Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2021

<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. 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."

		New Proposed Fee Levels					Increases/Decreases									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$8,264	$8,264	$8,678	$9,112	$9,568	$10,048	0%	$0	5%	$414	5%	$434	5%	$456	5%	$480
Prof. Degr. Suppl. Tuition (Nonresident)	$8,264	$8,264	$8,678	$9,112	$9,568	$10,048	0%	$0	5%	$414	5%	$434	5%	$456	5%	$480
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468	3.5%	$480
Campus-based Fees**	$1,676	$1,726	$1,778	$1,831	$1,886	$1,943	3.0%	$51	3.0%	$52	3.0%	$53	3.0%	$55	3.0%	$57
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)	$22,510	$22,560	$23,446	$24,377	$25,356	$26,373	0.2%	$51	3.9%	$886	4.0%	$931	4.0%	$979	4.0%	$1,017
Total Fees (Nonresident)	$34,755	$34,805	$35,691	$36,622	$37,601	$38,618	0.1%	$51	2.5%	$886	2.6%	$931	2.7%	$979	2.7%	$1,017

* 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. Include summer fees (Tuition, the SSF, and campus-based fees).

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

The Master of Information Management and Systems (MIMS) program is a two-year full-time graduate professional degree program, designed to train students in the skills needed to succeed as information professionals. The MIMS program was the first new degree program developed by the School of Information (I School) after it was established in 1994; the first students were admitted to the program in 1997, and the MIMS community now has approximately one thousand alumni.

As the flagship degree of the I School, the MIMS program was designed to reflect the School's philosophy of exploring the intersections between people and technology by training early- to mid-career professionals in both technical skills and relevant social sciences. With an average of five years of previous work experience from around the country and across the globe, MIMS students bring prior professional knowledge and skills and a variety of international perspectives to the I School. Our MIMS graduates understand software engineering, design, data science, management, and information law and policy. They consider the ethical implications of technological development, the relationship between information and social dynamics, and the consequences of design for the everyday experience of people around the world. They are equipped to work in a variety of industries, from large tech companies to grassroots nonprofits, public sector entities, and innovative startups, and take on roles such as product managers, data scientists, and user experience researchers.

MIMS alumni have a history of contributing to California in their subsequent careers and in entrepreneurial ventures:
- Careers in California. A high percentage of MIMS graduates go on to work in California and contribute their expertise to improvements in the interactions between Californians and technology. In 2020, out of all MIMS graduates for the year (employed and unemployed at 6 months post-graduation), 84% accepted roles in California. In 2019, out of all MIMS graduates for the year (employed and unemployed at 6 months post-graduation), 78% accepted roles in California. California employers of our recent graduates include large tech companies such as Facebook, Microsoft, Amazon, PayPal, Salesforce, and Apple; healthcare/wellness companies such as Curology and Change Healthcare; and social impact firms such as Pew Charitable Trust and One Concern. (Source: I School Career Services alumni surveys.)
- California Entrepreneurs. Several notable MIMS alumni have founded companies in California, contributing to the economy and job growth.

As demonstrated by our history of engagement with the information science needs of California, the MIMS program is poised to foster leadership and innovation at the intersection of Californians and technology. MIMS is developing graduates who can design, direct, and program for our pluralistic, diverse state and world in a forward-thinking and compassionate way.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

The MIMS program proposed to use PDST in our last multi-year plan, which spanned from 2017-18 through 2019-20, to achieve the following goals: hire lecturers offering high-quality, specialized electives; provide academic student employee support; and grant fellowships to attract top students to our program.

Over the last three years, we were able to use our incremental PDST revenue to advance these goals. In 2016-17, we supported 11 lecturer-taught graduate-level electives for MIMS students; in 2020-21, we are offering 16. In FY 2020 we provided $352,181 from PDST revenue in return-to-aid (44% of total PDST revenue received), including both academic student employee support and fellowships. We continue to commit for return-to-aid purposes more than the minimum 33% required by policy, averaging 35% in the last three years.

The goals listed in our last multi-year plan with respect to enhancing affordability, diversity, and program quality were to:
* Diligently market the program to all eligible students, both domestic and international, via weekly webinars, email communications, graduate fairs, and diversity-focused conferences and events
* Recruit students who demonstrate a contribution to diversity within the discipline or to the graduate community at large by providing I School Diversity fellowship funding and nominating students for the UC Berkeley Graduate Division's Graduate Opportunity Fellowship
* Create additional underrepresented group (URG) outreach strategies. For example, we developed contact lists of colleagues working in relevant undergraduate "feeder" departments at HBCUs to whom we could send MIMS admissions materials; we provided financial sponsorship for cross-departmental student affinity groups on campus, such as Black Graduate Engineering and Science Students (BGESS) and STEM Fam; and we developed new website content highlighting our commitments to diversity, equity, and inclusion.

In order to track our progress on these efforts, in our expired multi-year plan for PDST levels, we specified that we would measure success by looking for better URG attendance at admissions events, increasing applications from URG students, and ultimately increasing URG students who are admitted and enrolled in our program. We have seen a gradual increase in URG attendance at our

admissions events, and within the last two years we have begun to see gains in the number of applications to the MIMS program submitted by URG students and the number of admitted URG applicants. In Fall 2016, only 2% of enrolled MIMS students came from underrepresented groups; in Fall 2020, the proportion has increased to 9% of enrolled MIMS students. We are encouraged by this upward trend, and acknowledge that we have more work to do to continue to increase the number of students from underrepresented backgrounds in the MIMS program and to ensure that these students are supported and feel a sense of welcome and belonging at the I School.

Some of the challenges we face in recruiting and supporting URG students include: our faculty lacks diversity; our curriculum needs to more explicitly address diversity-related topics relevant to our discipline; prospective URG students are concerned that they will not have a supportive peer network in our program; our prospective students do not see our financial support options as robust enough; and our marketing materials are not reaching enough underrepresented students.

In Fall 2020, the I School was selected as one of nine UC Berkeley campus units to receive a Graduate Diversity Pilot Program grant to improve our recruitment and climate for URG students. We are excited to see the impact of this additional resource on the MIMS program. Additional details on our commitment to improving and expanding our admissions outreach to URG students can be found in section V.b.

Like all programs, MIMS has been affected by COVID-19. Nearly half of our Fall 2020 incoming class, primarily international students who were not able get visas, requested to defer admission to Fall 2021. Our entering class this year comprises only 30 individuals, instead of the usual 50-55, and is more heavily domestic. We have also been forced to delay and in one case cancel courses that are difficult to teach in an online or remote format, particularly courses related to design. While these impacts have not changed our goals, they have made it more difficult to recruit students in general to the MIMS program, and we know that URG students may be even less willing and less financially able in the circumstances of the pandemic to commit to a program that is operating temporarily online with the timeline for a return to normal still uncertain. Our lower enrollment in AY 20-21 also means we have less available PDST revenue to return to aid or to support lecturer-taught electives. The decrease in total return-to-aid dollars from $352,181 in FY 19-20 to projected $237,000 in FY 20-21 is a direct result of the decline in enrollment in AY 2020-21; however, the percentage of total PDST revenue we are returning to aid continues to be above the required one-third (44% in FY 19-20 and a projected 35% in FY 20-21). Currently we expect our enrollment and total available PDST revenue to rebound in Fall 2021, as many of our deferred students enroll, but like all programs we are experiencing continuing uncertainty.

