3%	$2,134
Public Average	$63,655	$65,583	$67,550	$69,577	$71,664	$73,814	3%	$1,928	3%	$1,967	3%	$2,027	3%	$2,087	3%	$2,150
Private Average	$59,863	$61,681	$63,531	$65,437	$67,400	$69,422	3%	$1,818	3%	$1,850	3%	$1,906	3%	$1,963	3%	$2,022
Public and Private Average	$61,488	$63,353	$65,254	$67,211	$69,228	$71,304	3%	$1,865	3%	$1,901	3%	$1,958	3%	$2,016	3%	$2,077
Your Program	$47,629	$48,703	$49,815	$50,958	$52,142	$53,360	2%	$1,074	2%	$1,111	2%	$1,143	2%	$1,185	2%	$1,218

Source(s): Institutions' websites

OHSU: 2018-2019 Academic Year Tuition and Fee Book (pg. 6 of 24)

Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=28&full_half_term=35&level_of_study=38

Washington: http://opb.washington.edu/graduate-tuition-dashboard

Harvard: https://meded.hms.harvard.edu/md-cost-attendance

Hopkins: https://www.hopkinsmedicine.org/som/offices/finaid/cost/1819med.html

Stanford: https://registrar.stanford.edu/students/tuition-and-fees

Pennsylvania: https://www.med.upenn.edu/admissions/tuition-fees.html

Additional Comments: N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Each of these medical schools is ranked in the top 20 research oriented medical schools and/or the top 20 primary care oriented medical schools in the US News & World Report national survey. They also reflect top quality educational, research, and clinical programs. We compete with many of these schools for the same applicant pool.

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

UCSF has the lowest fee level compared to all of the comparison institutions.

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

The UCSF SOM is the only medical school rated in the top five nationally for both primary care training and for research training[1]. This rating attracts talented applicants from across the country. Unique curricular features three tracks that each focus on training physicians with unique skill sets that will enable them to have careers of impact. These tracks include the Medical Scientist Training Program (MSTP), the Program in Medical Education for the Urban Underserved (PRIME-US), and the UCSF-UC Berkeley Joint Medical Program. While many institutions have one or two of these programs, UCSF has a wider variety of programs that support students with different interests. In addition, UCSF launched the Bridges Curriculum in 2016, supported in part by a grant from the American Medical Association (AMA) housed in the Department of Medicine. This curriculum is supported by four philosophic pillars that describe the work of the 21st Century physician: scientific inquiry, continuous quality improvement, interprofessional leadership, and social justice. This new curriculum introduces students to the responsibility of continuously improving the health care system

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[1] Per *2018 US News & World Report*, rankings in primary care (https://www.usnews.com/best-graduate-schools/top-medical-schools/primary-care-rankings) and rankings in research (https://www.usnews.com/best-graduate-schools/top-medical-schools/research-rankings).

(locally and nationally) by imbedding them in ambulatory clinics and hospital inpatient units weekly beginning in the first year of medical school. Students work on interprofessional team-based projects that improve patient safety, quality, and experience. For example, students worked on improving evidence based management post-operative pain to prevent over use of opioid medications on the surgery service. They also developed a new process for managing influenza vaccination at a regional nursing home. This is a novel program that gives students important work to do to support the health system and their learning as soon as they start medical school. Additionally, all students will now have time during their curriculum to pursue a scholarly project on a topic relevant to their future career. They begin to plan for this work in year one and complete the work in their fourth year. Both of these elements are innovative and have attracted significant attention nationally. As part of this curriculum, we have developed a coaching program where a faculty member is assigned six new students every other year and they follow these students for all four years of their curriculum. They teach the students clinical skills as well as help them with career advising. While other schools have coaching programs, the UCSF program is unique in that faculty teach systems improvement in addition to traditional clinical skills.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	10%	11%	11%	12%	3%	7%
Chicanx/Latinx	13%	14%	16%	15%	4%	6%
American Indian	1%	1%	1%	1%	0.42%	0.18%
Subtotal Underrepresented	*24%*	*26%*	*28%*	*28%*	*7%*	*13%*
Asian/East Indian	29%	30%	27%	30%	17%	33%
White	35%	32%	35%	32%	63%	36%
Other/ Unknown	11%	12%	10%	10%	12%	12%
International	0.2%	0.2%	0.0%	0.1%	0.21%	6%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	25%	22%	20%	23%	n/a	n/a
Gender						
% Male	49%	48%	47%	48%	44%	51%
% Female	51%	52%	53%	52%	56%	49%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Association of American Medical Colleges 2018-19 data: https://www.aamc.org/download/321526/data/factstableb1-2.pdf (gender), and https://www.aamc.org/download/321540/data (ethnicity)
Note: "Other/Unknown" includes "Other," "Multiple Race/Ethnicity," and "Unknown Race/Ethnicity" from the AAMC data set
Comparators included– Public: Oregon Health & Science University, University of Michigan, University of Washington
Comparators included– Private: Harvard, Johns Hopkins, Stanford

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

UCSF leads all top public and private medical schools in California with respect to racial and ethnic diversity, as evidenced in the demographics table showing our program enrolling a significantly higher proportion of URMs compared to both our public and private comparators. We believe that the increase in underrepresented minorities from 24% in 2015 to 28% in 2018 (compared to 7% and 13% on average for our public and private comparators) reflects our diversity strategies. We have achieved this level of diversity using several strategies.

1) We fully embrace holistic review of all medical school applicants, giving balanced consideration to academic metrics, experiences, and attributes.
2) We have a long-standing post-baccalaureate program that provides underrepresented and educationally disadvantaged college graduates with the opportunity to improve their applications to medical school. Over 90% of these students have matriculated at a medical school, including UCSF.
3) We have constructed programs (PRIME-US and the new PRIME- San Joaquin Valley) that specifically target students from underserved communities who are interested in addressing health and health care disparities.
4) Our curriculum as a whole is designed around a pillar of social justice. This pillar is operationalized through specific coursework on health care disparities and structural racism.
5) We have worked with our student body to address issues of equity and inclusion in education and health care. These students are our best recruiters: their belief in UCSF's commitment to improve the care and education of minority populations contributes to our ability to attract a diverse class.
6) We have worked with our residency programs to also embrace holistic review so that our students from populations underrepresented in medicine have a greater opportunity to continue their training at UCSF. In the past two years, the diversity of the incoming residency class has increased from 14% to 28%, a statistic that is encouraging to students who are interested in remaining at UCSF.

The Differences Matters initiative has been instrumental in this work. This multi-year, multi-million dollar initiative designed to create the most diverse, equitable and inclusive academic health system in the country targets equity and inclusion in faculty, staff, learners, leaders and residents. By building more diverse communities, students from diverse backgrounds feel confident that their

experiences at UCSF will be positive ones. In this case, equity and inclusion is not just what keeps students here but is what helps attract them here.

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

The percentage of Pell Grant recipients has an overall decreasing trend from 25% in 2015-16 to 20% in 2017-18, though the percentage of students in the fall 2018 cohort who were Pell recipients have rebounded slightly to 23%. We have successfully kept our average indebtedness to levels lower than peer institutions and other public institutions by raising funds through philanthropy. We use a scholarship strategy that matches increases in tuition and fees with equivalent increases in scholarship once a student has matriculated so that all students know what their cost of attendance will be at the time they are admitted. The program allocates return to aid from PDST funds on a needs basis to promote access. We are working with pipeline and outreach programs such as the Doctor's Academy in Fresno, California to attract more students who come from socioeconomically disadvantaged backgrounds. This is a long term strategy, since it involves targeting students in high school, at least six years prior to medical school matriculation. We have begun to see Doctor's Academy students in our entering classes. Our work with the San Joaquin Valley PRIME program is an initiative that will target students from rural and economically disadvantaged communities.

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 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?

UCSF SOM classes have been comprised of more than 50% women for approximately 7 years. We achieve gender parity with a strategy of holistic review of all applicants, taking into consideration gender and gender-based experiences (e.g. advocacy) as one of the elements that we consider when making decisions about applicants. In addition, we have supported a positive environment for women in medicine, with multiple women leaders, several women as chairs of departments and forums on women in medicine. This encourages applicants who have multiple options to choose UCSF rather than a competitor.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We will continue to actively recruit students who are interested in meeting the health care needs of our increasingly diverse state and nation by continuing our outreach efforts and strategies described in the responses above. Working with these students, supported by our Dean, we will also continue to make UCSF the most equitable and inclusive academic institution in the country. Consequently, we expect our diversity with regard to race, ethnicity, socioeconomic status, sexual orientation and gender identity status will be sustained or enhanced by the end of this multi-year plan.

V.f. In the following 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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	2.2%	2.3%	2.5%
	International			
Chicano(a)/Latino(a)	Domestic	4.2%	4.6%	4.8%
	International			
American Indian	Domestic	0.2%	0.2%	0.3%
Asian/Pac Is	Domestic	25.9%	26.9%	27.5%
	International			
White	Domestic	63.6%	62.3%	61.0%
	International			
Other/Unknown	Domestic	3.9%	3.7%	4.0%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
Female		44.9%	46.5%	48.4%
Male		55.1%	53.5%	51.6%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	2.4%	2.0%	2.9%
	International			
Chicano(a)/Latino(a)	Domestic	2.4%	2.4%	2.9%
	International			
American Indian	Domestic	0.4%	0.4%	0.0%
Asian/Pac Is	Domestic	15.9%	17.1%	18.1%
	International			
White	Domestic	78.5%	77.7%	75.3%
	International			
Other/Unknown	Domestic	0.4%	0.4%	0.8%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
Female		25.2%	25.2%	24.7%
Male		74.8%	74.8%	75.3%

Sources: SOM Academic Affairs Office

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

UCSF recognizes the success in improving the health of our patients and our communities depends on diversifying our disciplines and professions and creating an inclusive an equitable workplace.

In 2014, we launched the Chairs and Directors Council on Diversity (CD2.) This council monitors department chair plans for and outcomes relevant to faculty diversity. Each chair submits an annual report to this council, which provides feedback to the chair on their work. The CD2 presents annually to the Chairs and Directors leadership meeting.

In 2015, we launched a program known as the Watson Scholars, which awards three years of financial support ($75,000/year) to recruit or retain eight faculty per year, selected because of their interest and expertise in advancing diversity, equity, and inclusion. Thirty four scholars, the majority of whom come from groups underrepresented in medicine, have participated in this program, which enabled them to successfully launch their academic careers and build relationships with like-minded individuals. Scholars are

invited to participate in leadership events to increase their visibility as high value faculty. Many have been appointed to leadership positions in their departments.

In 2016, we launched the Differences Matter Initiative and diverse teams were established to focus areas on six areas:
- Leadership: Develop an informed, committed, and diverse leadership who are dedicated to advancing diversity, equity, and inclusion in all mission areas and at all UCSF sites.
- Climate and Recruitment: Increase the diversity of our faculty, residents, and professional staff and increase the personal competencies of all our professionals in teaching, leading, and managing a diverse community.
- Education: Cultivate the highest quality, most inclusive learning environment for our medical students and residents.
- Clinical Care: Identify and address health care disparities in the clinical environments, UCSF, and UCSF affiliates and ensure that health care professionals are skilled in working with diverse communities.
- Research: Increase the diversity of our scientific workforce and our clinical trials participants and work to ensure that our discovery engine provides better insights into the health and health care needs of our increasingly diverse population.
- Pipeline, Outreach and Pathways: Establish UCSF as a destination for those who seek to eliminate opportunity disparities in our communities.

All chairs have been required to present specific action plans to increase faculty diversity and improve the culture of equity and inclusion in their departments as a component of their annual budget and progress review. The process includes a progress report on the past year's strategies and new goals and objectives for the coming year. The progress towards increasing faculty diversity is linear and slow, in part because of the tremendous challenges of relocating to the SF Bay Area. Our faculty from groups underrepresented in medicine tell us that the existence of the Watson Scholars; Difference Matters; Diversity, Equity and Inclusion training for faculty and leaders is visible commitment of the institution to diversity and inclusion. We have begun to see more residents from groups underrepresented in medicine choose to stay in the Bay Area and encourage colleagues to move here.

In 2018, the School of Medicine leadership group identified supporting our diverse talent as a core pillar for the UCSF School of Medicine Strategic plan.

In 2019, we are launching a new initiative to specifically recruit scientists of color to UCSF focused more on basic research.

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 and affordability goals for the program are to **provide sufficient financial aid to recruit the class that we want; to graduate students with a cumulative debt less than the national average for public institutions; and to compete successfully with our private institution competitors for students.** Metrics used include overall matriculation rate (matriculated/accepted); mean and median indebtedness of UCSF graduates compared with public medical school student indebtedness and matriculation rate for students dually admitted to UCSF and one of our private institution competitors. We also personally contact each student who declines to attend UCSF School of Medicine and ask for the top reason why they decline to attend.

All financial aid for the School of Medicine is awarded based on need. This is true for all sources of funds, including RTA, school endowments and philanthropy. Students' demonstrated need is met with a combination of loans, grants, and scholarships.

We have had a consistently strong track record with matriculation rates >50% of accepted applicants for many years. This year, our matriculation rate was 57%, our highest ever. We also track the socioeconomic demographics of our students, which confirm that (i) we have been able to make medical school accessible to applicants from low-income families; and (ii) there has been no change in the socioeconomic distribution over the past two decades. We also measure our success for the secondary goal by tracking the total indebtedness and residency choices of our graduates.

By focusing our resources on need, we will be minimizing to the full extent possible the financial impediments to medical education for those who cannot afford it. It is worth noting, however, that while we have managed to keep the graduating debt of medical students at UCSF much lower than the national average for public medical schools (in 2017 median debt $180K) and for private medical schools (in 2017 median debt $202K)[2], our private competitor peers are able to offer much greater scholarship dollars as both need and merit based awards. The number one reason given for a student deciding not to pursue their medical education at UCSF is that they received a merit based award of greater impact at another institution.

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[2] Per Association of American Medical Colleges (AAMC) *2017 Debt Fact Card*, found at www.aamc.org/FIRST

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	80%	83%	83%	84%	78%	66%	65%
Cumulative Debt among Students with Debt	$101,283	$111,664	$118,216	$115,965	$119,326	$139,457	$138,024

Additional Comments: Please note that source is UCSF, Student Financial Aid Office

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?

Two notable trends in indebtedness warrant comment. As shown in the Table above, there was a substantial jump in mean indebtedness in 2015-16. This increase was more artificial than real. Until 2015-16, students had access to low-interest government loans, which were attractive even to students from families with considerable financial means. Historically, students without great need took only these loans, thereby lowering the mean debt within the class. When these loan programs were terminated by the federal government, the percent of students seeking loans fell from 78% in 2014-15 to 65% in 2016-17, with a commensurate increase in the average loan. Thus, the overall debt among graduates actually fell from between 2014-15 and 2016-17, even though the average debt rose. Overall, from 2012 to 2017, there has been no net increase in the total graduation debt. We have been able to hold overall debt constant despite the rising cost-of-attendance through increased philanthropic support of scholarships. We intend to offset the impact of PDST and other rising costs by continuing to improve philanthropic revenue.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	65%	$138,024	$68,000	29%
Public comparisons	77%	$181,179	N/A	N/A
Private comparisons	72%	$206,204	N/A	N/A

Sources:
UCSF, Student Financial Aid Office
UCSF, HR Payroll Data for Residents salary in Department of Medicine
Comparison institutions: AAMC 2017 Debt Fact Card, www.aamc.org/FIRST

Additional Comments: The median salary of a medical student at graduation is $55,000-70,000. For example, the annual salary of a first-year internal medicine resident at UCSF includes a housing supplement that brings the total income to ~$68,000/year.

Information regarding public and private median salary at graduation is 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 manageability of the student loan debt relates directly to the chosen career path. For those who choose more lucrative paths, the debt becomes manageable. For those who might otherwise choose less lucrative career paths such as general internal medicine, general pediatrics and family practice, the debt is a strong disincentive. Loan repayment programs are valuable, but few students feel comfortable counting on them at the time that they are making their career choices. As a result, their potential impact is undermined.

UCSF's ability to award substantial grants and scholarships allows our students to graduate with an average indebtedness that is considerably lower than the national average for public medical schools. We have very few students who pursue private loans; and generally only in cases where they qualify for lower interest rates than Federal Direct loans. The default rate on Federal loans for the institution is <0.05%--a good indication of the ability of our students to manage their debt during the first few years after graduation.

During the students' time at UCSF extensive opportunities to learn about student loan repayment options are provided by a Resource Advisor in the Financial Aid Office whose primary role and responsibility is to help our students understand their debt and the available payment plan options during residency and beyond. This staff member provides numerous group sessions to our students during organized class activities coordinated with the School of Medicine throughout the four years of study, and also meets one on one with any member of the community who needs assistance developing a loan repayment plan tailored to their specialty choice and career goals. A recent analysis of our graduates in repayment reveals that many are in Income-Based or Pay-As-You-Earn repayment plans during their residency as a result of this commitment to meeting with students individually to develop the best loan management plan. Special sessions on loan forgiveness programs also provide our students with the information they need to take advantage of programs designed to help our students pursue primary care and other specialties that are covered by such plans. This support continues after graduation, and any former student may continue to work with our Resource Advisor throughout their Residency for advice and support.

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

We use financial aid to offset the cost of the mandated fifth year of the PRIME program, so that students who choose to devote themselves to the care of underserved communities do not incur additional debt by virtue of making this choice. We also do targeted fundraising to provide further support for the students in the PRIME program. In addition, we offer several scholarships to specifically honor students who perform exceptional community service.

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 spite of the rising debt burden, many of our students choose to pursue public interest careers. We encourage such action and offer strong curricular supports. According to the Association of American Medical College's Mission Management Tool, UCSF is in the top decile of medical schools for the percent of students who intend to care for the underserved (42%).

Medical school graduates all earn about the same low salaries during their internship and residency years. The amount of income outside of residency depends on the specialty they go into.   We have Income Based Repayment (IBR) and Public Service Loan Forgiveness for students in the primary care specialties and/or those working in nonprofit, clinical, medically underserved settings.

As described in section VI.c, UCSF offers extensive opportunities to learn about student loan repayment options and to receive individualized counseling from Resource Advisor in the Financial Aid Office. From recruitment to graduation, through counseling and workshops, we teach and stress to our premedical and medical students the importance of budgeting, careful spending, and wise borrowing, and that student loans are an investment in your future and do not have to be a career obstacle.

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

Our website contains detailed information about our financial aid programs. In addition, we conduct workshops at UCSF, at nearby campuses of the State college and university system, and at nearby community colleges.

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

The average indebtedness at graduation is provided to prospective students on the School of Medicine Admissions website (https://meded.ucsf.edu/md-program/prospective-students/admissions-md-program/tuition-and-costs). Average salary during post-graduate residency training is also available on the UCSF website (https://meded.ucsf.edu/sites/meded.ucsf.edu/files/inline-files/2017HousestaffSalaryScale.pdf)

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.).

Not Applicable

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☒ Other (please describe):

The following meetings were held with our students and/or faculty:
- General student town-hall meeting on 9/18/2018
- Student Experience Team (SET) Advisory Board meeting on 10/16/2018
- Student Faculty Liaison Committee (SFLC) meeting on 9/12/2018 and 10/17/2018

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A presentation with highlights of the PDST multi-year plan was shared with students and faculty at the Student Faculty Liaison Committee (SFLC) meeting on 9/12/2018. Based on the students' feedback, we further translated the proposed increase from percent to amount per student to show the impact on each student's fee levels, revised the presentation to include how total increased revenues will be used to support various new programs and initiatives and return-to-aid based on percentages, and provided background information about PDST in relations to the total campus tuition as well as what other schools are proposing. The updated presentation was later shared at the general student town-hall meeting on 9/18/2018 and the Student Experience Team (SET) Advisory Board meeting on 10/16/2018. A copy of the PDST multi-year proposal was sent to the students and faculty on 9/19/2018 for review, and was subsequently shared with the Graduate and Professional Students Association (GPSA) participants for the 10/1/2018 meeting. The students were advised to provide feedback at the 10/17/2018 SFLC meeting.

At the 10/17/2018 SFLC meeting, students and faculty had the opportunity to give more feedback. Students and faculty requested for a portion of the new revenues to help mitigate cost of traveling for clerkships, which was already reflected in the plan. The rising fourth year class (Class of 2020) was grateful that increased PDST will help with purchases of the UWorld USMLE question banks.

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 must be provided by the program.**

☒ Plan shared with ___Graduate and Professional Students Association___ on ___October 1, 2018___.
<div style="margin-left:3em;font-size:smaller">Campus graduate student organization (i.e., your campus' GSA president)</div>

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

☐ If applicable, plan shared with _____ on _____ .
<div style="margin-left:3em;font-size:smaller">Program graduate student organization (i.e., your program council or department GSA)</div>

    ☐ 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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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):

The Committee on Curriculum and Educational Policy (CCEP) is the Faculty Council committee to which oversight of the medical curriculum and educational policy has been delegated. This plan was presented to them on 10/9/2018. Subsequently, we collected feedback at the Student Faculty Liaison Committee (SFLC) on 10/17/2018.

IX.e. Below, please 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.

There were no issues raised by the faculty at the CCEP meeting. At the 10/17/2018 SFLC meeting, students and faculty requested for a portion of the new revenues to help mitigate cost of traveling for clerkships, which was already reflected in the plan.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Elizabeth Watkins   on   November 9, 2018.
    Graduate Dean

☒ Plan endorsed by Sam Hawgood, MBBS   on   November 15, 2018.
    Chancellor[3]

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[3] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Prof. Degr. Suppl. Tuition (Nonresident)	$11,607	$12,186	$12,795	5%	$579	5%	$609
Mandatory Systemwide Fees (CA	$12,570	$12,966	$13,368	3.2%	$396	3.1%	$402
Campus-based Fees**	$348	$354	$371	1.7%	$6	4.8%	$17
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)**							
Total Fees (CA resident)	$24,525	$25,506	$26,534	4.0%	$981	4.0%	$1,028
Total Fees (Nonresident)	$36,770	$37,751	$38,779	2.7%	$981	2.7%	$1,028

* Mandatory systemwide charges include Tuition and Student Services Fee.
**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

Additional comments: N/A

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

The University of California first established a diploma program at the hospital training school for nurses in San Francisco in 1907. Ever since, this School of Nursing has been an exemplar of excellence and innovation. Accredited by the Commission on Collegiate Nursing Education, the UCSF School of Nursing's Master of Science program is two years in length and offers a wide range of specialty areas that will prepare nurses for advanced practice certification in California. Applicants to this program are leaders and experienced registered nurses who have successfully completed a bachelor's degree. Those without previous nursing preparation but who hold a bachelor's degree in another field, apply through our self-supported Masters Entry Program in Nursing, which provides a year of accelerated pre-licensure education to prepare students to become registered nurses before entering the M.S. program. Upon graduation, all have a base of knowledge in a specific area of nursing, can participate knowledgeably in research activity and application, and are capable of contributing to the formulation of theory and to the application of theory to nursing practice. Graduates go on to occupy advanced practice roles of nurse practitioner, clinical nurse specialist, nurse-midwife, administrator, teacher, and consultant.

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 proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Our last multi-year proposal was for AY 2016-17 through AY 2018-19. The plan spoke of a reduced capacity to fund clinical programs and our need to serve the workforce demands of the State of California. Our program is dependent on PDST revenues and State appropriations. With the latter decreasing over time, while fixed costs continue to increase with inflation, we needed our PDST fees to, at a minimum, keep up with inflationary increases and ideally to help decrease the funding shortage. PDST funds are critical to our ability to maintain excellence in our academic programs by recruiting and retaining top faculty in a high cost of living

environment in the San Francisco Bay Area. This is additionally challenged by the competition with care delivery systems in which salaries often exceed those of academia.

Our original ask of 15% increase in the last multi-year plan was reduced and approved at a 5% increase each year. A third of the increases was designated for student aid. The remainder of the increases allowed us to keep pace with inflation and slow the widening gap in funding, but were insufficient to help meet all of the original goals we established. The following summarizes our progress in meeting our original goals:

- **Maintain excellence in our academic programs**: The fees allowed us to continue our program as it exists, but were not enough to improve the program for the current market needs. The UCSF School of Nursing *fell from our long standing ranking in the top 3 Nursing Master's programs to number 11 in the 2019 U.S. News and World Report (survey taken in 2018)*. Although we do not have specifics for the decline in ranking, indicators used by the survey include demand for program and faculty resources. We believe that our goals in the next section given the proper resources can return us to the excellence and ranking we have been known for.
- **Provide the depth of clinical specialization to graduate students which has been our hallmark for decades**: Prospective students are attracted to the wide range of specializations UCSF offers. We offer 12 highly sought after specializations, while other institutions have reduced their specialties to a few. UCSF is also known for unique specialties that can only be found in a handful of institutions across the nation. Unfortunately, there is a cost associated with offering a large number of clinical specializations and this cost contributes to our structural deficit.
- **Maintain required faculty to student ratio**: The increase allowed us to fund standard annual salary increases for our existing faculty, but we continue to struggle with faculty recruitment and competing practitioner salaries in light of the cost of living in the San Francisco Bay Area.
- **Maintain student affordability and improve diversity**: As noted earlier, one third of the increase went to **student financial aid to reduce the impact of the increases to our neediest students in order to improve the diversity of our student population**. Our underrepresented minority student population grew from 18.6% in Fall 2015 to 23.1% in Fall 2018. Despite the funding gap, the School has been able to **redirect resources to critical areas of need to address aspects of our goals to maintain program excellence and improve diversity**. To name a few, we have invested in systems to manage course evaluations and student progression. We were able to name a second faculty equity advisor and provide a small stipend for this role. The faculty equity advisors worked with faculty recruitment with the goal of increasing faculty diversity. A new Associate Dean for Diversity, Inclusion, and Outreach position was added to the School and filled in July 2018. This new position is responsible for developing and implementing strategic diversity and inclusion initiatives that engage administrators, faculty, staff and students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

With reduced State support and current lack of clinical revenues[1], our revenues remain fairly flat. Although we are working separately on enhancing revenue streams, the funding gap is such that not one revenue stream can solve the problem. Our PDST fee must increase to help address the immediate needs of the program while keeping up with inflationary increases. This proposal for a 5% increase each of the next two years will help us maintain our current program while we develop a sustainable PDST model. Of the 5% increase, a third will be applied to student aid. The remaining increase will help us cover annual faculty and staff salary and benefits increases, as well as inflationary increases as reflected in Table III.b. below.

As we work with the UC Nursing schools and UC Health to develop a sustainable PDST model, our key goals for the future are:

- **Retain Faculty**: Health systems salaries often exceeds academic salaries, making clinical faculty hard to retain. In order to remain competitive, we need to support market-based salaries to recruit and retain top faculty to maintain the outstanding education we provide students.
- **Enhance Instructional support**: Our students will benefit from enhanced instructional support that enables curricular delivery structures that address the needs and learning preferences of our busy and diverse student population. We continue to promote inter-disciplinary campus collaboration by supporting equipment and staff for the campus Kanbar Center for Simulation, Clinical Skills, and Telemedicine Education.
- **Maintain and Improve Diversity:** We are committed to improving our faculty and student diversity to reflect the diversity of our State. With our new Associate Dean for Diversity, Inclusion, and Outreach in place, funding is needed to implement strategic diversity initiatives. We are currently finalizing the development of these initiatives, and they include supporting

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[1] As hospitals closed their hospital-based diploma nursing programs in the mid-twentieth century, schools of nursing evolved within universities. Nursing programs in colleges and universities traditionally relied on tuition-based income and have not had a strong faculty practice revenue base or federally-sponsored nursing residency programs like those that are integral to the academic health centers for medical faculty and students. The lack of revenue generation is in part due to policies and legislations regulating nursing practice. In California, for example, advanced practice nurses are required to consult with a physician in their clinical practice, and reimbursement rates are lower compared to physicians, which discourages the development of nursing faculty practice.

our diverse student body through mentoring and fellowships, and improving faculty and student support services to foster an inclusive learning environment.

Not having fully recovered from various funding cuts of previous years – for example, when PDST levels were kept low at the request of then-Governor Schwarzenegger or when federal grants from the Workforce Investment Act were reduced leaving UC's programs without the resources to pay for students they had already enrolled – our PDST revenues currently do not cover the gap between various funding sources and the cost of our program. If the proposed increases are not approved, we will need to close some of our specialties and reduce services to students. Our ability to cover the costs of student network access, malpractice insurance, and clinical skills lab training among other expenses that are currently funded by the School will be significantly compromised. Our staff to faculty ratio is the smallest among the schools at UCSF and if further reductions to staffing is required, it will impact the ability to adequately support faculty and their courses, and in turn impact faculty retention and the quality of our education.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	
Faculty Salary Adjustments	$774,000	$138,700	$130,800	$1,043,500
Benefits/UCRP Cost	$573,500	$28,700	$30,100	$632,300
Providing Student Services	$546,434	$127,366	$33,700	$707,500
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$96,000	$29,380	$12,020	$137,400
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$1,133,617	$166,223	$107,610	$1,407,450
Other Non-salary Cost Increases	$277,300	$8,300	$8,600	$294,200
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0
Total use/projected use of revenue	$3,400,851	$498,669	$322,830	$4,222,350

Additional Comments: The incremental revenue includes an estimated enrollment growth goal of 27 students in 2019-20 and an additional 10 students in 2020-21. (See enrollment projection table in section III.e.) Without this enrollment growth, a 5% increase will only generate $170,000 of incremental revenue in 2019-20.

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

The School has successfully raised three endowments in the last two years to support faculty. We continue to focus fundraising efforts on increasing scholarship support for students. Last spring, we raised private funds to support two entering students from the Navajo Nation for their two-year program of studies. These funds will support a total of six students (two entering each year) for the next three years. And this past Fall, the School raised a new endowment to support a scholarships in the Nurse Midwife/Women's Health Nurse Practitioner program for students from underserved areas who have an interest in working in medically underserved areas.

We are working on partnerships with UCSF Health for clinical appointments for our faculty with the intention of generating revenue for the School, either directly or through expanded opportunities.

The School is reorganizing its core administrative services to increase the strength and capacity of support to the four departments and the degree program. Core services include centralizing our clinical placement services, web based educational design services, and expanded financial analysis.