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 goals for the revenue generated by our proposed PDST levels for the MIMS program are to:
- Continue to improve our admissions outreach to, and student services for, prospective students who are California residents and domestic URG students;
- Continue to increase the amount of fellowship support offered to students, specifically targeting students with potential as leaders in California or students who have a track record or strong promise of making positive contributions to the diversity of the school; and
- Keep up with increased salary costs for instructors hired to offer topical electives relevant to current technological and social developments, including covering cost-of-living increases for lecturers.

With new PDST revenue, we believe the quality of our program will improve in numerous areas. Most importantly, we seek to continue enrolling more California residents and applicants with a track record and/or strong promise of making positive contributions to the school's diversity in order to create a more inclusive and equitable environment that better reflects people from a greater variety of backgrounds. In AY 20-21, we implemented a new fellowship, the California Promise Fellowship, designed to support MIMS students who show potential for leadership in California's technology and information sectors. This year, we awarded $15,000 California Promise Fellowships to four new MIMS students who are all California residents. We initially planned to support this fellowship with additional PDST revenue, but due to the COVID-19 pandemic, we used operating funds to support the fellowships in the first year. In order to use revenue for this purpose, we had to defer other plans for that funding, such as increased student services support. We are not proposing an increase in PDST in AY 21-22 and therefore also plan to support the fellowship from operating funds next year, but additional revenue from PDST is needed to continue supporting the fellowship past AY 21-22. If proposed PDST levels are not approved, we will need to reduce the number or amount of the California Promise Fellowships, or to discontinue the program.

Other than our enrollment strategy, we plan to use the additional PDST revenue to continue improving the climate of the program by offering new special topics courses each year that explicitly address diversity, equity, and inclusion-related topics relevant to

information science. PDST funds will be used for hiring lecturers to teach such courses. For example, in Spring 2020, we hired a lecturer to teach a course on "Designing Against Hate: An Exploration of Speech and Affordances on Social Media" which provides an opportunity for UC Berkeley graduate students to engage in lectures and guided design exercises aimed at improving the affordances of social media platforms with regard to civil and respectful discourse, and which explicitly discusses issues posed by online hate speech directed at women, URG students, and religious groups that are minorities in the United States. In Spring 2021, we are hiring a lecturer to teach a course on "Data, Power, and Infrastructure" which covers topics related to state projects of legibility and quantification; the genealogy of the modern data subject; the politics of classification systems; the surveillance of Blackness and the carceral logics of technology; administrative violence and trans and gender non-conforming identities; the invisible labor powering data-driven systems; and the resistances, obfuscations, and refusals to datafication and surveillance.

This additional PDST revenue will also enable us to continue increasing the amount and type of fellowships available to our students, allowing us to keep pace with the increased cost of living and peer fellowship offers. Our MIMS fellowship types were expanded last year to include the I School Diversity fellowship, the California Promise fellowship, and the I School Fellowship, all of which are based on a combination of need and merit. Roughly two-thirds of incremental PDST revenue will be committed to financial aid, outreach and recruitment, and diversity efforts.

Finally, increased PDST revenue will help us continue to recruit qualified instructors for cutting-edge electives, manage increases to salary costs, and offer topical instructional content for a rapidly developing field. We also see this as an opportunity to help diversify our faculty, which will contribute to the creation of a more inclusive environment. Elective offerings are particularly relevant in the information and data sciences, where new developments in both academic and industry research and technologies are frequent and add to the competencies expected of our graduates. We typically offer around 25-28 graduate-level regular electives and 12-20 graduate-level special topics courses per year for MIMS students and other qualified UC Berkeley students. Our core curriculum includes content about diversity, equity, and inclusion as well, particularly in our courses on social issues of information and information law and policy, including discussion of racial and gender bias in data collection and information systems.

If our proposed PDST levels are not approved, we will not be able to increase fellowship support for MIMS students in the coming years, running the risk of lagging further behind our competitors in the area of financial support. We will also be restricted in our hiring of lecturers, and may not be able to offer as many elective courses, or to make some of our courses large enough to accommodate enrollment demand. We hope to move forward with our resident and diversity admissions outreach goals regardless of the outcome of this proposal, but if the proposed PDST levels are not approved, we may need to cut funding for instructional staffing and/or student financial aid, which would affect the overall quality of our program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost*	$45,000	$5,000	$0	$0	$0	$0	$50,000
Providing Student Services	$35,000	$15,000	$0	$0	$0	$0	$50,000
Improving the Student-Faculty Ratio	$177,384	$45,286	$1,210	$6,320	$0	$5,420	$235,620
Expanding Instructional Support Staff	$150,000	$25,000	$25,000	$26,000	$24,000	$25,000	$275,000
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$237,000	$66,730	$15,190	$11,080	$21,600	$17,580	$369,180
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other (Outreach & Recruitment)	$25,000	$0	$0	$0	$0	$0	$25,000
Total use/projected use of revenue	$669,384	$157,016	$41,400	$43,400	$45,600	$48,000	$1,004,800

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

Additional comments:

We plan to use a portion of our PDST revenue in AY 2020-21 on outreach and recruitment to attract and enroll a more diverse student body, including more California resident students. The investments in "Other (Outreach & Recruitment)" will go towards those efforts, detailed further in response to section V.b. Funding will go toward sending faculty and staff to relevant conferences and outreach events to host tables and meet prospective students, printing and distributing marketing materials, paying for online program advertising managed directly by the I School, and paying for third-party advertising support from Advantage Marketing to supplement our online outreach.

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 I School undertakes a variety of fundraising and cost management efforts related to the MIMS program to avoid PDST increases to the extent possible. We continuously review our organizational structure to maximize efficiency and effectiveness while remaining competitive. As a result of these reviews, we have added duties to existing staff positions rather than adding new staff

positions, specifically in career services and in academic programs. In the long term, we will not be able to continue to add duties to existing staff positions without affecting program quality.

Additionally, surplus revenue from our self-supporting Master of Information and Data Science online program covers the costs of many of our shared resources across programs, including career and student affairs staff and services. We also actively cultivate donors to add to our endowments to provide additional fellowship funding for which our MIMS students will be eligible. For example, in fall 2018, we announced two new donor-supported fellowships for I School students, the Paul M. Fasana LGBTQ Studies Award ($5,000 annually) and the Curtis B. Smith Cybersecurity Fellowship ($3,000 annually).

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

Not applicable.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	28	37	42	45	50	50
Domestic Nonresident	9	10	10	10	10	10
International	44	53	48	45	40	40
Total	81	100	100	100	100	100

Additional comments:
Starting in Fall 2019, we began actively working on increasing the proportion of our MIMS students who are California residents. Strategies include: increased outreach to undergraduates at UCs; marketing our program to employees at relevant private and public sector organizations in California; and targeted fellowship support for students with potential to show leadership in the California tech sector. Proposed efforts to increase proportion of California residents include:

• California Promise Fellowships. Beginning with our Fall 2020 entering class, we are offering four "California Promise" fellowships to support students who show potential as leaders in technology and information science in California. We assess potential by

asking students to submit personal statements, resumes, and other relevant application materials. Preference is given to California residents; in the first year of the fellowship, all recipients were residents.

- A "Tech in CA" Marketing Campaign. The I School will engage in an entirely new campaign to highlight our unique role at the intersection, not just of people and technology, but of Californians and technology, in a targeted marketing campaign. We will provide admissions outreach webinars tailored for undergraduate students at UCs and relevant corporate partners, with particular attention to affinity groups for underrepresented groups at tech companies. We will feature profiles of our alumni working in California, particularly in public-sector and nonprofit jobs related to social good, in a series of social media profiles. We will also host panels and lectures on California's leadership in our tech future, highlighting I School research.

- Application fee waivers for California residents. The I School will expand our application fee waiver to include all California residents.

We aim to maintain our current level of enrollment of domestic nonresident students. We expect to continue to see a proportion of qualified applicants who are domestic nonresidents, and encourage domestic nonresident students to establish residency in California in their second year of the MIMS program. It is of critical importance for our program to include the most exemplary professionals, and to enroll students from a wide variety of backgrounds from across the country and around the globe in order to ensure that a range of perspectives on information management are represented.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

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

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

UC Berkeley/School of Information/Master in Information Management & Systems
Established program
Established PDST

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2021-22		2022-23		2023-24		2024-25	
							%	$	%	$	%	$	%	$	%	$
Residents																
Penn State (Public)	$23,928	$24,646	$25,385	$26,147	$26,931	$27,739	3%	$718	3%	$739	3%	$762	3%	$784	3%	$808
U of Michigan (Public)	$24,772	$25,515	$26,281	$27,069	$27,881	$28,718	3%	$743	3%	$765	3%	$788	3%	$812	3%	$836
U of North Carolina (Public)	$16,014	$16,494	$16,989	$17,499	$18,024	$18,565	3%	$480	3%	$495	3%	$510	3%	$525	3%	$541
Carnegie Mellon (Private)	$81,155	$83,590	$86,097	$88,680	$91,341	$94,081	3%	$2,435	3%	$2,507	3%	$2,583	3%	$2,661	3%	$2,740
Stanford (Private)	$57,861	$59,597	$61,385	$63,226	$65,123	$67,077	3%	$1,736	3%	$1,788	3%	$1,842	3%	$1,897	3%	$1,954
Public Average	$21,571	$22,218	$22,885	$23,572	$24,279	$25,007	3%	$647	3%	$667	3%	$687	3%	$707	3%	$728
Private Average	$69,508	$71,593	$73,741	$75,953	$78,232	$80,579	3%	$2,085	3%	$2,147	3%	$2,212	3%	$2,279	3%	$2,347
Public and Private Average	$40,746	$41,968	$43,227	$44,524	$45,860	$47,236	3%	$1,222	3%	$1,259	3%	$1,297	3%	$1,336	3%	$1,376
Berkeley MIMS	$22,510	$22,560	$23,446	$24,377	$25,356	$26,373	0%	$51	4%	$886	4%	$931	4%	$979	4%	$1,017
Nonresidents																
Penn State (Public)	$39,720	$40,912	$42,139	$43,403	$44,705	$46,046	3%	$1,192	3%	$1,227	3%	$1,264	3%	$1,302	3%	$1,341
U of Michigan (Public)	$49,548	$51,034	$52,565	$54,142	$55,767	$57,440	3%	$1,486	3%	$1,531	3%	$1,577	3%	$1,624	3%	$1,673
U of North Carolina (Public)	$33,740	$34,752	$35,795	$36,869	$37,975	$39,114	3%	$1,012	3%	$1,043	3%	$1,074	3%	$1,106	3%	$1,139
Carnegie Mellon (Private)	$81,155	$83,590	$86,097	$88,680	$91,341	$94,081	3%	$2,435	3%	$2,507	3%	$2,583	3%	$2,661	3%	$2,740
Stanford (Private)	$57,861	$59,597	$61,385	$63,226	$65,123	$67,077	3%	$1,736	3%	$1,788	3%	$1,842	3%	$1,897	3%	$1,954
Public Average	$41,003	$42,233	$43,500	$44,805	$46,149	$47,533	3%	$1,230	3%	$1,267	3%	$1,305	3%	$1,344	3%	$1,384
Private Average	$69,508	$71,593	$73,741	$75,953	$78,232	$80,579	3%	$2,085	3%	$2,147	3%	$2,212	3%	$2,279	3%	$2,347
Public and Private Average	$52,405	$53,977	$55,596	$57,264	$58,982	$60,752	3%	$1,572	3%	$1,619	3%	$1,668	3%	$1,718	3%	$1,769
Berkeley MIMS	$34,755	$34,805	$35,691	$36,622	$37,601	$38,618	0%	$51	3%	$886	3%	$931	3%	$979	3%	$1,017

Source(s):
- Penn State   http://tuition.psu.edu/tuitiondynamic/tabledrivenrates.aspx?location=up
- U of Michigan   https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=159&college_school=24&full_half_term=35&level_of_study=38
- UNC   https://cashier.unc.edu/files/2020/07/20_21YR.pdf
- CMU-MISM   https://www.cmu.edu/sfs/tuition/graduate/hc-ism.html
- Stanford U   https://gradadmissions.stanford.edu/admitted-students/financing-graduate-study/estimated-expense-budget

Additional comments:
- CMU-MISM offers a 12-month track for students with a minimum of 3 years of industry experience, and a 16-month track with a Summer-term internship. The first-year tuition is $54,955 for the 16-month track.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 have selected five comparator programs, three at public institutions and two at private institutions. We consider these programs our peers because we compete with them for both faculty and students and the programs are similar in structure and curricula. A few additional relevant details about each program are below:

- Master of Science in Information (MSI), offered by the University of Michigan School of Information (public): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team, we are aware that the MIMS applicant pool has significant overlap with the University of Michigan MSI applicant pool. U.S. News and World Report ranks this program as the top Library and Information Science master's degree program, and although we are not a library school and therefore are not included in this ranking, we look to this program as a leader in our field.

- Master of Science in Information Science (MSIS) at the University of North Carolina School of Information and Library Science (public): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team and from faculty, we are aware that the MSIS applicant pool also has some overlap with the UNC School of Information and Library Science applicant pool. U.S. News and World Report ranks this program as among the top ten Library and Information Science master's degree programs.