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.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	272	300	310	320	330	340
Domestic Nonresident	21	20	20	20	20	20
International						
Total	293	320	330	340	350	360

Additional Comments

In 2017-18, we saw a marked decline in enrollment from 343 to 299. The reduced level of enrollment continued in 2018-19. We are estimating a gradual increase of enrollment back to the 2016-17 level, cognizant that national enrollment trends are favoring entry into DNP programs. Our own DNP program was launched in spring 2018, and once fully enrolled and accredited, we will evaluate the future relationship of our MS program to the DNP, particularly if the MS enrollment continues to trend downward.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	First Year Annual Charges						
	Actuals	Projections		Increases/Decreases			
	2018-19	2019-20	2020-21	2019-20		2020-21	
Residents				%	$	%	$
University of North Carolina, Chapel Hill	$19,234	$19,812	$20,406	3%	$577	3%	$594
Penn State	$22,578	$23,255	$23,953	3%	$677	3%	$698
University of Michigan	$24,176	$24,901	$25,648	3%	$725	3%	$747
University of Pennsylvania	$47,286	$48,705	$50,166	3%	$1,419	3%	$1,461
Johns Hopkins University	$45,592	$46,960	$48,369	3%	$1,368	3%	$1,409
Columbia University	$58,304	$60,053	$61,855	3%	$1,749	3%	$1,802
Public Average	$21,996	$22,656	$23,336	3%	$660	3%	$680
Private Average	$50,394	$51,906	$53,463	3%	$1,512	3%	$1,557
Public and Private Average	$36,195	$37,281	$38,399	3%	$1,086	3%	$1,118
UCSF	$24,525	$25,506	$26,534	4%	$981	4%	$1,028
Nonresidents							
University of North Carolina, Chapel Hill	$38,173	$39,319	$40,498	3%	$1,145	3%	$1,180
Penn State	$38,012	$39,152	$40,327	3%	$1,140	3%	$1,175
University of Michigan	$48,492	$49,947	$51,445	3%	$1,455	3%	$1,498
University of Pennsylvania	$47,286	$48,705	$50,166	3%	$1,419	3%	$1,461
Johns Hopkins University	$45,592	$46,960	$48,369	3%	$1,368	3%	$1,409
Columbia University	$58,304	$60,053	$61,855	3%	$1,749	3%	$1,802
Public Average	$41,559	$42,806	$44,090	3%	$1,247	3%	$1,284
Private Average	$50,394	$51,906	$53,463	3%	$1,512	3%	$1,557
Public and Private Average	$45,977	$47,356	$48,777	3%	$1,379	3%	$1,421
UCSF	$36,770	$37,751	$38,779	3%	$981	3%	$1,028

Source(s):

US News & World Report was used to identify comparable programs, and published tuition and fees were obtained from the institutions' websites.

University of North Carolina, Chapel Hill: https://nursing.unc.edu/academic-programs/msn/cost-to-attend/

Penn State: http://tuition.psu.edu/tuitiondynamic/tabledrivenrates.aspx?location=up

University of Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=30&full_half_term=35&level_of_study=38

University of Pennsylvania: https://www.nursing.upenn.edu/admissions/tuition-and-fees/masters-post-masters-costs/

Johns Hopkins University: https://nursing.jhu.edu/admissions/tuition/index.html

Columbia University: http://nursing.columbia.edu/admissions-and-financial-aid/office-financial-aid/tuition-and-fees

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The University of North Carolina – Chapel Hill, Penn State, University of Michigan at Ann Arbor, the University of Pennsylvania, John Hopkins University, and Columbia University represent the public and private institutions that compete with the UC nursing programs for students and faculty. US News & World Report was used to identify comparable programs. They are all highly ranked, research intensive universities that produce strong, well-regarded MS nursing graduates.

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 slightly above the public average, but substantially lower than the private average and the combined average. For out-of-state students who pay a non-resident tuition to the University, the UCSF program cost is below both the public and private average.

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

Our program offers a large number of clinical specializations, 12, leading to a M.S. degree; by comparison, most institutions offer an average of 3 to 5 specialties. Our specialties include:
- Acute Care Pediatric Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Primary Care Nurse Practitioner
- Occupational & Environmental Health Nursing
- Advanced Public Health Nursing
- Certified Nurse Midwife/Women's Health Nurse Practitioner
- Family Nurse Practitioner

- Health Policy
- Neonatal Nursing
- Pediatric Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner

Many institutions have begun to offer the Doctorate of Nursing Practice (DNP) program and embed their specialties within that curriculum. UCSF is one of the few remaining institutions offering the specialties at the Master's level. The selected comparator programs include three public institutions all on the eastern seaboard or central US. Each of these is highly regarded, part of a large state system, and offers a selection of degrees similar to UCSF though with far fewer specialties. Our distinction from these three rests in the accomplishments of our faculty in research. We remain the top ranked public institution in federal research support, a recognition we have enjoyed for over 20 years. Our private comparators are national peers, each having significant accomplishment in research and excellence in academic programs. UCSF is the only top tier institution located in the Western US.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)
	2015-16	2016-17	2017-18	Fall 2018	Publics & Privates
Ethnicity					
Underrepresented					
African American	5.7%	4.1%	5.9%	6.5%	15%
Chicana(o)/Latina(o)	12.3%	12.9%	12.9%	14.2%	8%
American Indian	0.6%	2.1%	1.7%	2.4%	1%
Subtotal Underrepresented	*18.6%*	*19.1%*	*20.5%*	*23.1%*	*23%*
Asian/East Indian	18.7%	20.0%	26.7%	27.6%	8%
White	44.0%	45.3%	43.2%	44.3%	66%
Other/ Unknown	16.7%	12.9%	6.9%	5.0%	2%
International	2.0%	2.6%	2.6%	0.0%	N/A
Total	100.0%	100.0%	100.0%	100.0%	100%
Socioeconomic					
% Pell recipients	39.1%	40.2%	43.0%	N/A	N/A
Gender					
% Male	12.1%	11.2%	14.2%	17.9%	11.7%
% Female	87.9%	88.5%	85.5%	81.3%	87.3%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data.
Fall 2018 Estimated ethnicity and gender: UCSF Registrar.
Comparison institutions: Ethnicity data from the publication "2016-17 Enrollment and Graduations" by American Association of Colleges of Nursing (AACN) for M.S. programs in the U.S.. (Separate public and private institutions data as well as international student data 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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Our enrollment of underrepresented groups has steadily grown from 12% in Fall 2012 to 23.1% in Fall 2018, placing us slightly above the national average.

We have a full-time recruiter, supported by a student assistant, who participates in many recruitment events in California and nationally. We conduct recruitment sessions with institutions that graduate a rich mix of ethnically diverse student body, and represent our school at national programs attended by students from a variety of disciplines. Our Office of Student Affairs meets with individual potential students and counsels in person and via email and phone during the admissions cycle. This year, we received our second annual grant s to support a recruitment event for students from underrepresented groups.

Last spring, we raised private funds to support students from the Navajo Nation for their two-year program of studies. These funds will support a total of six students (two entering each year) for the next three years.

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 Pell Grant recipients have increased from 31% in 2012-13 to 43% in 2017-18. We promote access through private fundraising for student aid and provide opportunities for donors to engage with the students they support. Our student recruitment efforts described in the above section, also focus on the needs of first generation students by providing information on funding opportunities and faculty mentoring. As described in section VI, our program is committed to providing financial support to all students and to ensuring students from low SES backgrounds receive need-based aid and are aware of scholarship and funding opportunities. In 2017-18, UCSF provided $2.4M of scholarships to our M.S. program students, including over $1M of return-to-aid from our PDST revenues, and the rest from tuition return to aid, and donor funds and grants. The return-to-aid from both tuition and PDST add up to almost $1.9M, and awards are prioritized by 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 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?

Our program continues to do better than the national average in recruiting male students as a result of our recruitment efforts described in section V.b. Promoting gender parity is another part of our recruiter's outreach efforts. Because the nursing profession has a long and deep cultural association with women, our recruiter is assisted by a male nurse student who works in outreach to help break down this cultural association, and we include images of male nurses and students in our recruitment materials. Our recruiter attends the American Association of Men in Nursing conference, and plans to attend military career and educational fairs.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The percentage of our underrepresented minority students and Pell Grant recipients have steadily increased over the last 5 years. Our percent of underrepresented minority students as well as male students are above the national average. With our ongoing outreach efforts, private fundraising for student aid, and the addition of our new Associate Dean for Diversity, Inclusion, and Outreach, we expect to maintain the current composition and aim to continue to increase our diversity in the next two years.

V.f. In the following 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.)

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.

All Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	3.5%	3.8%	3.6%
	International			
Chicano(a)/Latino(a)	Domestic	8.7%	9.9%	7.1%
	International			
American Indian	Domestic	0.9%	0.8%	0.7%
Asian/Pac Is	Domestic	15.7%	17.6%	20.0%
	International			
White	Domestic	71.3%	67.9%	68.6%
	International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	87.8%	90.1%	90.7%
	Male	12.2%	9.9%	9.3%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	9.1%	11.4%	11.4%
	International			
Chicano(a)/Latino(a)	Domestic	3.0%	2.9%	0.0%
	International			
American Indian	Domestic	3.0%	2.9%	2.9%
Asian/Pac Is	Domestic	21.2%	25.7%	28.6%
	International			
White	Domestic	63.6%	57.1%	57.1%
	International			
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	87.9%	88.6%	91.4%
	Male	12.1%	11.4%	8.6%

Source: UCSF Office of Academic Affairs.

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

In 2016, the School named two faculty equity advisors who participate in faculty recruitment to advise panel members and department chairs. In Spring 2018, the School created a new Associate Dean for Diversity, Inclusion, and Outreach position and filled the position in July 2018; we hope to see the efforts from this new position result in improved faculty diversity in future years. We are currently developing a schoolwide strategic plan that includes a deepened commitment to faculty that reflects the diversity of our State. One such strategy proposes support to our diverse student body in their transition to faculty.

The UCSF Office of Diversity and Inclusion recently received a State grant to support research startup for faculty hires who meet the diversity criteria. The School of Nursing has received two awards from this grant that helped us recruit two new ladder rank faculty in AY 2018-19.

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?

Providing easy access to financial aid information and keeping our programs affordable is one of the School's top priorities. We are the only School at UCSF that has a team of three full-time financial aid staff employed within the School, with unique expertise in funding for nursing students including nursing scholarships and fellowships, nursing research and teaching assistantships, and loan repayment programs. The team provides in-house advising to students, outreach, and dissemination of award opportunities in support of our students.

We measure our success by the percent of graduating students with loan debt and the average amount of debt. Over the last 3 years, the percent of M.S. students with debt has decreased from 73% in 2015-16 to 65% in 2017-18. In that same period however, the average debt increased from $76K in 2015-16 to $79.5K in 2017-18, so we continue to work with donors to enhance private support for our students.

The School's **long-term goal is to provide some amount of scholarship/non-loan support to every student in the School**. For this ambitious goal, we continue to raise private funds to support students. Our financial strategy with private funds is designed to increase the dollars available to help pay the increasing cost of attendance. Because not all of our students qualify for aid based on the federal need criteria, we actively pursue funding that is not contingent on strict need based criteria (such as loan forgiveness programs and merit-based awards). This is one of the crucial tools to attracting qualified and diverse applicants. In 2017-18, 70% of our M.S. students received funding support averaging $11,618 per student. We will be monitoring this metric moving forward to measure success.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	68%	74%	62%	74%	71%	73%	67%
Cumulative Debt among Students with Debt	$49,654	$56,170	$63,025	$66,532	$70,044	$75,969	$79,242

Source: UCSF Student Financial Aid Office

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?

There has been a steady rise over the years in the average cumulative debt, but this trend is not necessarily correlated to the PDST increases during that same time. The increasing debt may be disproportionately due to the increasing cost of living in the San Francisco Bay Area. We do not believe the PDST increases will impact the indebtedness trend as much as other factors like the cost of living in San Francisco. Nonetheless, we continue our efforts to mitigate this upward trend through the significant support provided by the campus and School to students in the form of stipends and scholarships. For example, to reduce the impact of housing cost in San Francisco, 185 of our M.S. students received in 2017-18 a cost of living supplement of $2,400 each.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	67%	$79,242	$139,400	8%
Public comparisons	71%	$57,600	$110,930	7%
Private comparisons	71%	$57,600	$110,930	7%

Sources:
UC: Debt from UC Corporate Data. UCSF median salary at graduation uses entry level Nurse Practitioner salary from the UCSF Health system.
Comparison institutions: Individual comparator school indebtedness data are not available. Public and private comparisons data from Bureau of Labor Statistics for the U.S. https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm. Median debt for graduate nursing students from the 2017 loan survey conducted by the American Association of College of Nursing (AACN).

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 average debt in 2016-17 for our M.S. students who have an undergraduate nursing degree was $51,381. The overall average debt was a little higher at $79,242 because it includes M.S. students who came through our Masters Entry program and often have debt from the additional accelerated pre-licensure year prior to their two-year Master's program. The 2017 entry-level Nurse Practitioner salary in the UCSF Health system was $139,400 for those with six or less months of experience. The average salary in the San Francisco Bay area in 2017 was $151,660[2]. With estimated debt payments up to 8% of an entry level salary, we believe debt is manageable for our students.

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[2] May 2017 Bureau of Labor Statistics report.

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

As mentioned earlier, we have recently recruited two students from the Navajo Nation whose cost of attendance will be fully supported and whose curriculum will prepare them to care for the health problems anticipated in native health care centers. And this past Fall, the School raised a new endowment to support scholarships to Nurse-Midwife/Women's Health Nurse Practitioner students from underserved communities who have an interest in working in medically underserved areas.

We have also worked closely with the Veteran's Administration Office of Academic Affairs and the local San Francisco VA Medical Center to operate two initiatives within the M.S. program that prepare students for caring for veterans. Students are encouraged to consider the National Health Corps Loan Repayment and Scholarship programs.

The California Mental Health Services Act funds stipends for Psychiatric Mental Health Nurse Practitioner students who do their training in county-funded behavioral health services and commit to 1 year of full-time service in a county-funded service after graduation.

The School's Osher Scholars Program provides financial assistance to nursing students who demonstrate a commitment to serving the needs of underserved populations and who show promise as great future health care professionals. The purpose of the scholarship is to: (1) underscore the importance the University places on community service and the role this plays in nursing education, and (2) assist student recipients with the cost of attendance. Students receiving this award are expected to undertake some form of community service above and beyond their clinical activity while enrolled in the program and agree to report quarterly on the specific nature and extent of this activity.

The Albert Schweitzer Fellows Program provides fellowships to exceptional students to partner with community-based organizations to identify an unmet health need, design a yearlong service project with a demonstrable impact on that need, and bring that project from idea to implementation and impact. After successfully completing their initial year, they become members of the Schweitzer Fellows for Life alumni network of over 2,000 Leaders in Service who are dedicated and skilled in meeting the health needs of underserved communities. The Program has four overall goals: provide direct services that address health-related needs of underserved communities; influence the professional development of students in health-related fields in ways that strengthen their commitment to, and skills in, public service; alter the culture of professional schools so they more effectively address needs of surrounding disadvantaged communities; support program alumni who continue in lifelong community service and who, as Schweitzer Fellows for Life, are influential role models for other professionals.

Applicants routinely express interest in working with these underserved populations, and a deep commitment to continuing this service after graduation.

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

Graduates who pursue public interest careers may earn less upon graduation than others, but most health-centered public institutions have some form of collective bargaining which ensures adequate salaries. Graduates can also benefit from public service loan forgiveness programs.

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

Our School's Office of Student Funding and the campus Financial Aid office provide information on the various types of funding opportunities available to students during our monthly admissions information sessions and during recruitment conferences. In addition, our website has a section devoted to Student Funding with instructions on financial aid applications, and the various types of funding support that are available; our website also includes contact information to both the campus Financial Aid office and to our in-house student funding group.

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?

Our student recruiter regularly provides starting salaries for specific advance practice nursing roles. We have not shared average debt information as that has not been asked by prospective students before, but our recruiter is open to sharing should there be interest.

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.).

Affordability: In addition to the initiatives previously discussed, we have taken steps to highlight the option of Work Study campus jobs for our students. In most cases, unlike undergraduate traditional offerings, we have worked with our campus Financial Aid Office to create student jobs with variable hours and work that relates to their graduate interests. The major barrier to this form of student aid rests on the fact that the $20/hour payments do not compete with the salaries that our students can earn as working

professionals in nursing. We have continued to seek private scholarship support from donors and these funds are awarded on the basis of need.

Program Quality: Since January 2018, we have engaged five external consulting teams to visit the school and advise on the quality and contemporaneousness of our programs. Written reports have been shared with the faculty leaders and improvement plans have been developed and are being implemented. Included among those consultations was a review on preparation for initial DNP accreditation review (2019) and our next M.S. Program review (2020) which will be conducted using the updated CCNE Standards.

Strategic Planning: With the support of Chancellor Sam Hawgood, we initiated Strategic Planning in July 2018. The plan, to be developed by January 2019, is the School's first strategic plan in roughly a decade. Faculty and staff are fully engaged in this community-wide initiative and have identified "Education" as a major topic for review and innovation.

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 only 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 2018-19 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.

☐ (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

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

☐ Convened focus groups of students in the program to discuss the plan and solicited feedback

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

☐ Other (please describe): Text

IX.b. Below, please 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.

Our proposal was shared with our current M.S. program students as well as our Masters Entry Program in Nursing (MEPN) students. Our MEPN students complete a one year accelerated, licensure program before entering into the 2-year M.S. program. Because the MEPN year is a self-supported program, these students feel the burden of the fees the most as the attached comments show.

Our Dean held a town hall meeting open to all students in the Spring to discuss the PDST. Students had an opportunity to ask questions and learn about the PDST and its uses. We did not have a final increase amount to share at the time, but students were alerted that a minimum of 5% was planned. We also gave students a tentative timeline of the proposal cycle and notified them that a formal proposal would be shared via email with a survey link for their feedback. Although the town hall was well advertised via emails and flyers in advance, the turn out was less than 10% of our student body.

Once the increase was agreed upon with the other UC Nursing schools in the Fall, the proposal document was shared via email with our MEPN and Master's students, with a link to an anonymous Qualtrics survey for their feedback. The proposal was also shared with the Graduate Professional Student Association (GPSA) in advance of their Fall meeting. The School of Nursing offered a short presentation to the GPSA along with the other Schools.

Of the 28 respondents to our Qualtrics survey, 10 were first year MEPN students and 18 were M.S. program students. We asked the students for their thoughts on the PDST increases and 68% of the 28 respondents felt the proposed fees were "extremely expensive", while 21% felt they were only "slightly expensive", and 11% felt the fees were "average".

When asked about affordability of the program compared to similar programs across the country, 48% of the respondents felt the program was "very unaffordable", 15% felt it was "slightly unaffordable", 33% felt it was "average, and 4% felt it was "slightly affordable".

When asked about how the cost of the program compares to the value it provides, 11% of the respondents felt that it provides "extremely low value", 18% felt it provides "slightly low value", 28% felt it provides an "average" value, 29% felt it was "slightly valuable", and 14% felt it was "extremely valuable".

A few respondents noted that although the fee was reasonable compared to similar caliber programs, the overall cost of attendance was very high because of the high cost of living in the San Francisco Bay Area. A few students were concerned about the debt burden and the ability to get a job quickly after graduation to repay their loans.

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 must be provided by the program.**

☒ Plan shared with ___Graduate Professional Student Association (GPSA)___ on ___10/1/2018___ .
                    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.

☐ Agenda item at a regularly scheduled faculty meeting
☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
☐ Convened focus groups of faculty in the 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 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 proposal was shared with the Faculty in October 2018. We received two responses in total from our faculty. One response expressed concern that the modest increases would not give us the ability to offer competitive salaries to retain our younger faculty. The faculty member expected a higher increase to the fee and expressed the need to invest in enhanced support for students who are struggling or need additional resources (e.g., writing help, tutors) to ensure student success. With our emphasis on diversity and admitting more First Generation students, this faculty felt that a lot of the support has fallen on the faculty, adding to their already heavy workload. The faculty also noted an increasing number of students with disability accommodations and the need to fund an adequate support structure to prevent faculty burn-out and to maintain the quality of the program. The second feedback was to provide information on the student stipends from California's Mental Health Services Act, and the information was incorporated in section VI.d.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with ___Elizabeth Watkins, PhD_____ on _____November 9, 2018_.
       Graduate Dean

☒ Plan endorsed by ___Sam Hawgood, MBBS_____ on _____November 15, 2018_.
       Chancellor[3]

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[3] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer 2020

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: http://regents.universityofcalifornia.edu/governance/policies/3103.html. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President's approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

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.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$12,975	$12,975	$13,362	$13,764	$14,178	$14,604	0%	$0	3%	$387	3%	$402	3%	$414	3%	$426
Prof. Degr. Suppl. Tuition (Nonresident)	$13,341	$12,975	$13,362	$13,764	$14,178	$14,604	-3%	($366)	3%	$387	3%	$402	3%	$414	3%	$426
Mandatory Systemwide Fees (CA resident)*	$12,570	$12,966	$13,368	$13,788	$14,220	$14,670	3.2%	$396	3.1%	$402	3.1%	$420	3.1%	$432	3.2%	$450
Campus-based Fees**	$598	$654	$674	$686	$706	$722	9.4%	$56	3.1%	$20	1.8%	$12	2.9%	$20	2.3%	$16
Nonresident Suppl.	$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)***	$4,190	$4,322	$4,456	$4,596	$4,740	$4,890	3.2%	$132	3.1%	$134	3.1%	$140	3.1%	$144	3.2%	$150
Total Fees (CA resident)	**$30,333**	**$30,917**	**$31,860**	**$32,834**	**$33,844**	**$34,886**	1.9%	$584	3.1%	$943	3.1%	$974	3.1%	$1,010	3.1%	$1,042
Total Fees (Nonresident)	**$42,944**	**$43,162**	**$44,105**	**$45,079**	**$46,089**	**$47,131**	0.5%	$218	2.2%	$943	2.2%	$974	2.2%	$1,010	2.3%	$1,042

* Mandatory system wide charges include Tuition and Student Services Fee.
**Do <u>not</u> include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.
*** Other: summer quarter fees

Additional comments:
In order for 2019-20 fees to align for both residents and nonresident students, we propose a 3% reduction in the nonresident PDST level. We propose a 3% annual increase for all students thereafter starting in AY 2020-21 through AY 2023-24. The table above lists annual fee amounts assessed to students in the first year of a three-year program. Please note students pay tuition to SFSU in the summers of their second and third year. Additionally, our program is choosing to delay PDST fee increases until AY 2020-21 so the majority of our current students are not impacted by the proposed increase in fees. We felt this was necessary for our current students so they could budget accordingly for the increase in AY 2020-2021. Only the first-year class (n=50) out of our current three student cohorts will experience the increase. They will experience a 3% increase in PDST fees during their last year in the program. We plan on publicizing all projected PDST increases on our program website if approved so future DPT applicants to the program are aware of the planned increases and can make informed fiduciary decisions when applying.

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

UCSF has offered programs in physical therapy since 1942, beginning with a Certificate in Physical Therapy. In 1999, UCSF joined with SFSU to develop a master's degree program and subsequently transitioned to the current entry-level Doctor of Physical Therapy (DPT) program in 2011. The entry-level Doctor of Physical Therapy (DPT) degree is a three-year accredited joint program between University of California, San Francisco (UCSF) and San Francisco State University (SFSU). The program runs for 36 continuous months beginning in June and includes 34 weeks of full-time clinical experience. This program is designed to prepare scholarly clinicians, educators, collaborative clinical researchers, administrative managers, and community leaders. All admitted students hold a bachelor's degree; sdmissions requirements can be viewed at https://ptrehab.ucsf.edu/application-requirements. The curriculum is built on a strong theoretical foundation in basic, medical, and applied sciences. Critical thinking and clinical reasoning skills are developed within an integrated program that prepares students to work collaboratively with patients across their lifespan to improve health and wellness, address disability challenges, and optimize function.

The UCSF/SFSU Graduate Program in Physical Therapy is unique in that it is a joint program between UCSF and SFSU and this partnership benefits students in many ways. Specifically, the Commission on Accreditation of Physical Therapy Education (CAPTE), highlighted this beneficial partnership in the accreditation report saying "the program is unique in that students are provided educational opportunities at two distinctly different but related universities, providing them with a strong theoretical foundation in the sciences and research while simultaneously helping them translate that knowledge into clinical practice, a commitment to the community, and social justice." The joint UCSF/SFSU program is also unique as the missions of both universities focus on a foundational commitment to social justice and social responsibility with an emphasis on healthcare access and equity. Our program places a substantial emphasis on the interpersonal skills required to provide optimal patient care to a diverse patient population. Given the urban location of our two universities and the combined commitment to social justice and responsibility, our program is dedicated to providing an inclusive education for a diverse student body and by a diverse and engaged faculty.

Graduates excel in the National Licensing Examination and are considered top applicants for positions in physical therapy practice across California or the United States.

II. PROGRAM GOAL EVALUATION*

*If your program is proposing to charge PDST for the first time, please proceed to Section III.

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

Goal #1: The main goal listed in our last multi-year plan, covering the period of AY 2016-17 through AY 2018-19, was for the PDST revenue to **maintain program quality by supporting faculty salaries and benefits**. With the support of the 3% increases in PDST revenue from our last plan, we have been able to improve our student-faculty ratio (from 7:1 to 6:1) to the benefit of our students by recruiting additional faculty. In 2018, we hired seven new faculty, four of which are underrepresented faculty members including one identifying as Latinx, one with a disability, one who identifies in the LGBT community, and one who is African-American. Please note that these new faculty are not accounted for in the faculty diversity table in section V.f since their hire dates were after the dates provided in the table. Therefore, the most accurate faculty diversity percentages for 2018 would be 4% African American, 12% Chicanx/Latinx, and 20% Asian/Pac Islander. *These appointments have and continue to enhance the quality of our program, broaden our outreach to the community, and allow greater and more diverse representation at student programs and recruiting conferences targeted to underrepresented student populations.* With this additional faculty we have also added depth and breadth to our course offerings in the form of additional elective offerings. In order to maintain and continue to improve our student-faculty ratio, which will ensure that all of our students have access to the expertise and quality mentorship of our faculty, we anticipate using our funds to continue to support salaries and benefits as we to support and recruit a diverse and expanding faculty.

Goal #2: Our expiring multi-year plan included **goals with regards to diversity and program quality, specifically to increase enrollment among underrepresented groups.** Since our last plan, these changes have included increasing the numbers of applications we review from between 350 to 550 (depending on total number of applications). For the past two years, we have increased the numbers of applicants who have progressed to the interview phase of our application process from 100 applicants to 225 applicants. We have seen a steady increase in the diversity of our applicants and of our accepted students. Funds from the PDST has supported the increase time and costs associated with increased faculty and staff efforts needed to put on a two day event to interview 225 applicants.

In addition to the increased number of interviewed applicants we have increased our Hispanic student population from 3% to 5% and we will continue to investigate opportunities to strengthen the pipeline for African American and Hispanic students as described in section V.b. It is important to note that the Other/Unknown category also includes our students that identify as multi-racial or opted not to identify (i.e. Other/Unknown) which is 28% for FY16-17 verses 6% at public and private institutions (please refer to the Ethnicity and Diversity Table in section V.a). While the Asian population may not be an underrepresented group in California, the national average of Physical Therapists who identify as Asian is approximately 7% (provided by the APTA 2017 membership/workforce data) compared to 32% (up from 21% in FY15-16) for our program.

Goal #3: We listed in our expiring plan an **affordability goal to further identify additional scholarship funds for students** in addition to the Alumni Leaders in Physical Therapy (Byl) established in 2012, the Keller Scholarship in 2013, and the JoAnn Baldwin Peters Memorial Scholarship in 2015. We have raised an additional $125,000 in endowment scholarship fund (the Irene Gilbert Scholarship) between FY16 to FY19. Our previous and current Chair continue to work closely with the Development Office to identify and cultivate new sources of funding (alumni and the "grateful" patient).

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 <u>goals</u> 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 <u>benefits</u> for students given the new PDST revenue?

Revenue from the 3% annual increases to the Professional Degree Supplemental Tuition from year two through year five, along with other fund sources, are necessary to ensure the quality of Doctor of Physical Therapy program and that we continue to attract and retain exceptional students and faculty who will thrive in our DPT program, in our research intensive university, and in our exceptionally high cost of living geographic area. Informed from feedback provided from our extensive consultation efforts – see Part B – we intentionally limited the increase to 3% to minimize cost increases to the students and proposed uses of new PDST funds to achieve the following goals:

Goal #1: Improving program quality and expanding our diversity efforts. In addition to expanding the demographic diversity of our student population and faculty, the proposed increase will be used to support and recruit high caliber clinicians, academicians, and researchers. The proposed increase will provide an important educational benefit for students since the additional funds will allow faculty to expose students to an array of specialized courses which are relevant to current healthcare needs, such as Digital Health Technologies, Care for the Patient with Dementia, Interprofessional Clinical Care for the Community Population with Severe Mental Health Issues, Pelvic Health, as well as a multitude of research opportunities in Breast Cancer Treatment-Related Impairments, Myofascial Decompression, Osteoarthritis, and the Neurosciences.

As noted in section II.a, we have recently expanded our faculty and have improved our faculty diversity profile. Please note that these new underrepresented faculty are not accounted for in the faculty diversity table given their hire dates were after the dates provided in the table. Therefore, the most accurate faculty diversity percentages for 2018 would be 4% African American, 12% Chicanx/Latinx, and 20% Asian/Pac Islander. We plan to recruit additional faculty and staff and will continue these efforts to improve our diversity profile during the period of this multi-year plan. In addition, we will use a portion of PDST funds to institute additional high school and undergraduate outreach efforts to enhance our application pipeline, with the goal of reaching underrepresented- in-medicine students. We will devote a portion of new PDST funds toward this goal. Another example of our strategies to meet this student-body diversity goal is the use of webinars with a focus on historically black colleges/universities and other universities with higher Hispanic populations such UC Merced, UC Riverside and CSU San Bernardino.

Goal #2: Expanding instructional support services for our students. As we continue to enroll an increasingly diverse student body, we plan on expanding student instructional support services to support the success of our students. We plan on hiring one additional staff member

to support our faculty and our Student Academic Affairs Officer. This new hire will allow the Student Academic Affairs Officer to devote a greater percent effort to student success initiatives such as a peer-to-peer tutoring, learning skills assessment, counseling, and centralized student advising. A portion of the PDST funds will also be used to conduct a climate survey to pinpoint additional student needs. The additional staff will also support our growing faculty so that they can focus on professional development and teaching, furthering our efforts to enhance program quality and improve instructional quality for our students.

Goal #3: Secure additional funding sources: New PDST funds will provide financial support for faculty and staff to pursue additional funding sources, including fundraising as discussed in Section III.c (e.g., alumni development and possible "grateful patient" donations). For several years, the program has been very conservative in raising PDST levels in order to spare students additional expenses. With increased costs of living and higher expenses associated with living in the San Francisco Bay Area and subsequent diminished funding for education in the State of California, we aim to continue to focus on securing philanthropic funding to provide student scholarship. This philanthropic business model is aligned with how UCSF has responded to increased costs and higher operational costs in San Francisco.

If the proposed increase are not approved and if additional fund sources are not available, we will scale back our efforts like our proposed uses for expanding student instructional support services to the detriment of the program and our students.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 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).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$769,416	$23,082	$23,775	$24,488	$25,223	$25,980	$891,964
Benefits/UCRP Cost	$261,063	$9,655	$10,081	$10,610	$11,080	$11,572	$314,061
Providing Student Services	$0	$0	$11,430	($11,430)	$2,776	$2,777	$5,553
Improving the Student-Faculty Ratio	$4,500	$0	$0	$0	$0	$0	$4,500
Expanding Instructional Support Staff	$176,021	($24,087)	$0	$14,388	$112	$0	$166,434
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$605,500	$4,325	$22,643	$19,028	$19,596	$20,164	$691,256
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	$1,816,500	$12,975	$67,928	$57,084	$58,787	$60,493	$2,073,767

Additional Comments:
We estimate that there are 2-4 students in each class that qualify for Cal Vet benefits who do not pay PDST fees.