- M.S. in Informatics at Penn State College of Information Sciences and Technology (public): Our admitted student pool is similar to those students admitted to this program, including students with GPAs typically of 3.5 or higher, previous professional experience, and interest in researching artificial intelligence, human-computer interaction, privacy and security, and social and organizational issues of information, although we do not believe that our applicant pools significantly overlap.

- Master of Information Systems Management (MISM), Carnegie Mellon University, Heinz College (private): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team and from faculty, we are aware that the MIMS applicant pool has significant overlap with the CMU MISM applicant pool.

- Master of Science in Management Science and Engineering at Stanford University (private): Stanford's program provides a useful Bay Area/Silicon Valley regional comparison between top programs in this disciplinary area.

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 residents, the cost of the MIMS program for one year ($22,320 in AY 20-21) is below both the private comparator average ($69,508) and the average of all comparator programs ($40,746), and is only slightly higher than the average of public comparators ($21,571). For nonresidents, the cost of the MIMS program for one year ($34,565) is below the average of private comparators ($69,508), the average of public comparators ($41,003), and the average of all comparator programs ($52,405).

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

The School of Information's MIMS program is unique, in relation to our comparison institutions, in our smaller class size; our strong focus on ethics, law, policy, and the human costs and consequences of technological development; and our robust alumni network and proximity to the Silicon Valley tech industry:

- Smaller class size. The School of Information admits approximately 50 students per year to our MIMS program, with approximately 100 students enrolled in the two-year program at any given time. In contrast, the University of Michigan reported 497 students enrolled in its MSI program in academic year 2018-19, and Carnegie Mellon advertises its average incoming class size for its MISM program as 328 students. Stanford's M.S. in Management Science and Engineering program enrolls approximately 200 students at any given time. With a smaller class size, our MIMS program provides a more intimate experience for students and produces a tightly-knit community and alumni network. We are also able to provide high-touch student services, including pre-program advising and preparation in programming and writing, personalized advising during the program, wraparound career services from admitted students to alumni, a customized online alumni directory, and a student license for Slack, an online collaborative tool. (The University of North Carolina's School of Information and Library Science reported 280 enrolled graduate students as of Spring 2019 across four graduate degree programs; the distribution of students between the programs is unclear. Information about the Penn State M.S. in Informatics class size was not available.)

- Strong focus on human interaction with technology. Although many of our peer I Schools do include social sciences in their curricula, our faculty are particularly engaged in researching the social and ethical consequences of technological development, including human-computer interaction, human-in-the-loop databases, and technology law and policy. Our MIMS curriculum explicitly includes both information law and policy and social issues of information, and places a strong focus on ethical decision making and understanding social networks. Our students investigate the ethical considerations inherent in systems design and learn how to address racial, gender, and other forms of bias in data collection and information technology. As a professional master's degree program, we focus both on theory and on praxis, providing a unique blend of academically driven but useful professional experience.

- Strong alumni network and proximity to Silicon Valley and Sacramento. With a more than twenty year history and approximately one thousand alumni, the MIMS program fosters meaningful professional connections among our graduates. We have recently introduced a new social networking tool, Berkeley I School Connect, to allow alumni to better engage with one another around the country and the world. Our proximity to Silicon Valley provides opportunities for both current students and alumni to find internships, careers, events, and networking opportunities with world-class technology companies. We believe that we have an important opportunity to improve the culture of the technology industry by producing graduates with ethical frameworks and training that will improve the diversity and inclusivity of the sector. Our proximity to San Francisco and Sacramento enables our students to benefit from engaging with civic leaders and programs:

  o <u>Internships in California</u>: Typically, more than 90% of MIMS students undertake internships between their first and second year, and many take advantage of UC Berkeley's proximity to Silicon Valley, San Francisco, and Sacramento to do these internships in California. The School of Information also offers a Non-Profit Internship Grant to support MIMS students who are interested in working in non-profits, government agencies, or non-governmental organizations; starting in 2020, priority for the Non-Profit Internship Grant will be given to students working in California. MIMS students have interned for many California employers, including the San Francisco Unified School District, the Chan-Zuckerberg Initiative, and Salesforce.

  o <u>California Research Projects</u>. Many MIMS students undertake research focused on examining and improving the deployment and impact of technology in California, often sponsored or supported by I School affiliates such as the Center for Long-Term Cybersecurity and the Center for Technology, Society, and Policy.

  o <u>California Final Capstone Projects</u>. The final capstone projects that our MIMS students complete to conclude their degree program also frequently engage with the needs and values of California.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	1%	1%	4%	N/A	N/A
Hispanic/Latino(a)	2%	4%	5%	5%	N/A	N/A
American Indian	0%	0%	0%	0%	N/A	N/A
Subtotal Underrepresented	*2%*	*5%*	*6%*	*9%*	*0%*	*0%*
Asian/Pacific Islander	14%	12%	15%	25%	N/A	N/A
White	13%	15%	13%	11%	N/A	N/A
Domestic Unknown	8%	4%	2%	3%	N/A	N/A
International	62%	63%	63%	53%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	24%	32%	22%	N/A	N/A	N/A
Gender						
% Male	51%	46%	40%	37%	N/A	N/A
% Female	49%	54%	60%	63%	N/A	N/A
% Non-Binary	0%	0%	0%	0%	N/A	N/A
% Unknown	0%	0%	0%	0%	N/A	N/A

Sources:

UC ethnicity, socioeconomic status: CalAnswers/Student Demographics and Outcomes/Census/Census by Multiple Fields
Socioeconomic data: UCOP
Comparison institutions: Not available for comparable 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

The I School is acutely aware that recruitment of URG students to our MIMS program is lower than it should be. In academic year 2017-2018, the program was at a low point of enrolling only 2% of URG students. This represents a drop from prior years; from 2008 through 2014, URG students represented between 4%-6% of total enrollment. From 2018 to the present, we have been successful in gradually increasing our enrollment of URG students up to 9% in 2020-21. While we are encouraged by this increase, we still have progress to make to increase our recruitment of URG students, while we ensure that we support and retain our current students.

Not all of our peer programs at other institutions have made public ethnicity enrollment data. Based on the comparator data that are available, and through anecdotal comparison with colleagues, we believe other programs may also struggle to recruit URG students. Nationwide in 2017, 75% of graduates receiving Library and Information Science degrees were white, 8% were Hispanic/Latino, and 5% were Black/African-American, though these statistics include students in library-focused programs that are not our direct comparators. (Source: the Integrated Postsecondary Education Data System, as reported here: https://datausa.io/profile/cip/library-information-science#demographics). Relative to these statistics, the MIMS program is underperforming in recruiting and retaining URG students.

Our strategy in recent years for creating a robust level of racial and ethnic diversity in our program clearly was unsuccessful for several years and has only recently begun to show results. In the past, we have approached recruitment by marketing the I School, the MIMS degree, and our unique academic and professional network to a wide audience to build brand identity. In 2017, we embarked on a new diversity and inclusion initiative to recruit more students from diverse backgrounds, including from underrepresented groups, and provide support to current students:

- We improved our web presence and print materials to highlight our commitment to diversity and inclusion. For example, we updated our website to emphasize our commitment to an inclusive community and highlighted diversity resources available to students, faculty, and staff. We also made a comprehensive effort to feature a more diverse selection of our students and faculty online, in print, and on social media.

- We increased our faculty, student, and staff participation in relevant conferences and events, such as the Grace Hopper Celebration of Women in Computing, the Richard Tapia Celebration of Diversity in Computing, and San Francisco's Tech Inclusion Fair. In April 2019, admissions staff participated in the twice-annual California Forum for Diversity in Higher Education (now the California Forum for Graduate Education) to connect with undergraduate URG students who have shown academic excellence at California universities. In 2020, students, faculty, and staff participated in the National Society of Black Engineers (NSBE) and Society of Hispanic Professional Engineers (SHPE) conferences.

- We convened two student focus groups on diversity and inclusion in 2017 to learn more about the experience of current students in all four of our degree programs. We developed a six-pronged diverse student recruitment plan, the goals were to formulate and coordinate messaging, to explore and coordinate student support both financial and non-financial, to conduct targeted outreach, to engage I School students and alumni, to train select faculty and staff, and to measure our impact. In Spring 2019, our Faculty Equity Advisor and Assistant Dean convened a faculty and staff Diversity and Inclusion Working Group at the I School, which has been meeting monthly to review and revise the department's Equity and Inclusion strategic plan and to identify three to five key goals for the next five years. We finalized our new Equity & Inclusion Strategic Plan in December 2020. We also acknowledge that it is critical to create and maintain an inclusive culture that will enable us to retain a diverse student, faculty, and staff population.

In spite of these efforts, and the increases we have seen in our enrollment of URG students in recent years, we clearly need to do more. With this new multi-year plan and additional funding from PDST, we aim to do much better and maintain our upward trend. We are therefore adding new activities and increasing our existing efforts, including:

New/recent activities:

- Participation in iSchool Inclusion Initiative. In Spring 2020, the I School joined the iSchool Inclusion Initiative (i3), an undergraduate research and leadership program based at the University of Pittsburgh School of Computing and Information that prepares students from underrepresented populations for graduate study and careers in the information sciences. As a platinum sponsor of i3, we connect with promising prospective URG students, and we pledge to support admitted i3 alumni students with dedicated i3 fellowships.

- Graduate Diversity Pilot Program Grant. In Fall 2020, the I School was selected as one of nine grantee departments at UC Berkeley to receive a Graduate Diversity Pilot Program grant from the UC Berkeley Graduate Division to support URG student

recruitment and improvements to departmental climate. This grant will be used in several ways; in relation to MIMS students, the grant will provide resources for fellowship support for MIMS students who have overcome challenges in pursuing higher education and will also provide resources for hosting schoolwide events on diversity, equity, and inclusion to improve our departmental climate.

● New coursework on diversity, equity, and inclusion. Starting in Spring 2020, we have committed to offering one to two new special topic courses per year on issues related to diversity, equity, and inclusion in technology and information science. We will especially seek out courses relevant to our discipline on issues facing underrepresented groups in and beyond California. In most cases, we will use PDST revenue to hire part-time lecturers to teach these courses. Two courses have already been offered as part of this initiative, the "Designing Against Hate: An Exploration of Speech and Affordances on Social Media" in Spring 2020, and "Data, Power, and Infrastructure" in Spring 2021.

Increased and continued activities:

Increased targeted fellowship support. Beginning with our Fall 2020 entering MIMS class, the I School is dedicating four "I School Diversity" fellowships (increased from one fellowship in prior years) to support students who have overcome significant challenges in pursuing higher education, who plan to research focused on diverse and underserved communities and social inequality, or who have shown leadership that brings about equity and inclusion. This fellowship support will be funded by PDST revenue and PDST incremental increase revenue (if approved). These fellowships are currently part of the 36% return-to-aid noted in our Proposed Use table under "Providing Student Financial Aid" in section III.b.

• Increased and improved MIMS application fee waivers. To help remove barriers in the application process, we explicitly advertise application fee waivers for students, including students who have participated in programs targeting underrepresented groups, which is a best practice followed by many of our peers. We have always offered some application fee waivers, but we have expanded the number of programs targeting underrepresented groups that students may have participated in to become eligible for waivers, have streamlined the process to make it easier for students to request and receive these waivers, and are promoting our application fee waivers more widely on our website, by email, and at conferences.

• Explicit and identifiable staff support. In 2019, we reconceived the role of our Assistant Dean of Academic Programs to add Equity and Inclusion more explicitly to her portfolio and her title. We are also dedicating 50% of the time of our Associate Director of Admissions to conduct targeted outreach and help remove obstacles in the admissions process for URG students.

If we are successful in increasing the percentage of URG students in the MIMS program, then in one to two years we expect to hire a Diversity and Inclusion Coordinator to support faculty, staff, and students by connecting them to relevant programming and resources. If we are not successful in increasing the percentage of URG students in the program within the first two years of this plan, then the funding that would be used to support hiring a Diversity and Inclusion coordinator will be dedicated to increased fellowship support and admissions outreach instead, until such time as our enrolled underrepresented student population needs additional support. The funding for additional staff support and additional admissions outreach would not come from the additional incremental PDST revenue described in this request. This is only mentioned to further illustrate our planned diversity and inclusion support strategy.

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 our students who received Pell Grants as undergraduates has been 26% on average in over the past three years, from AY 2017-18 to AY 2019-20. This is similar to the average percentage of UC Berkeley undergraduates who receive pell grants, which is currently 27%. (Source: UC Berkeley Financial Aid and Scholarships Office.)

We believe this statistic is a good indicator of our program's affordability. We also believe our success can be attributed to the implementation of a holistic review process that includes attention to indicators of low socioeconomic status. To ensure that the program remains affordable for students from low socioeconomic backgrounds, we plan to offer increased need-based aid (I School fellowships) and application fee waivers for students from low socioeconomic backgrounds. As noted above, we are continuing to commit more than the required 33% return to aid; we currently commit 35% and by the end of this five-year plan will be committing 36%. We are also exploring the best way to use some of our return-to-aid funds to provide stipends or aid to offset high housing costs in the Bay Area, which students cited as a concern during our feedback process.

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

The I School is proud that the MIMS program has consistently enrolled a high percentage of women. In Fall 2020, 44% of MIMS students are women. The program has enrolled at least one third women consistently since its inception in 1997, and has enrolled over 40% women for 14 out of the 23 complete years for which we have data (1997-2020).

In the last two years, we have seen a large proportion of MIMS students declining to state their gender on campus surveys (34% in AY 19-20 and 26% in Fall 2020). We attribute this primarily to awareness among our students of general data privacy concerns, given that they study and discuss topics such as information policy, including privacy, data mining, and secure data storage.