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.

With increased fixed costs (salaries, benefits) and our underrepresented faculty recruitment efforts, we are actively working with our Alumni Development officer to secure philanthropic donations particularly for student scholarships. We began our focused work with the Alumni Development office in 2016; as a result, in 2018 we were fortunate to receive scholarship funds from past alumnus of the program for a total commitment of $125,000. While our efforts are focused on past alumni we are also exploring opportunities to engage "the grateful patient" as another revenue source.

In addition to our active engagement with the Alumni development office, we run the program with minimal expenses in every area, including a limited number of staff as a method to ensure cost efficiency measures.

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

In order for 2019-20 fees to align for both residents and nonresident students, we propose a 3% reduction in the nonresident PDST level while keeping the resident PDST level the same. This 3% reduction in the nonresident PDST fees for 2019-20 was to make PDST fees the same for both resident and nonresident students. In addition, we currently do not have nonresident students enrolled in the program, so no students would be impacted by this proposed change. We propose 3% annual increases thereafter for both nonresident and resident students starting in AY 2020-21 through AY 2023-24.

As mentioned earlier, our program is choosing to delay PDST fee increases until AY 2020-21 so the majority of our current students are not impacted by the proposed increase in fees. We felt this was necessary for our current students so they could budget accordingly for the increase in AY 2020-2021. Only the first-year class (n=50) out of our current three student cohorts will experience the increase. They will experience a 3% increase in PDST fees during their last year in the program. We plan on publicizing all projected PDST increases on our program website if approved so future DPT applicants to the program are aware of the planned increases and can make informed fiduciary decisions when applying.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Resident	148	147	148	148	148	148
Domestic Nonresident	0	2	2	2	2	2
International	0	0	0	0	0	0
Total	148	149	150	150	150	150

Additional Comments:

We estimate that there are 2-4 students in each class that qualify for Cal Vet benefits who do not pay PDST fees. For this table, we included all students who will enroll to the program, regardless of whether or not they will pay the PDST fees.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a _minimum_ of 3 and _up to_ 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

☐ If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Actuals	Projections					Increases/Decreases									
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2019-20**		**2020-21**		**2021-22**		**2022-23**		**2023-24**	
							%	$	%	$	%	$	%	$	%	$
Residents																
California State University, Sacramento (public)	$28,146	$28,990	$29,860	$30,756	$31,679	$32,629	3%	$844	3%	$870	3%	$896	3%	$923	3%	$950
California State University, Fresno (public)	$27,710	$28,541	$29,397	$30,279	$31,187	$32,123	3%	$831	3%	$856	3%	$882	3%	$908	3%	$936
California State University, Northridge (public)	$27,285	$28,104	$28,947	$29,815	$30,710	$31,631	3%	$819	3%	$843	3%	$868	3%	$894	3%	$921
California State University, San Diego (public)	$26,640	$27,439	$28,262	$29,110	$29,984	$30,883	3%	$799	3%	$823	3%	$848	3%	$873	3%	$900
University of Southern California	$68,391	$70,443	$72,556	$74,733	$76,975	$79,284	3%	$2,052	3%	$2,113	3%	$2,177	3%	$2,242	3%	$2,309
Samuel Merritt University (private)	$55,829	$57,504	$59,229	$61,006	$62,836	$64,721	3%	$1,675	3%	$1,725	3%	$1,777	3%	$1,830	3%	$1,885
Chapman University (private)	$45,168	$46,523	$47,919	$49,356	$50,837	$52,362	3%	$1,355	3%	$1,396	3%	$1,438	3%	$1,481	3%	$1,525
Western University (private)	$41,430	$42,673	$43,953	$45,272	$46,630	$48,029	3%	$1,243	3%	$1,280	3%	$1,319	3%	$1,358	3%	$1,399
Public Average	$27,445	$28,268	$29,117	$29,990	$30,890	$31,816	3%	$823	3%	$848	3%	$873	3%	$900	3%	$927
Private Average	$52,705	$54,286	$55,914	$57,592	$59,319	$61,099	3%	$1,581	3%	$1,629	3%	$1,677	3%	$1,728	3%	$1,780
Public and Private Average	$40,075	$41,277	$42,515	$43,791	$45,105	$46,458	3%	$1,202	3%	$1,238	3%	$1,275	3%	$1,314	3%	$1,353
Your program	$30,333	$30,917	$31,860	$32,834	$33,844	$34,886	2%	$584	3%	$943	3%	$974	3%	$1,010	3%	$1,042
Nonresidents																
California State University, Sacramento (public)	$43,986	$45,306	$46,665	$48,065	$49,507	$50,992	3%	$1,320	3%	$1,359	3%	$1,400	3%	$1,442	3%	$1,485
California State University, Fresno (public)	$43,706	$45,017	$46,368	$47,759	$49,191	$50,667	3%	$1,311	3%	$1,351	3%	$1,391	3%	$1,433	3%	$1,476
California State University, Northridge (public)	$42,333	$43,603	$44,911	$46,258	$47,646	$49,076	3%	$1,270	3%	$1,308	3%	$1,347	3%	$1,388	3%	$1,429
California State University, San Diego (public)	$42,480	$43,754	$45,067	$46,419	$47,812	$49,246	3%	$1,274	3%	$1,313	3%	$1,352	3%	$1,393	3%	$1,434
University of Southern California	$68,391	$70,443	$72,556	$74,733	$76,975	$79,284	3%	$2,052	3%	$2,113	3%	$2,177	3%	$2,242	3%	$2,309
Samuel Merritt University (private)	$55,829	$57,504	$59,229	$61,006	$62,836	$64,721	3%	$1,675	3%	$1,725	3%	$1,777	3%	$1,830	3%	$1,885
Chapman University (private)	$45,168	$46,523	$47,919	$49,356	$50,837	$52,362	3%	$1,355	3%	$1,396	3%	$1,438	3%	$1,481	3%	$1,525
Western University (private)	$41,430	$42,673	$43,953	$45,272	$46,630	$48,029	3%	$1,243	3%	$1,280	3%	$1,319	3%	$1,358	3%	$1,399
Public Average	$43,126	$44,420	$45,753	$47,125	$48,539	$49,995	3%	$1,294	3%	$1,333	3%	$1,373	3%	$1,414	3%	$1,456
Private Average	$52,705	$54,286	$55,914	$57,592	$59,319	$61,099	3%	$1,581	3%	$1,629	3%	$1,677	3%	$1,728	3%	$1,780
Public and Private Average	$47,915	$49,353	$50,833	$52,358	$53,929	$55,547	3%	$1,437	3%	$1,481	3%	$1,525	3%	$1,571	3%	$1,618
Your Program	$42,944	$43,162	$44,105	$45,079	$46,089	$47,131	1%	$218	2%	$943	2%	$974	2%	$1,010	2%	$1,042

First Year Annual Charges

Source(s): Comparison Institutions: All programs that award the Doctor of Physical Therapy degree that we primarily compete with for applicants to our program.

Cal State Sacramento: https://www.csus.edu/hhs/pt/admissions

Cal State Fresno: http://www.fresnostate.edu/chhs/physical-therapy/prospective-students/faq.html (Then click on "How Much Is Tuition")

Cal State Northridge: https://www.csun.edu/stufin/tuition (Then click on "Doctorate/Physical Therapy Fees")

Cal State San Diego: http://arweb.sdsu.edu/es/catalog/Grad1617/014%20Fees.pdf

USC: https://dpt.usc.edu/residential-dpt-program/admissions/tuition-and-financial-aid

Samuel Merritt: https://webapps.samuelmerritt.edu/tuition/tuitiondetail.aspx?name=DPT&desc=%20Doctor%20of%20Physical%20Therapy%20Degree%20Program
Chapman: https://www.chapman.edu/students/tuition-and-aid/SBS/tuition-and-services/index.aspx (Then click on "Graduate Students – Rinker")
Western: http://prospective.westernu.edu/physical-therapy-e/financing-22

Additional Comments: N/A

IV.b. Why was each of these institutions chosen as a comparator? 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 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Currently, there are 18 CAPTE accredited Doctor Physical Therapy (DPT) programs in California. Of these, 6 are housed in public universities (CSU) and ours is the only one offered through the University of California system. The UCSF/SFSU Doctor of Physical Therapy (DPT) program competes with a number of public and private institutions in California granting the DPT degree (note: all programs are required to grant a professional doctorate degree in Physical Therapy (DPT)). We have chosen as comparators four public and four private institutions. Our comparator institutions admit similar student pools of similar quality, and we primarily are in competition for a majority of in-residence/California students.

Since we are a public institution operating jointly between UCSF and SFSU, we chose 4 of the five other CSU DPT programs as comparators. The UCSF/SFSU DPT program is the only UC system physical therapy program. The public institutions compete for students from the same student pool, largely applicants from within the state of California. It is common for CA state residents to apply to a large number of CA universities (both public and private) since acceptance rates into a DPT programs are very low due to relatively small class sizes and large number of applications. Since UCSF is highly regarded as a research institution, we also compete with and thus selected a private comparator with known research strengths, University of Southern California. In addition, applicants who apply to UCSF also apply to other DPT programs in the region, in particular Samuel Merritt University (Oakland, CA), thus it was also chosen as a comparator. Most DPT granting institutions have similar curricula content and time to completion for their degree. Chapman and Western Universities, both private universities, are of similar length to the UCSF/SFSU DPT program and enroll similar size cohorts. In 2018, we received 441 applicants, interviewed 225 applicants, and plan to accept 50 students.

The fact remains that most CSUs and UCSF are committed to keeping tuition costs low and therefore have smaller faculty to keep salary and benefits costs as low as possible. Please note that we believe the University of Southern California is the closest comparator to UCSF given it is a research intensive university. It accepts 100 students at a cost of $68,000/year.

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

Our program costs are below all of the private comparator institutions, and are comparable to other public institutions in California. The other public programs in California are slightly smaller programs (some programs have as few as 32-36 students/class) offered through the CSU system. Students often choose between the University of Southern California (USC) and our program due to the fact that we are both research intensive universities and many of our accepted students have participated and are interested in research. However, USC costs are $68,000/year compared to our $31,000/year. UCSF is considered the #1 public institution receiving NIH research funds and thus our program is highly competitive and sought after due to research opportunities. We are significantly lower in cost in comparison to USC.

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

The UCSF/SFSU Graduate Program in Physical Therapy is unique in that it is a joint program between UC San Francisco and San Francisco State University and this partnership benefits students in many ways. Specifically, the Commission on Accreditation of Physical Therapy Education (CAPTE), highlighted this beneficial partnership in the accreditation report saying "the program is unique in that students are provided educational opportunities at two distinctly different but related universities, providing them with a strong theoretical foundation in the sciences and research while simultaneously helping them translate that knowledge into clinical practice, a commitment to the community, and social justice."

The scope and quality of the joint UCSF/SFSU program versus a CSU-only program also benefit from being uniquely positioned within a research intensive, academic medical center, which provides our students access and learning opportunities within world-renowned research and medical facilities including UCSF Medical Center, UCSF Benioff Children's Hospital San Francisco, UCSF Benioff Children's Hospital Oakland, Zuckerberg San Francisco General Hospital and Trauma Center, San Francisco Veterans Affairs Medical Center, UCSF Orthopedic Institute, and several UCSF Outpatient Physical Therapy Faculty Practices. Our students learn in state-of-the-art physical spaces including a world-renowned Anatomy Learning Center, a state-of-the-art Simulation Center, and a Clinical Skills Center designed for our program within the UCSF campus, as well as dedicated clinical lab spaces at the SFSU campus. Other than University of Southern California, the UCSF-SFSU program is the only program situated within an academic medical center. Given this relationship, our students are able to integrate into the medical system environment starting within the 3rd week of their entry into the program. Most programs require students to engage in classwork for a full year prior to patient care, consequently our partnership with the medical center is truly unique and a draw for applicants.

The UCSF/SFSU faculty includes leaders in the clinical profession, renowned researchers, and exemplary educators. Nearly half of our core faculty are specialist board-certified licensed physical therapists, and they provide more than 45,000 patient visits per year for a diverse patient population at a range of sites, including the UCSF Outpatient Faculty Practices in Mission Bay, Mount Zion, and Lakeshore, the UCSF Health & Wellness Center, and SFSU Student Health Center. In addition to the diverse expertise of our faculty clinicians, researchers, and educators, our faculty and students participate in numerous outreach events targeting underrepresented populations. Given the commitment of our program

to social responsibility and social justice issues, we provide a two-year longitudinal and integrated course that focuses on social responsibility as a core part of professionalism.

As an extension of this focus on professionalism our program places a unique emphasis on the interpersonal skills required to provide optimal patient care to a diverse patient population. Because we are housed in an academic medical center, students are able and expected to participate in interprofessional education and collaborative clinical practice. This includes taking courses with learners in other professions, participating in an interprofessional education curriculum that brings learners from medicine, nursing, pharmacy, dentistry, and physical therapy together, and serving as teaching assistants in anatomy and physiology for medicine and pharmacy courses. In addition to interprofessional didactic experiences, all students participate in an early mobilization program through the UCSF Medical Center. Students work directly with physicians, physical therapists, and nurses to educate patients on the benefits of early mobilization to our hospitalized patients in the academic medical center. Unlike comparison programs, we also offer opportunities to participate in a wide array of elective coursework including research with a faculty member, sports medicine, running biomechanics, pelvic floor physical therapy, physical therapy for dancers, rehabilitation following breast cancer, the TeenFit adolescent health program, movement analysis for patients with neurological disorders, and interprofessional clinical electives.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2016-17)	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	1%	1%	1%	1%	3%	3%
Chicanx/Latinx	3%	1%	3%	5%	6%	6%
American Indian	0%	0%	0%	0%	1%	1%
Subtotal Underrepresented	*4%*	*3%*	*4%*	*6%*	*10%*	*10%*
Asian/East Indian	21%	25%	31%	32%	7%	7%
White	46%	45%	45%	42%	77%	77%
Other/ Unknown	30%	28%	20%	21%	6%	6%
International	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	22%	37%	41%	38%	unknown	unknown
Gender						
% Male	32%	30%	32%	32%	38%	38%
% Female	68%	70%	68%	66%	62%	62%

Sources: Ethnicity: UCSF Registrar Web Portal; Socioeconomic and Gender: UCOP Data
Comparison institutions: CAPTE (Commission on Accreditation in Physical Therapy Education) Aggregate Program Data 2016-2017

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 underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

Approximately four years ago we initiated a holistic admissions process to further broaden the diversity our student body to include a wide range of possible racial/ethnic, sexual, and gender identities, socioeconomic, first generation to college, and disability identities. For the past two years, we have increased the numbers of these applicants who were moved through to the interview phase of our application process. We have seen a steady increase in the diversity of our applicants and of our accepted students. Funds from the PDST has supported the increase time and costs associated with these interview and admission efforts.

Unfortunately, the demographics table above does not capture a wide range of racial/ethnic identities, sexual or gender identities (other than M or F), disability status, and first generation to college, etc. While we are pursuing efforts to further improve diversity in our program, when comparing our 2018 data to the years prior, we have made improvements in our students who identify as Chicanx/Latinx and Asian/East Indian. We have also seen a large increase in socioeconomic Pell grant recipients.

The data we provided in the table above favorably represents the broad diversity in our program as compared to other universities, with 56% of our students identifying as African American, Chicanx/Latinx, Asian/East Indian, or Other/Unknown in 2016-17 compared to 23% for our comparators, which is based on the national data from the American Physical Therapy Association (APTA) on the racial and ethnic diversity of all physical therapy programs across the country for 2016-17. Our figures have improved based on fall 2018 proportions: our program has a higher percentage of enrollment of Asian students (32% for our program in fall 2018 vs. 7% national average for 2016-17). Additionally, we have far more students who identity as "other" (21% vs 6% comparators). This 21% of our class may indicate a multi-racial background or an identity not categorized for students to choose. Combining our 32% Asian population, 21% "Other/Unknown," and 1% African American and 5% Chicanx, we have nearly 59% of our student population in underrepresented ethnic/racial identities within the Physical Therapy Profession. For African American students, we fall slightly below the national average, with 1% vs. the national average of 3%. Compared to 2015-16, our URM enrollment has trended slightly upwards, which may be related to a change to a holistic admissions process and increased diversity outreach.

Approximately four years ago we started our holistic admissions process which was modeled after the admissions process first started by the UCSF School of Medicine. In this process, we are looking to select a student cohort that represents the diversity of the lived experience of all California residents. These changes have included increasing the numbers of applications we review, from 350 to 550. For the past two years, we have increased the numbers of applicants who were moved through to the interview phase of our application process, from 100 to 225. This has increased the diversity within the pool of applicants. We have seen a steady increase in the diversity of our applicants and of our accepted students. We have established a Diversity Pipeline Task Force in 2017-18, whose task is to determine opportunities for outreach to continue to grow our student body diversity. We have also established a Student Success Committee on March 8, 2018 to conduct ongoing assessment of

learners' needs, and to identify and coordinate services that learners can utilize to ensure success and wellbeing with an emphasis on our students from underrepresented minority groups.

In addition to the racial and ethnic diversity, the diversity of our program includes LGBTQ students who are admitted to our program, reflecting the historical and current commitment both San Francisco and UCSF/SFSU have towards inclusion. Unfortunately this identity is not captured above.

Nonetheless, we are committed to further work on improving our African American student enrollment as well as other URM enrollment, as indicated in our expenditure plan. We will devote a portion of new PDST funds toward this goal. For example, we plan on doing more admissions outreach using webinars with a focus on historically black colleges/universities and other universities with higher Hispanic populations such UC Merced, UC Riverside, and CSU San Bernardino. We will also use a portion of PDST funds to institute additional high school and undergraduate outreach efforts to enhance our application pipeline, with the goal of reaching underrepresented- in-medicine students. We also plan to build on our 2018 faculty efforts to bring in more diverse faculty, who will help to broaden our outreach to the community and allow greater and more diverse representation at student programs and recruiting conferences targeted to underrepresented student populations.

We would also encourage the University to consider broadening the definition of diversity and including variations and depth of options for racial/ethnicity, sexual and gender identities, as well as disabilities. These would allow our program to adequately capture the true diversity that is already occurring in our program.

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?

In comparing data provided from UCOP on our students who were Pell grant recipients as undegraduates, it is clear that the trend has been a significant increase in the enrollment of students from low socioeconomic backgrounds. Approximately 89% of our students are on some form of financial aid administered by the UCSF Financial Aid Office. The program also distributes five scholarships annually based on merit, contributions to diversity, and leadership experience/potential. Changes to our admissions process and the move to a much more holistic approach have been made to enroll increased numbers of students from low socioeconomic backgrounds and underrepresented minority groups.

While it is difficult to know for certain, the increase in the percentage of our students who are Pell grant recipients as undergraduates may be attributed our program's efforts to conduct pre-health professions outreach to several universities within California, which are known for their diversity and have a high number of students from low socioeconomic backgrounds (UC Davis, SDSU, CSUSB).

In 2017-18 we established a Diversity Pipeline Task Force, whose task is to determine opportunities for outreach to continue to grow our student body diversity. Additionally, we established a Student Success Committee to conduct ongoing assessment of learners' needs, and to identify and coordinate services that learners can utilize to ensure success and wellbeing with an emphasis on our students from underrepresented minority

groups and low socioeconomic status. For example, as part of our core curriculum we invite counselors to come to our Professionalism course to discuss student mental health, as well as Learning experts from the Student Success program to discuss how learning works and ways to maximize studying as they transition from undergraduate to professional graduate school.

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 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?

Historically, our ratio of women to men has been approximately 2/3 women and 1/3 men, and this ratio is remarkably steady in recent years. Across the country, we also see a higher ratio of women to men enrolled in similar programs. According to the CAPTE Aggregate Program Data report for 2016-17, 62% of enrollees to PT programs are women, and 22.9% are men. Thus, we are aligned with the national average, and we continue to focus our efforts on achieving a well-balanced class. Gender parity is a concern across all health professions and this is not unique to physical therapy. Furthermore, we recognize that gender is not binary, and we strive for a welcoming environment. We do have a handful of students who self-identify on the gender spectrum. We interview 225 applicants for our cohort of 50, and are thoughtful about recruiting a diverse group. Our faculty and students participate in Admissions Interviews Day, New Student Orientation, and other inclusive, welcoming activities that help to create an equitable learning environment.

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 underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

By the final year of the multiyear plan we aim to increase our percentages of underrepresented to include 5% African Americans (compared to 1%), 10% Chicanx/Latinx (compared to 5%), and 1% American Indian (compared to 0%), and we would likely see a drop in Caucasian population to approximately 35% (from currently 42%). In addition, we are aiming for our gender ratio of 32:66* (compared to 38:62). Our current recipients of the Pell Grant are approximately 38% and we aim to see this increase to 45-50%.

To accomplish these goals, our strategy will include a continuation of our holistic admissions process as described above. (For example, increasing the numbers of applications we review to between 350 and 550; increasing the numbers of applicants who were moved through to the interview phase of our application process from 100 to 225. This increase translates to a steady increase in the diversity of our applicants and of our accepted students). We have established a Diversity Pipeline Task Force, whose task is to determine opportunities for outreach to continue to grow our student body diversity.

Our faculty will continue to participate in many outreach programs including Inside UCSF, UCSF Post Baccalaureate Program, UCSF Latina Pharmacy Association's Pre-Health Professions Outreach Program, UCSF Journey into Healthcare Undergraduate Conference, Pilipino at UCSF Student Organization Undergraduate Recruitment Day, UCSF Program for Investigation and Training for Careers in Health, UC Davis Pre-Health

Conference, UCSF Sneak Preview, SFSU's Kinesiology Student Association's Physical and Occupation Therapy Night, UCSF Bridges Day, Rise Preparatory Academy middle school, and the Science Outreach Program for pre-kindergarten and kindergarten students at La Scoular International School San Francisco. We will also strategically plan to initiate more admissions and program overviews via webinars particularly aimed at Historically Black Colleges and Universities and other universities with higher percentage of Hispanic/Latinx populations.

Since this number does not add up to 100%, we believe one person chose not to identify in the binary male/female option.

V.f. In the following 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.)

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.

All Faculty (School or Department)**		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	10.5%	9.1%	9.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.8%	18.2%	18.2%
	International	0.0%	0.0%	0.0%
White	Domestic	73.7%	72.7%	72.7%
	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		**2015-16**	**2016-17**	**2017-18**
	Female	78.9%	77.3%	72.7%
	Male	21.1%	22.7%	27.3%

Ladder Rank and Equivalent Faculty (School or Department)		2015-16	2016-17	2017-18
Ethnicity		**2015-16**	**2016-17**	**2017-18**
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	12.5%	11.1%	12.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	12.5%	11.1%	12.5%
	International	0.0%	0.0%	0.0%
White	Domestic	62.5%	55.6%	50.0%
	International	12.5%	22.2%	25.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2015-16**	**2016-17**	**2017-18**
	Female	87.5%	88.9%	87.5%
	Male	12.5%	11.1%	12.5%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

Please note, as previously stated, we have made a conscious and deliberate effort to recruit new faculty to improve diversity. In 2018, we hired 4 new faculty members who identify as underrepresented (African American, LGBT, Disability, and Hispanic/Latinx). Due to the most recent hiring, these data are not included in the tables above given that the table does not include AY 2018-19.* However, the most accurate faculty diversity percentages for 2018 would be 4% African American, 12% Chicanx/Latinx, 20% Asian/Pac Islander. If we include these recent faculty hires in our data, then our % URM would shift in the African American and Hispanic/Latinx categories. Unfortunately, our faculty who identify as LGBT and who identify a disability would not be captured in the above tables. We highly recommend that UC considers expanding the definition of diversity to more authentically capture diversity (vs. only race/ethnicity, SES, and binary gender).

In addition to the faculty recruitments, our program staves to create a diverse, inclusive and equitable program. Our 2018 faculty retreat included training in unconscious bias and stereotype threat, and many of our faculty members have completed a voluntary Diversity, Equity and Inclusion Champion training. We have diverse search committees and reinforce the priority of meeting diversity standards when conducting our recruitment processes. For example, 50% of our faculty search committee must include women and underrepresented minorities. Our efforts to increase the diversity of our applicant pool and diversity of our faculty have also been successful.

We have increased our targeted recruitment in an effort to meet our diversity goals for all open positions, including successfully recruiting a male who identifies as part of the LGBTQ community in 2018. In 2017, our faculty included 71% female faculty, which represents a slight

increase from 2016 (69%). We have also increased our efforts to improve the climate for women faculty, and we have provided release time for three faculty members, two of whom are female, to attend the Coro Leadership Training at UCSF, as well as one to attend the Early Career Leadership for Women in Academic Medicine conference.

As of 2018, faculty members who are underrepresented in medicine (UIM) make up 16% of our faculty (compared to 11% in AY 15-16), and we have actively recruited a number of additional academic and clinical faculty. Two of our new faculty members are UIM (African American and Hispanic/Latino), another identifies with the LGBTQ community, and another is working with a disability (again, the tables above do not capture this data). We will continue these broad, yet targeted, recruitment practices as new positions open. Additionally, among our staff, 60% of staff are female (75% last year) and 50% of staff are under-represented minorities (up from 34% last year).

* Note inserted by UCOP: To be consistent, UCOP has required programs to provide faculty diversity data for FY 2015-16, 2016-17, and 2017-18. More recent data may not available to all programs at the time the multi-year plan templates were provided to the campuses in summer 2018. UCOP neither requires programs to provide or address FY 2018-19 faculty diversity data, nor discourages programs from including such data in their responses to questions in their multi-year plan submissions.

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?

Due to the increasing costs of higher education and professional school education, **we strive to keep program costs as affordable as possible and are in full support of any means to lower student debt, a factor in our decision to limit proposed PDST increases by 3%.** We actively monitor our financial aid and affordability data for our program by monitoring the student financial aid scholarship money, the cumulative indebtedness of our graduates, and the percentage of students who borrow.

Student financial aid is administered by the Graduate Division. Per our annual report from the Graduate division, in AY 2017-18, approximately $600K of the PDST revenue was used as financial aid to DPT students. Annually, a third of the program's PDST revenue is delegated for student financial aid. For AY 2018-19, the Department plans to administer five scholarships for a total of $21,000 based on merit, contributions to diversity, and leadership experience/potential.

In addition to financial aid information, we also receive cumulative debt information for our program graduates annually from the Financial Aid Office. We monitor this number each year and **strive to identify additional scholarship dollars we can use to help offset the cumulative debt of students.** In FY16-17 our student indebtedness was $107,750 and it decreased by 22.7% to $83,288 in FY17-18.* Additionally in FY17-18, the percentage of graduates who borrowed decreased -8.4% (80.4% to 72.0%). We postulate that this was most likely due to fact that the Graduate Division awarded our program a two-time additional $300,000 of student aid and we dispersed it to students with the most financial need as indicated by their student financial aid needs. This provided $30,000 support for 10 students for two different cohort years. We will monitor the

FY18-19 data to see if this positive trend persists or if this was due to the two time $300,000 contribution from the Graduate Division. We would welcome an additional $300K on an ongoing basis as this substantially dropped the indebtedness of our students (22.7% decrease in debt).

Lastly, we have faculty whose efforts are dedicated to working closely with our colleagues in the UCSF development office to increase scholarship opportunities.

*Note inserted by UCOP: At the time that UCOP issues its annual call to programs to begin work on multi-year PDST plans, AY 2017-18 debt data are not available and, hence, are not included in the debt table below. When submissions are due to UCOP in November, AY 2017-18 debt data may be available to programs on some campuses. UCOP neither requires programs to provide or address AY 2017-18 debt levels, nor discourages programs from addressing AY 2017-18 debt data in response to affordability questions in their multi-year plan submissions.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	n/a	n/a	82%	71%	76%	88%	80%
Cumulative Debt among Students with Debt	n/a	n/a	$94,041	$86,334	$71,970	$99,314	$107,750

Source: UCSF Student Financial Aid Office

Note: 2012-13 represents the first graduating class since the program began charging PDST.

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?

Our students have a large amount of debt – $107,750 for 2016-17 graduates compared to $71,970 for 2014-15 graduates – especially when comparing against indebtedness levels from graduates of our public comparators - $83,000. The impact of a 3% increase will be a modest contributor to increasingly inflated student debt. One-third of the PDST fees are redirected back to the students in the form of return-to-aid. It is important to note that our program received a two-time distribution of $300,000 from the graduate division because of student debt concerns and we subsequently saw indebtedness drop from $107,750 to $83,288 in FY 17-18 (which is the national public institution comparator as reported by the APTA) as a result of receiving a total of $600,000. We also are partnering with the School of Medicine to offer students professional guidance in managing student debt during and after graduation.

Several studies have shown that students tend to accept higher loans than may be necessary for tuition alone due to lack of financial literacy. This potentially could be exacerbated in our students due to the ever increasing cost of living in the San Francisco Bay Area. (http://www.apta.org/PTinMotion/2017/2/Feature/FinancialLiteracy/).

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	80%	$107,750	$67,000	23%
Public comparisons	unknown	$83,000	$67,000	18%
Private comparisons	unknown	unknown	$67,000	unknown

Sources: UC: UCSF Student Financial Aid Office; salary: APTA 2016 data; public comparison average debt: APTA (http://www.apta.org/PTinMotion/2017/2/Feature/FinancialLiteracy/)

Additional Comments:

The figure above shows that the median salary at graduation (0-3 year's experience) is $67,000 and is used to compare the average debt of our program as well as compare the average debt of public programs at the time of graduation. We decided to use $67,000 as the comparator for median salary at graduation because we do not have data that provides the median salary in California at the time of graduation.

According to the APTA website, the median salary for physical therapists is $85,000 a year (http://www.apta.org/PTCareers/Overview/). For California, the mean salary is $95,350, according to US News (https://money.usnews.com/careers/best-jobs/physical-therapist/salary).

Furthermore, upon researching starting salaries in the San Francisco Bay Area, the annual starting salary for a new graduate is approximately $83,000 (see links provided). This is almost 25% higher than the average starting salary of $67,000 as indicated in the table (and provided by the APTA 2016 data). This would in effect lower the estimated debt payment as % of median salary from 23% to 18%.

https://www.payscale.com/research/US/Job=Physical_Therapist_(PT)/Salary/d2fcd5de/Entry-Level-San-Francisco-CA
https://www.glassdoor.com/Salaries/san-francisco-physical-therapist-salary-SRCH_IL.0,13_IM759_KO14,32.htm
https://www1.salary.com/CA/San-Francisco/Physical-Therapist-Salary.html?personalized

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 program is in full support of any means to lower student debt, and we encourage students to consult with the Financial Aid Office on any available options for loan repayment assistance. It is imperative that our program continues to find ways to provide financial student aid and scholarships to offset their student loan debt. If our research on starting salaries in the San Francisco Bay Area are accurate and the annual starting salary for a new graduate is approximately $83,000 (see links provided at end of section), we do feel their level of indebtedness can be manageable depending on their financial literacy and commitment to spending/living responsibly. We do remind students that they are entering a profession that is predicted to grow by 34% from 2014 to 2024—"much faster" than the average rate for all career paths, according to the 2014-15 Occupational Outlook Handbook, published by the US Bureau of Labor Statistics. In addition, the APTA reports that new graduates most likely will find work that pays well enough to help them manage and retire their debt.