Our strategy for achieving and maintaining gender parity in the MIMS program has been multifold. We are fortunate to have, currently and historically, a higher proportion of women in faculty and leadership roles than in peer departments in related STEM disciplines. We also feature women in our promotional materials, support women's professional development by sponsoring students to attend relevant conferences on women in technology, and highlight the achievements of female alumnae.

Due to historical data collection limitations, we do not have good information on the number of gender nonbinary students in the MIMS program. We are excited to see the impact of recent improvements to campus data collection efforts, which we expect will enable us to better understand the inclusivity of our program for gender nonbinary individuals.

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 that the proportion of URG students will increase in response to our efforts to develop partnerships with Historically Black Colleges and Universities, Hispanic Serving Institutions, affinity groups for underrepresented professionals in the technology industry, and conferences and professional organizations focused on diversifying information technology.

We aim to maintain or increase the proportion of our eligible students who received Pell Grants as undergraduates (32%). Our strategies for doing so include advertising our programs to prospective students in underserved communities, offering application fee waivers, and highlighting the achievements of alumni who are first-generation college students. As we more actively recruit and provide targeted fellowship to California residents and underrepresented students, we hope to see a rise in the number of our MIMS students who received Pell Grants as undergraduates.

We expect to maintain gender parity between men and women enrolled in the MIMS program over the next five years, and also expect to see more students self-identify as gender nonbinary as new reporting capabilities are provided by the campus.

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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	1.2%	2.4%	3.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	2.4%	3.5%	6.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	15.5%	11.8%	14.0%
	International	0.0%	0.0%	0.0%
White	Domestic	58.3%	58.8%	58.0%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	2.4%	2.4%	2.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	20.2%	21.1%	17.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2017-18	2018-19	2019-20
Female		23.8%	24.7%	20.0%
Male		76.2%	75.3%	73.0%
Non-Binary/Unknown		0.0%	0.0%	7.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ 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%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	20.0%	18.8%	23.5%
	International	0.0%	0.0%	0.0%
White	Domestic	73.3%	75.0%	70.6%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	6.7%	6.3%	5.9%
	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		2017-18	2018-19	2019-20
Female		40.0%	43.8%	41.2%
Male		60.0%	56.2%	52.9%
Non-Binary/Unknown		0.0%	0.0%	5.9%

Source: CalAnswers HR Profile

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

The School of Information has a relatively small ladder faculty, with only 15 regular faculty in fall 2020. Among our ladder rank and equivalent faculty, 41.2% were women in academic year 2019-20, a percentage that has remained relatively consistent since 2008. From 2008-2020, between 35.3%-46.2% of our regular faculty have been women. In academic year 2019-20, 70.6% of our ladder

rank and equivalent faculty reported their ethnicity as white; 23.5% self-identified as Asian/Pacific Islander; and 5.9% self-reported their ethnicity as "two or more races." None of our ladder rank and equivalent faculty come from underrepresented groups.

We have not been allocated any new ladder faculty FTE for academic year 2020-21, and regret that this prevents us from actively recruiting additional diverse ladder faculty. Last year, we also were not allocated any new ladder faculty FTE. We have therefore worked to pursue ladder faculty FTE, with a focus on diversity, through non-regular FTE opportunities as they become available to us, such as engaging in campus-coordinated cluster hires for ladder faculty on topics related to diversity, equity, and inclusion, including the Inclusive Artificial Intelligence and People with Disabilities clusters; our recent efforts in these searches were not successful. We continue to seek out campus cluster hiring and target of opportunity hiring possibilities when available. We also recognize that we need to incentivize and coach our current faculty to create a more diverse and inclusive culture for underrepresented populations.

When we do have open ladder faculty positions, we acknowledge that we have struggled to attract interest and applications from candidates from more diverse backgrounds, including those from underrepresented groups and candidates with disabilities; we do tend to attract female candidates, but remain mindful of the historical challenges of ensuring women are well-represented in STEM and STEM-adjacent disciplines. In order to address this issue, our Faculty Equity Advisor has encouraged current ladder faculty to outreach to colleagues at peer institutions to encourage promising candidates, particularly women, candidates from underrepresented groups, and people with disabilities, to apply or ask them to provide the names of any prospective candidates. In addition, the School regularly advertises open faculty positions in ad sources likely to be viewed by women, people from underrepresented groups, and people with disabilities, such as the job listings for the ACM Richard Tapia Celebration of Diversity in Computing, the Grace Hopper Celebration of Women in Computing, Diverse: Issues in Higher Education, and the ACM-W. We work closely with the Office for Faculty Equity and Welfare and implement their guidance as relevant. We are currently engaged in an 18-month process to review and revise our departmental Equity and Inclusion Strategic Plan, under the guidance of the Division of Equity and Inclusion, and expect as part of that process to develop further measures to ensure that our faculty recruiting is in line with campus diversity, equity, and inclusion goals.

The I School employs a large number of lecturers and adjunct faculty to teach topical courses, some in our MIMS program, many in our online self-supporting graduate professional degree programs, and some across programs. This population is slightly more racially and ethnically diverse, though less gender balanced, than our ladder faculty population. Averaging our ladder rank and equivalent faculty with our other faculty reveals that our overall faculty pool is more heavily male (73.0% in academic year 2019-20), but also includes some underrepresented faculty, including 6.0% Hispanic/Latino(a) and 3.0% Black/African-American. Because we frequently recruit for our large adjunct and lecturer teaching population, we are able to work closely with the Office of Faculty

Equity and Welfare to follow current best practices for recruiting diverse faculty, including outreach to peer departments to invite women, underrepresented minorities, and people with disabilities to apply, advertising at relevant conferences and with relevant professional organizations, and composing job descriptions that foreground the I School's commitment to diversity and inclusion. We now require all ladder and adjunct faculty and lecturer applicants to submit a diversity statement as part of their application package.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our financial aid and affordability goals for our MIMS program are to:

- Keep the direct cost of our program no more than 10% higher than the average costs of our public comparators, and provide relief for indirect costs by providing materials funds and conference travel grants for students from low socioeconomic backgrounds.

- Offer fellowship support to meritorious students, students with the potential to contribute to leadership in the tech sector in California, students with financial need, and students with the potential to contribute to the diversity of our student body, particularly including students from underrepresented groups and low socioeconomic backgrounds.

- Distribute fellowship and academic student employee support to prevent excessive rises (over 10% annually) in the average loan balance of our MIMS students by increasing our need-based fellowships, despite a rise in percentage of MIMS students who are borrowers.

In order to measure our success in meeting these goals, we will track our tuition and fee costs against those of our closest comparators, the proportion of California residents and of URG students enrolled in our program, the trend of Pell student enrollment in and graduation from the program, and the average loan balance our students carry at graduation. If the average loan balance our students carry at graduation rises by more than 10% annually, we will take additional steps to make the program more affordable. We also hope to see our tuition and fees remain close to those offered by our comparator programs and to see our percentage of California resident students rise from 35% this year to 50% by the end of this plan.