Our faculty and students continue to lobby for opportunities to impact the professional financially. For example, annually, our faculty participate alongside students at "Legislature Day" at the state capital to advocate for various issues confronting the physical therapy profession. These discussions include provider reimbursement and scope of practice issues, which can directly impact salaries, and thus graduates' abilities to repay student loans. Along with our professional association, the American Physical Therapy Association, we continue to advocate for the inclusion of physical therapy under the National Health Service Corps Loan Repayment Program. Sadly, loan Forgiveness Programs are very limited for the Physical Therapy profession.

Lastly, we partner with the School of Medicine to offer students professional guidance in managing student debt during and after graduation https://finaid.ucsf.edu/application-process/apply-for-aid.

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.

One option available for physical therapy graduates who are interested in serving in an underserved area is to work on an Indian reservation as part of the Indian Health Service organization. Another repayment option is the Public Service Loan Forgiveness (PSLF) program, which is a US government program created under the College Cost Reduction and Access Act of 2007 to provide indebted professionals a way to reduce their federal student loan debt burden by working full-time in public service. The PSLF Program forgives the remaining balance on a person's Federal Direct Loans after they have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer. Most not for profit hospital and/or school practice settings would allow our graduates to apply for PLSF program. Lastly, the Veterans Affair organization offers a Health Professional Scholarship Program which PT students can apply. Tuition is paid in exchange for a commitment to working for the VA after graduation.

All scholarship information that is sent to our program from various organizations are posted on the classroom bulletin board at our SFSU campus. Additionally, we post the financial literacy resources from UCSF and SFSU on our program webpage in the Financial Aid Section of the Tuition and Fees Page: https://ptrehab.ucsf.edu/tuition-fees.

We have financial aid presentations on interview weekend, accepted students day, and the first day of orientation. And in the fall of the first year, we conduct a financial aid workshop.

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?

No, graduates of our program do not make more if they work in a private practice setting vs. a public institution (e.g. not-for-profit hospital setting). Additionally, we continue to advocate for our graduates to consider working in the public sector in order to qualify for the Public Service Loan Forgiveness (PSLF) program, which is a US government program created under the College Cost Reduction and Access Act of 2007 to provide indebted professionals a way to reduce their federal student loan debt burden by working full-time in public service. The PSLF Program forgives the remaining balance on a person's Federal Direct Loans after they have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer. Most not-for-profit hospital and/or school practice settings would allow our graduates to qualify for this PLSF program. We also continue to advocate through our professional association, the American Physical Therapy Association, to lobby for the inclusion of physical therapy under the National Health Service Corps Loan Repayment Program.

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

Financial aid information is outlined on our website and is explained during monthly information sessions conducted by faculty at SFSU. Our UCSF Financial Aid Officer also presents at several prospective and current student events, including Interview Day, Accepted Students Day, and New Student Orientation, to explain the financial aid options which are available.

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 currently make the median salary and average debt information available to prospective students by providing them a link to the APTA website that lists the median salary and average debt (http://www.apta.org/PTinMotion/2017/2/Feature/FinancialLiteracy/). Because we want our prospective students to have the most up-to-date information, we refer them to the APTA website as this data may change annually. This APTA link also informs prospective students that the Physical Therapy is predicted to grow by 34% from 2014 to 2024—"much faster" than the average rate for all career paths, according to the 2014-15 Occupational Outlook Handbook, published by the US Bureau of Labor Statistics.

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.).

We are evaluating our curriculum to determine if reducing the length of the program is feasible. For example, University of the Pacific has an accelerated DPT program which we are investigating (https://www.pacific.edu/academics/schools-and-colleges/thomas-j-long-school-of-pharmacy-and-health-sciences/academics/doctor-of-physical-therapy/why-pacific-pt.html).

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 only 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 2018-19 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.

☐ (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

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

☒ Convened focus groups of students in the program to discuss the plan and solicited feedback (focus groups were offered to the students by the chair, but students did not request meetings)

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

☒ Other (please describe): Students were also given the opportunity to complete an anonymous survey. Results of the survey are attached as an addendum (see Attachment A).

IX.b. Below, please 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.

Minutes from first student town hall on September 5, 2018:
Attendees: 15 DPT students, Amber Fitzsimmons, Betty Smoot, Linda Wanek, Oscar Hernandez Nunez (minutes)

- Students were concerned that we would not be able to attract people into health professions programs in fear that they will go elsewhere into other industries because of the increase in costs and private industry salaries.
- There is a lack of awareness among the public about the dearth of state funding for public institutions. Our program does not have endowments similar to other universities. This has an impact on public institutions' ability to procure endowed funds and offer scholarships to students to help offset the cost of education.
- Students are worried that physical therapy mean salaries were not rising compared to the cost of living and the cost of education.
- They also offered their suggestions for possible additional funding for the program, including redirecting additional clinic revenue to the program, increasing PT visibility on campus and in general,

Minutes from second student town hall on September 7, 2018:
Attendees: approximately 6 students, Linda Wanek, Betty Smoot, Amber Fitzsimmons (minutes)

- Students were appreciative of the transparency of our conversation and giving them insight into our financial operations.
- Frustrations with rising tuition and rising salaries "at the top" of the health system and at UCOP.
- Students feel we should leverage social media sites like Facebook to promote what our program does. This would help with financial development opportunities (add "Donate Now") to our webpage.
- Recommend expanding our clinical services to create more revenue opportunities to help cover tuition costs.
- Recommend creating a student event whereby current students call past alumni to give them program updates and ask for donations.

Feedback collected via email by DPT class presidents (Ki Cheng, Lauren Stoll, Derek Tao, Elmira Zamanikia, Rafael Lee, and Alexandra Vogt):

- Create a webmaster position for each of the class student governments to create and monitor social media presence directed towards fundraising.
- Create a spotlight of the month (or maybe only a couple times a year) highlighting a current student's struggle and passion to become a PT with a donate now button at the bottom (can be sent via email to alumni and companies)
- Continue the transparency in fee increases and where the money will be going to.
- Also make sure fee increases are appropriate as tuition is already so much of a burden on students. The amount of student debt physical

therapy students are in is a huge problem as the pay new graduates will earn in the field is not equal to that of a doctorate degree that we are paying for. Basically the amount of schooling does not correspond to an increase in pay.

- PT and DPTs earn the same. DPTs are not granted more roles in hospitals etc. The scope of practice has not changed with the doctorate level granted to Physical Therapists. Most Physical therapists will earn about $86,850 this is what 50% of physical therapists earn according to BLS numbers. https://www.bls.gov/oes/current/oes291123.htm Most graduates however will have anywhere between $90,000 - $200,000 of possible student debt. (interest for loans continues to increase on loans each year : it was 7% & 4% for federal loans both subsidized/unsubsidized)This is an issue that should not only be addressed at our program, but nationally as PT programs continue to increase in costs and length of schooling. Being in that much debt and earning $80,000 will take 15+ years to pay off as taxes, cost of living, and other expenses will add up. That is why I believe the administration should be cognizant to students' financial difficulties and the student debt burden that they will carry for years afterwards. Fees should not be exponentially increasing as it will eventually hit a ceiling where PT school will become too expensive and many people who otherwise would love to attend will no longer be able to. We should be minimizing the costs and be finding ways to lower tuition via i.e. grants, scholarships, etc.

- Recently in the news NYU announced free tuition for all their medical students from now and going forward. I would love to see other schools copy their model and have this adapted for all health professionals as we should not be punished to deal with this heavy burden of debt that follows us for 15+ years.

- It would be interesting to see a breakdown of where the increase fees go exactly. If its $389 x 150 students from 3 cohorts that's $58,350 of extra money to the program. I would hope the monies are utilized for the benefit of students learning experiences.

- ^^ I agree, it seems like a lot.

- UCSF/SFSU are both public institutions that receive state and federal funding money so it would be interesting to see how much that money contributes to the overall budget of our program. I do think more advocacy needs to be done to increase or maintain public funding so that students are not subsidizing the funding gaps via increased fees which means more loans needed to be taken out.

- A hidden risk of rising tuition is the damage that it could potentially cause UCSF and the PT profession. It's very possible that increasing tuition will make it less attractive for talented and smart prospective students to apply to UCSF/SFSU's DPT program. NYU is offering free medical tuition, and recently high paying tech companies like Google and Apple announced that they no longer require college degrees to apply.

- As others have stated, I would like more transparency about why, specifically tuition is increasing at such alarming rates. Is it decreases in state funding? Does the UC system/UCSF endorse certain elected officials whose platforms include better allocation of state funds to public universities? What costs are rising? Also, I think any university proposing tuition increases needs to have well-developed plans and protocols around what exactly they are doing to combat the student debt crisis, as it's hard to argue that institutions raising tuition in the face of the student debt crisis are not part of the problem. A robust plan/platform around combatting student debt would help mollify the university's role/culpability in this crisis I think.

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 must be provided by the program.**

☒ Plan shared with _____Graduate Professional Students Association (GPSA)_____ on ____10/1/18____ .

<small>Campus graduate student organization (i.e., your campus' GSA president)</small>

    ☐ Comments or feedback was provided.

    ☒ Comments or feedback was not provided.

Nature of feedback or full comments:

☐ If applicable, plan shared with _____ on _____ .

<small>Program graduate student organization (i.e., your program council or department GSA)</small>

    ☐ 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.

☒ Agenda item at a regularly scheduled faculty meeting (please see Attachment B for minutes from the faculty meeting on 8.8.18)

☐ Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

☐ Convened focus groups of faculty in the program to discuss the plan and solicit feedback

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

☐ Other (please describe):

IX.e. Below, please 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.

Based on discussions at the faculty meeting on August 8, 2018, the original proposal was changed from an initial 3% increase followed by a 2% increase the subsequent year, for a total of 5%. Faculty discussed the issue at length and consensus came to two options which were voted upon by faculty. Faculty opted for option #2, which was then presented to the students.

Documentation:
Email from Department Chair to core faculty soliciting feedback regarding the proposal(s):

Hello,

I apologize for the long email! Bear with me.

As we discussed in our last faculty meeting, our program is required to submit a proposal to the UCSF Grad Div and UCOP about our plans for Professional Degree Supplemental Tuition (PDST) fees for the years 2019-2024. Our current PDST fees ($12,975) help to offset costs towards faculty salaries, benefits, student financial aid, instructional staff support and miscellaneous other expenses. To be clear, our fees will need to be increased to help defray our expenses (the PDST fees do not cover our total expenses to run our DPT program). Therefore, we are interested in faculty feedback on two OPTIONS. *Once we finalize the preferred option, we will be doing Town Halls, Focus Groups, Surveys, and email feedback from our current cohort of students (starting Sept 5th).*

Please note that both options of proposed PDST fee increases will occur in the 3rd year of our current 1st year cohort; 2020-2021 year). In both options, we are suggesting that we utilize the Frost scholarship money to help each student defray the cost of the increase in fees (3% increase --approximately $389). Therefore, our desire is that the current cohort of DPT students will not directly experience the increase in PDST Fees. The fee increases of either Option 1 or Option 2 will directly impact our incoming 2022 cohort which we have not interviewed nor chosen yet. This allows us to be transparent and clear about the PDST fees with the new set of students-which may impact their decision making.

Earlier this month, we presented a PDST fee increase (**Option 1)** that would remain relatively flat for all three years for the new cohort (2022) and this cohort would experience a 5% increase in PDST fees when they enter compared to today's PDST fee of $12,975 (would increase to $13,632 and stay steady). This 5% increase from current fees ($12,975) is approximately a $675.00. The new PDST fees would be on our website and transparently communicated prior to the potential incoming students making a decision about entering our program. To complicate this a bit, we would be doing a 3% increase on our DPT 2021 cohort in their last year 2020-2021. To avoid consternation with this cohort, we plan to defray each student's fee increase with scholarship money we have set aside as mentioned above. Therefore, the 2021 cohort would experience a 3% increase in their last year and the new (2022) cohort another 2% which would total 5% from for their first year and remain constant ($12, 975 to 13,632 until we had to do another review of fees in 2024. We hoped this would help with their budgeting (flat, fixed costs).

With further discussions and after reviewing inflation costs, we decided to run numbers for a 3% increase instead of the proposed 2% during the faculty meeting. Therefore, **Option 2 proposal** institutes a 3% PDST Fee increase starting in 2020-2021 (this will impact our current 1st years in their 3rd year). Again we propose defraying their costs with our Frost scholarship monies. The incoming 2022 cohort will then have a 3% increase and each additional year they are in the program ($13,765, $14,178, $14,603; total increase of $838.00 for the 3 years). Again, this would be transparent and communicated during interview weekend and on our website so that they can make an informed decision.

We are leaning toward **OPTION #2** which is to increase our PDST fees 3% (cost of inflation) each year from 2019-2024. Even with the modest 3% increase in fees each year, we still have to offset our expenses through other financial avenues.

Attached is an explanatory spreadsheet for your perusal. Please provide feedback on this proposal, specifically stating your support for, or objections to, a PDST Fee increase AND your preference for Option 1 or Option 2 or none. We need your feedback by Wednesday Aug. 29th EOD. Thank you for taking the time to provide your input.

Best,
Amber/Linda

Email responses received from core faculty:

- Kimberly Topp:
  Hi all,
  I'll weigh in to make a couple of notes, not to vote.
  The PDST calculations provide you with a figure for funds that come to the program (2/3 of the PDST x number of students) and the worksheet includes a full cohort of 150 students. In each year of the program, however, approx 7 of the 150 students qualify for Cal-Vet status, and do not pay PDST.
  If one reduces the number of students by 7 on line 14 and considers that 2/3 of the PDST comes to the program, here are the figures for the two Options:
  FY21-24, Option 1, amount to the program: $37,294; $62,903; $62,903; $62,903
  FY21-24, Option 2, amount to the program: $37,294; $75,707; $115,272; $156,024
  Regarding the Frost scholarship, in fairness, the students who are on Cal-Vet status should be excluded from the Frost disbursement.
- Betty Smoot: "I support the increase, and prefer Option 2."
- Patricia Tobase:
  Hello All
  I vote option #2.
  Thank you for keeping the lines of communication open and transparent to both faculty and students.
- Casey Nesbit: "I also support Option #2."
- Monika Patel: "I also vote for option #2."
- Richard Souza: "I am also in support of Option 2."
- Danny Keller: "I'm also all for option 2 (sorry for the delay!)."
- Erica Pitsch: "Option 1, also with apologies for the delay!"
- Wendy Katzman: "Option #2."

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

☒ Plan shared with   Elizabeth Watkins_____ on ____November 9, 2018.

Graduate Dean

☒ Plan endorsed by   Sam Hawgood, MBBS_____ on ____November 15, 2018.

Chancellor[1]

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[1] Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at http://www.universityofcalifornia.edu/regents/policies/3103.html

Attachment A – Student Response from Anonymous Survey

Question 1: How do you feel about the proposed multi-year plan to increase to the PDST? Please describe any suggestions you have for improvements to the proposal.
Student Responses:
I approve the proposal.
Considering the PT program runs at a deficit, I think the 3% increase is fine. If someone is having trouble affording the program, 3% change is likely not going to be a deal breaker since the program is already so expensive. But if the program has some large expense that can be minimized, please do that! It seems like we have had a few guest lecturers who fly in from far away to tell us stuff that we've already been taught, or could learn from current professors. Do we pay them a lot of fly in??
I disagree with the fee increase. Physical therapy school is already so expensive that $389 might not seem a lot but to students who are struggling with loans and how expensive SF is that money can go a long way. The program does not assist us in relocation during our clinicals which is a huge amount of money we as students need to take out for loans. PTs salary has not gone up but schooling time and fees have. We will be struggling to pay off our debt for so long that I feel it is such a burden to ask students to pick up more of the tab. I am surprised UCSF with their generous donations and funding is unable to help ease some of the fees from students. If fees need to increase to make up for inflation I believe one way to help minimize costs going forward is utilizing UCSFs partnerships and multiple campuses for clinical rotation spots for students so that they don't need to relocate to far away areas such as Santa Cruz. Students should be placed at the VA , sf General , Laguna Honda, inpatient UCSF at mission bay children's, parnasus main hospital , mt Zion hospital, the outpatient UCSF clinics at parnasus, mt Zion, mission bay, and other areas of SF , etc.
It seems as though $389 is a drop in the bucket, but I think that any increased cost could deter potential applicants away from the field of PT. As it is, the costs to get a DPT are outrageous when compared to the salary that we can expect, and at a certain point it may become more cost effective to pursue a different certification in something like nursing or physician's assistant, as these professions make a considerably higher salary and often have cheaper cost of attendance. The ever-rising fees make me concerned that choosing PT as a career may be financially imprudent.
Any fee increase is naturally undesired, but on balance, this seems reasonable.
Sounds fine to me
Overall, I understand the need to increase the PDST since UCSF is a public institution.

This is a terrible idea. Personally, I wouldn't apply to a program with an annual increase of any kind. Maybe 3% increased from the year that applied before me in order to match inflation that year fine, but upon signing up, tuition should be fixed. It seems sneaky and greedy otherwise. Instant impression for me as a new applicant would be that there's no knowing how much I'm about to be chump changed for over the next 3 years. It speaks about the integrity of the program. Will there be hidden fees? Starts to feel like when you're watching an As Seen on TV commercial and you want to buy the strawberry dicer... but you know it can't be THAT great. You're being swindled! There's an ANNUAL increase rate? Get out of there! You don't need a 5-pack of strawberry slicers. I get that you want to protect your salaries. I just don't think it's the correct solution to point the finger at the students, calling us the helpless customers to your ever-increasingly expensive teaching services, and we just have to eat it. Either way you won't run out of applicants though. Those who can afford it, or who are diverse enough to get free money will still apply. If possible though, maybe just increase tuition rate for each next applicant year as needed. I mean it still sucks. It's the whole system, not this one school, but individual cohort increases is less sneaky. I mean how do you even know what inflation will be in 2030? The 3% must be subject to change.

Our program seems to be the longest compared to the rest of the programs in California, not including the commute time between campuses. Their students are also highly praised at other clinical sites despite their short program. Therefore, rather than increasing tuition, just shorten the program. It is very doable. In our third year, we barely have class. In our second year, we could easily add one more class during the summer from our third year schedule. Maybe if we advertised our program and students more in UCSF newsletters or UCSF rehab newsletters, we would get more exposure and have a base to ask for donations towards the program.

As long as it's incremental each year

I think that if it is necessary to keep this great program going, then it should be done. The quality of education received here is worth every penny, and there will always be students who will want to go here. If this deters someone from going here, then that is there choice.

I think it is reasonable and necessary for the program and its students to thrive.

Question 2: Do you feel that you understand how PDST revenue is used? Do you have any questions?
Student Responses:
Yes I understand. No I do not have questions.
It would be nice to see a breakdown of the money utilization in general.
I feel there is some ambiguity in where exactly money goes and in our tuition breakdown. I feel like just saying it's going to help faculty salary is very vague. Are we giving faculty raises or are you hiring more faculty or are you trying to retain faculty? More clarification would be nice and more rationale to why our current tuition is not covering the needs right now.
Thank you for providing a clear explanation for this.
Yes. No.
Yes, I feel that I understand how PDST revenue is used.

Take more of the students money (who are in debt), to protect the program faculty salaries, and to give to other students whose debt is deemed more deserving of free money. No one wants to pay more money period. You can tell us its for someone else to get your money in the form of a scholarship, or for all these random fees like access to various rooms, lab spaces, use of equipment, etc. It doesn't matter how you phrase it. We're the suckers.
I never know where our money goes. So if that were made more transparent then I'd have a valid opinion on the tuition increase.
None
No, but I will be graduating soon, so this does not really effect me.
Yes, I think the faculty has done a wonderful job explaining the issue.

Question 3: What are your thoughts regarding PDST levels/increases in the context of total charges you pay for DPT school?
Student Responses:
I support the increase in fees to pay our department, but not how much goes to UCSF. The institution already receives a great deal of money from students and overpays mediocre professors such as Dr Sanchez.
If someone is having trouble affording the program, 3% change is likely not going to be a dealbreaker since the program is already so expensive.
DPT school nation wide is way to expensive for the amount of salary we will be paid. If we make $80,000 after California taxes we take home about $60,000 without adding in health insurance , car payments , groceries and everything else it will be so difficult to pay off student debt loans of $100,000 that continue to increase . It is a huge burden that will drag us down for years and years to come. There is no pay difference for DPTs vs PTs and our scope of practice has not changed. It is ridiculous how expensive our program is as some medical school programs don't even cost that much .
I am not in support of subsidizing other students' education when I have a heavy financial burden myself. I think it is unfair to have students contribute to the financial aid of others, when we have no control over how it is dispersed. In this case, many students will not benefit from fees that they have paid, while a select few will be able to benefit. I am, however, more in support of using these fees toward other program costs.
Obviously, the financial burden of the DPT program is significant; however the increases are still less than the rate of inflation and significantly less than at other schools such as Merritt.
PT school is already really expensive...especially considering what you make after you graduate.
In the grand scheme of things, I feel that the $389 increase in charges is relatively small when comparing it to the total cost of DPT school. Furthermore, since UCSF is a public institution it is still cheaper compared to most DPT schools.
I think the students pay enough already.

Tuition is expensive regardless.
PT school is way too expensive in the first place. How could a master program be $15,000, but adding one year and calling it a doctorate program add $100,000? It's ridiculous. I think all schools are doing the students and the profession a disservice by adding any costs to tuition.
I think it is fair given the situation.
This is what many undergrad schools do and I appreciate the faculty trying to keep costs low.

Question 4: Do you have any concerns regarding issues of affordability and financial aid, or are you confident about the future and your financial aid?

Student Responses:

I am graduating so this isn't really applicable.
I am extremely concerned about my debt I currently have and will have after I graduate. I am worried about my ability to pay off my loans.
I feel unconfident about my financial future. I often think about how my loan burden would have been much lower if I had chosen to attend Fresno State. I don't have any regrets because I am happy with the education that I have gotten at UCSF, but I do have an enormous amount of financial stress as it is.
My concerns are primarily about the relatively low salaries paid to DPT graduates - relative to other health care professions, they appear to be significantly lower, especially given the emphasis the profession places on productivity rather than quality.
Federal financial aid covers my tuition and food/gas. It does not cover my living expenses though and that is almost as much as tuition
I do not have any concerns regarding issues of affordability as I am receiving the adequate amount of loans and financial aid to pay for school and my cost of living in San Francisco.
Grad school in any scenario meant more debt, so naturally no, it's not something I feel confident about in terms of affordability. Most of my classmates are paying for life with borrowed money. That's never good. Increasing costs for us is just digging bigger the hole that we as students are standing in. Financial aid is never as good as you hope it will be, and most of the times it's just more loans to keep track off, but they're just supposed to be better kinds of loans.
I don't know who is confident in the future regarding affordability and financial aid.
I am not confident I will pay off my loans in 10 years as the payments would take approximately 40-50% of my monthly income. It should be illegal to charge tuition more than a certain percentage of what the professions average national income is. At this point someone is making a huge profit of my education and debt.
This will not effect me as I graduate this coming year.

I have great concerns regarding the amount of debt I will be graduating with. Cost of living in San Francisco is already double or even triple compared to other locations. I didn't know and was shocked when I found out we accrue interest for the 3 years we are in school as full time students. I don't think this is in the hands of UCSF, but I feel trapped in the amount of debt I am signing up for. A 7%-8% interest rate is double what I thought my loans were going to be.

Question 5: In general, do you feel that you've been given opportunities and support to pursue a "lower-paying" public interest career?
Student Responses:
No.
Not quite sure what this question is inquiring about honestly , but I wish we will have more talks about debt repayment / relief as well as in 3rd year help in getting good job placements.
No. Salary is the biggest driver for me in terms of finding a job, because I need to pay off my loans and I would like to meet other financial goals.
I feel that all DPT programs should be challenging the APTA and CAPTE to seriously examine the factors that contribute to the low salaries that Physical Therapists receive.
Yes.
On a personal level, yes I believe have been given opportunities and support. However, I feel there are less scholarships and financial aid opportunities for us compared to students in other medical professional schools.
Yes, I have held other jobs apart from this career path. When I was younger I thought that it would be better to pursue my dream of becoming a physical therapist. I'm glad that I did, but I did not realize how much money it was going to cost me in my lifetime by the time I get my overall higher-education paid off.
Never. The only thing that I can rely on to continue in this low income career is the fact that I want to be a PT and I can't see myself doing anything else. I get angry being surrounded by all of these other programs where their classes are pass/no pass, where they have extremely long vacations, where they get paid during their rotations, or where they have less years of school yet they get paid substantially way more than us. It isn't fair being a PT, but it's it's the path I took.
No.
Sure.

Question 6: What were some of the factors that made you choose to come to UCSF rather than competitor institutions?

Student Responses:

The reputation that the institution has for producing quality clinicians.

Its good reputation as a place for medical education.

Financially the tuition was more reasonable than other schools I got into USC , university Washington , NYU etc and they were too expensive . Ucsf is a good program and although still pricey it was not as bad as other schools tuition.

More electives, better reputation, better location.

Definitely cost, but primarily the quality of the program.

Public school. Also the reputation and attached medical center

1. Cheaper than most schools
2. Student housing
3. Faculty and welcoming environment
4. Support and help from the financial aid office

Mainly the reputation of the education being very thorough and reliable.

Honestly, it was the distance to family. I also thought we would have more clinicals open in SF. But out of state schools have a better chance of getting a clinical here than us.

Tuition was lower than most, good reputation, and close to home.

This is a world-class institution and people who come here get one of the best educations that is offered. It also allowed me to stay and serve a community that I am close to.

This school had the best facilities of the 5 schools I visited prior to applying. I aligned and appreciated the importance of diversity and community within the schools values.

Question 7: Do you feel that the UCSF/SFSU DPT program and/or UCSF are doing enough to foster diversity in the program and the field? If not, could you describe any suggestions you have for improvements?

Student Responses:

Yes

Yes. You are doing a ton.

Yes very diverse class is one of the things I really appreciate about ucsf we get so many different perspectives which is great .

The current emphasis on diversity appears to be good.
This is the most diverse campus I have seen. Other schools I attended talked about diversity, but this is the first student population that I am actually seeing
I believe so, but more can always be done. I think when advertising UCSF/SFSU DPT school be sure to always include pictures with a diverse group of students to promote a welcoming environment for all students.
Yes
Yes
Yes

Question 8: How do you feel about the outcomes for graduates of the DPT program (e.g., career placement of graduates, average earnings, indebtedness levels)?

Student Responses:

I am pleased with the outcomes
We will all be in debt a ton. There's not much you can do about that. The economy is hard to change. Things just readjust elsewhere.
Debt is huge concern and honestly if I didn't love PT so much this is not a viable career path anymore as the debt is too large for our pay that we will get practing . Career placements worry me as most jobs require experience of 1-2 yrs how will we as New grads get good jobs? Also will we get networking assistance in getting placed in places we would like to work in. Earnings are stagnant and especially in California not increasing fast enough with cost of living . In the Bay Area there was a study were if you don't make at least 90,000-100,000 you could be considered poverty line as it is so expensive to live here. If 3,000 is going to rent that is a huge chunk of money from our budget that will limit how much debt we can pay off each year which will continue to grow.
I am not sure. I feel very worried about the future and I'm not sure what to expect. The salary ranges that I read are all over the place and I am not in contact with any graduates from our program.
Any fee increase is naturally undesired, but on balance, this seems reasonable.
It is clear that I am not pursuing a career in Physical Therapy for the financial renumeration it provides. While the APTA and CAFTE have done an excellent job at raising the stature of the profession, they now need to seriously address compensation issues.
Tuition alone is putting most PT students in 80-100k of debt, not even factoring in cost of living...which is insane in the city. I am taking extreme approaches to minimize my debt because I do not want to be paying it off for 10 years. I have accepted what PTs make and know it's nothing amazing, but I think there are also opportunities to create your own path and open up different earning potentials.
One of the reasons I chose UCSF was because of the high percentage of career placements. However, I am somewhat concerned of my amount debt compared to the average earnings of a DPT.
Great job placement, great confidence in practicing skills, good salary

Like it is stated in the question, graduates get average earnings.
I think we all will get jobs, but the average earnings aren't related to the school itself in this profession.
I think graduates of this program are set up spectacularly for whatever careers they wish to pursue.
One of the main reasons I wanted to attend UCSF was the licensure pass rate, but I think it's a known fact DPT tuition debt is a heavy burden for the salary of the field. I know this will offset my life from leisure activities I probably will not be able to afford such as traveling, but there was no way around this burden of debt to get to a career I am passionate about and enjoy.

Attachment B - Faculty Meeting Minutes (from 8.8.18)

Discussion Summary	Action Item
Faculty feedback on increasing the professional fees for the students. This was done several years ago (3%). The process is due again and must include opportunities for students and faculty to give their feedback on a potential increase.	
Items to consider: this cost is passed directly to the students; it is primarily to cover faculty salaries; the DPT program currently runs at a deficit, which we shore up with clinical revenue (typical for most academic programs)	
Amber, Betty, Oscar, Ivan, Steff met last week to discuss details (scheduling precluded Linda attending). We reviewed student input from previous years and put together a proposal. We know that we will have to increase this fee, there is no question of that. The main concern is by how much and when and how to take into consideration the effects on the current students in the program.	
Proposal: Wait one year, then increase the fee 3% (2nd- and 3rd-years won't be affected, but the current 1st-year students would feel the change). However, we propose to use scholarship funds to at least partially offset the increase. This will allow us to be upfront on the website about the change in fees from one year to the next.	
Then, the following year, it will increase another 2%, but this will be explicit on the website and won't adversely affect any students who are still in the program now.	
Plan must be submitted in mid-November and will take a lot of preparation. Part of this preparation will include faculty feedback, and several opportunities for students to give their opinions.	
We will need to be very clear to the students who are applying now that their fees are going to increase once they have started the program.	
For the Town Halls, surveys, and focus groups, we will need to put together questions that we specifically would like answered by the students.	
Rich suggested perhaps just doing a 2% increase every year, and this would be sustainable and could be considered just a cost-of-living increase. At least then, students know it's an expected increase going in.	
We could still do the same plan with not affecting the current cohorts, but put on the website that students can expect a 2% increase each year.	Would 2% each year be feasible per UCSF requirements? Or is there any other way to make it steady increase?
Sarah has concerns about raising the fees 2% each year at a public school. Students know that they will be in the program for the three years and need to be able to budget - it's not fair to ask them to expect an increase every year.	Put together basic proposal for faculty so they can review it and give more considered feedback
When we present the proposals to the students, we will need to show them where the money will be going. Also need to stress the fact that we don't receive as much state funding as people think we do.	
Ask students how they feel about how it could be done? Would students prefer a 2% increase each year? Or a 5% increase just once? We should include this in the student surveys.	