Our financial aid strategy is to use our PDST return-to-aid for targeted scholarship funding based on need and diversity for students from low socioeconomic backgrounds and based on diversity for students from underrepresented groups. Our intended increase in both the amount of our fellowships (funded partly using PDST revenue) and the number of academic student employee positions (funded by non-PDST revenue sources) available to our students will also help us prevent students from accruing above-average loan balances.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	27%	24%	38%	26%	12%	25%
Cumulative Debt among Students with Debt	$58,219	$52,392	$56,084	$52,158	$27,750	$58,050

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?

For MIMS students who graduated in 2019, 25% had borrowed federal student loans, with an average loan balance of $58,050. The prior year, 12% had borrowed federal student loans, with an average loan balance of $27,750. Over the past six years (AY 2013-14 through AY 2018-19), an average of 25% of graduating MIMS students had federal student loan debt, with an average loan balance of $50,776. We believe this trend will likely continue and that AY 2017-18 was an anomaly. We have dedicated increasing resources to financial support and academic student employee hiring in recent years, reducing the amount of debt our students need to take on.

We expect our proposed Professional Degree Supplemental Tuition levels and financial aid plan to have minimal effect on this trend. However, we also expect that if we are successful in enrolling more California residents and domestic URG students, we will have, overall, more students in our program who are eligible for federal student loans, and we may see the percentage of MIMS students who utilize federal student aid to increase. We believe the increases from 2017-18 to 2018-19 reflect this phenomenon.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	25%	$58,050	$125,000	7%
Public comparisons	%	N/A	N/A	N/A
Private comparisons	%	N/A	N/A	N/A

Sources:
UC: Corporate data
Comparison institutions: N/A

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

Students who graduated from the MIMS program in 2019 reported a median salary of $125,000 (range: $94,000 to $180,000) and a median signing bonus of $20,000 (range: $1,500 to $50,000); data from prior years are similar. (Source: I School Career Services alumni survey conducted six months post-graduation.) Given these salary levels, we believe student loan debt will be manageable for graduates of our program. There was no publicly-available data for debt from our comparison 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 offer a Non-Profit Internship Grant to support students who pursue summer internships in the non-profit and public sectors. Organizations that students who have received the Non-Profit Internship Grant worked for in recent years include Shelter Tech, a 501(c)(3) nonprofit organization that works with internet service providers to offer free WI-FI in shelters and transitional housing facilities to support people experiencing homelessness; AIArtists.org, a global community of artists using artificial intelligence and machine learning to create new forms of art; Divercity, the world's largest minority professional network; and the UC Berkeley Student Parent Center. Before we instituted this grant in 2011, some students were compelled to turn down these less-lucrative opportunities (with organizations like the Center for Democracy and Technology or the Electronic Frontier Foundation) due to their financial needs. By providing this grant, the School of Information now enables interested students to pursue internships focused on public service while still furthering their professional 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?

Graduates of our program who pursue public interest careers typically earn approximately $10,000-$15,000 less than the median salary upon graduation; this places them, on average, in the low six-figure range. (Source: I School Career Services surveys.) Public interest careers for our discipline include positions with government agencies, libraries, school districts, public interest technology nonprofits, and educational technology nonprofits. For example, recent graduates work in roles such as Executive Director of the Free Law Project, Librarian/Digital and Information Resources for the New Jersey Office of Legislative Services, and CTO of Dost Education, an educational technology nonprofit. To ensure that these careers are viable in light of students' debt at graduation, we make academic student employment and fellowship opportunities available as frequently as possible. Through orientation sessions, career workshops, and one-on-one career advising, we also clearly set students' expectations for the variation in salary between private and public opportunities so that students are able to plan accordingly.

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

The majority of our outreach activities contain information about financial aid options. In our online information webinar presentations, we share details about our financial aid programs. We also host a specific funding opportunities webinar for prospective MIMS students in November each year (most recent webinar: November 10, 2020) which includes comprehensive information about financial aid, and we send this information via email to all prospective students as well. We continue to share this information with students who are admitted to the program in a variety of ways—during a financial aid webinar, a Welcome Day, and in email communications. We explain the different types of gift aid and self-help programs. Finally, we include a targeted session during our MIMS student orientation to explain tuition, fees, academic student employee fee remissions, establishing residency, and other financial issues; we circulate a slide deck explaining MIMS student financial information; and we offer prospective and newly admitted students one-on-one appointments with our Admissions and Student Affairs staff who provide financial aid support.

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

We publish the median salary of program graduates annually, along with signing bonus statistics, publicly on our website. We also inform incoming students of potential debt they may incur, along with providing tools and resources for financing their education.

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 acutely aware that the COVID-19 pandemic has exacerbated financial challenges and overall stress for our graduate students. We are therefore not proposing an increase in our PDST for AY 2021-22; this will mean that our PDST levels remain flat for three years in a row (AY 2019-20, 2020-21, and 2021-22). By delaying this necessary incremental PDST increase as long as possible, we hope to ensure that students and prospective students affected by the global economic downturn are not additionally burdened with a PDST increase at a difficult time. Although it is financially necessary for us to implement an incremental PDST increase in AY 2022-23, we believe we can responsibly meet the needs of MIMS students using our operating funds, financial reserves, and current PDST level for one more year. However, if the proposed PDST levels are not approved, we will have to make cuts to instructional staffing and student financial support.

Due to COVID-19, our program has been affected by the transition to remote operations, similar to peers on campus. We have shifted all our student services to online operations, offering advising appointments via videoconference, workshops in webinar format, and relying more than ever on email and on our schoolwide Slack team for communication, as well as on our social media channels. Although via different modalities, we believe that we are providing a similar level of service and faculty and staff accessibility to students as we would provide under normal circumstances,. Because the I School administers two online degree programs (separate from MIMS), our faculty and staff are already familiar with teaching and working through videoconferencing and online collaboration tools, and our transition to online services has been relatively smooth. In addition, many MIMS students have prior work experience with distributed work or remote teams or contributors. To ensure that students without this prior experience are not disadvantaged, we proactively sent resources and ensured we have individual advising conversations with each student on a regular basis. We also conducted a survey of students in late March to determine how the move to online operations affected or continues to affect students. 92.9% of respondents said that they had an adequate computer and computer connection for attending classes online, and 100% of respondents said that the I School Student Affairs team was communicating "about right" (no respondents selected "too much" or "too little."). 21.4% of respondents indicated that their situation for remote learning was going very well, 50% of respondents indicated that it was going well, 14.3% of respondents indicated that it was in-between, and 14.3% of respondents indicated that it was not going well. For respondents who said remote learning was not going well, one respondent needed a new laptop and two respondents needed faster internet or stronger internet service for multiple simultaneous users. We followed up with individual students to support their needs.

Our Faculty Equity Advisor, also a professor in the I-school, held a workshop on inclusive online teaching for our faculty on September 16, 2020 to ensure that faculty are mindful of equity-related challenges students are facing during the pandemic, such as differential access to wifi, technology, private space, and other resources, as well as equity-related considerations for live teaching online, such as moderating videoconference discussions inclusively. In the online format, individual advising appointments are always available, and continue to be scheduled for each MIMS students with staff and faculty advisors at least once a semester student. Many students return frequently. We held a fully online two-day Orientation for new MIMS students at the beginning of the Fall 2020 semester, which included workshops and conversations about diversity, equity, and access and description of available resources for students.

Efforts to continue fundraising during the pandemic, for the MIMS program, has been challenging. As our donors can choose from a variety of high-profile opportunities, our program is competing with many worthy causes using only virtual outreach methods. In May 2020, we were successful in raising a small Student Experience Fund to support our students facing financial hardships during the pandemic, several of whom have lost jobs or internship offers. In November 2020, we were successful in raising over $3,000 from 42 gifts to support diversity, equity, and inclusion efforts at the I School, including the MIMS program.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

☐ (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):
☒ Scheduled 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): consulted with student body leadership (see section IX.c. below)

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

When this plan was initially developed in AY 2019-20, we engaged with students as follows:

We consulted a total of 16 current MIMS students (16% of all MIMS students) via four primary methods: first, in October 2019, we circulated a summary by email and provided a Google form for feedback; second, in November 2019, our Assistant Dean met with student organization leadership to discuss the proposal; third, in January 2020, we scheduled and advertised a town hall meeting for MIMS students to provide feedback on the proposal; and fourth, in February 2020, we hosted a "MIMS Tuition Feedback Lunch" and invited all current students to attend and discuss the proposal. In addition, our Assistant Dean communicated directly with our department's Graduate Assembly representatives about the proposal in November 2019, and they indicated they did not have any additional feedback beyond what had already been submitted.

In October 2019, our Assistant Dean of Academic Programs emailed to all enrolled students in the MIMS program (98 students) a summary of the proposal – this included a chart of expected fee levels, total degree cost for the current year and next five years, and the goals for the use of the PDST revenue – and a Google form soliciting feedback. We sent multiple reminders to students to submit commentary on the proposal and also extended the comment deadline to accommodate the October power outages and wildfire smoke disruptions on the UC Berkeley campus.

We received five student comments on the survey, each approximately one paragraph long, that were submitted on the Google form. The comments can be summarized as follows:

• One student expressed support for using increased PDST revenue to provide more fellowships and hire additional instructors for topical electives, but also expressed dissatisfaction with using revenue from international students to support California residents.
• One student expressed strong support for increasing diversity within the MIMS student body and offered to help with recruitment efforts.
• One student expressed support for the fee increase proposal, writing that "the plan to increase PDST makes sense," but suggested that more of the resulting funding should be used for facilities and supplies.
• One student expressed that changes to the degree program might be more likely to attract more California residents; the student did not specify what changes, but provided contact information, and we will follow up to learn more. The student also expressed that increasing fees might decrease enrollment, but wanted to learn more about how the funding would be used.
• One student suggested that more funding should go toward courses in user experience design and strengthening the MIMS curriculum in human-computer interaction.

In response to this feedback, we did not make changes to the proposal. However, we have increased our communication with students around related issues such as fellowship funding, academic student employee hiring, lecturer hiring, and curriculum planning. Prior to the pandemic, we also took steps to improve facilities and supplies for students and have been pursuing separate facility improvement plans (i.e., soliciting private donors), although garnering support for facilities improvements has been difficult during the pandemic.

In order to garner additional feedback, our Assistant Dean for Academic Programs consulted with the Information Management Student Association (discussed in detail below) in November 2019. (The Information Management Student Association is the MIMS student government and directly represents students in this program.) Our understanding based on this meeting is that MIMS students are not opposed to the proposed PDST increase per se, but want assurances that the resulting revenue will be used to benefit students through fellowship support, to increase elective course offerings in areas of interest to students, and to provide judicious funding for diversity outreach. We share these goals, and plan to continue engaging MIMS students in dialogue about them.

In addition, we scheduled and advertised a townhall meeting with MIMS students on January 15, 2020 about the proposed PDST

increase; we provided options for students to attend either in person or online. No students attended this townhall meeting despite three emailed reminders and coordination with student organization (IMSA) leadership regarding the date and time.

On February 3, 2020 we invited all MIMS students to attend a "MIMS Tuition Feedback Lunch" and recirculated the proposal and feedback form. Four students – who were not students who had previously provided feedback – attended this lunch and made comments. Their comments can be summarized as follows:

- Several students suggested that the program could provide funding, perhaps in the form of small grants, to support final capstone project costs.
- One student suggested we could increase the amount of the conference travel grant that the program offers to MIMS students.
- Students observed that the most burdensome cost for them is housing, and that they are not sure how the program can address this regional issue.
- Students suggested that the I School could cover textbook costs where relevant.
- Students asked for funding to refurbish their lounge space.
- Students asked for clarification regarding the funding earmarked for outreach and recruitment, and some students suggested this funding would be better spent on student fellowships. We highlighted the importance of outreach with respect to increasing our URG student population.
- Students observed that they need time to prepare for expected cost increases and asked that the program continue to
- communicate as proactively as possible about tuition levels.

In response to this feedback, we did not make changes to this proposal last year; however, this year, in acknowledgement of the financial challenges of the pandemic, we did change the proposal to weight our use of incremental PDST more heavily toward student fellowships and support, and less toward outreach and recruitment. We are also pursuing several of the student suggestions independently of this proposal and we would be happy to discuss them with the Regents if desired.

For the AY 2020-21 cycle, we solicited student feedback as follows:

<u>Describing plan to students via email with survey</u>: We emailed this full plan and a summary to all current MIMS students on October 20 for review, along with a Google form for anonymous comment. We sent an additional email reminder on October 22. Three student submitted comments on the form. Their comments are provided below.

"I think the proposal sounds reasonable -- the I-School provides value to its students, relative to some comparable programs I

considered. If the proposed AY 25-26 PDST is compared to AY 19-20, the last time an adjustment was made, the annualized rate of increase is under 3.5% -- in some ways, the I-School has to catch up because of two Covid-impacted years and a smaller MIMS '22 cohort. In addition, the intended uses of the increased revenue seem to reflect a good understanding of the issues facing the program and priorities moving forward. Of course, all of this discussion is about a fee that is less than half the total university fees, which is only a share of the total cost of attendance (counting room and board, etc.). I am more worried about potential changes to these other costs in the coming years and the implications for the affordability of the MIMS program -- and hopefully the additional Fellowship support and ASE positions that will be created with the PDST revenue can help with that."

"If the PDST keeps going up, it will exclude prospective students from applying to MIMS. ASE roles are already demanding on students, and increasing the PDST cost is not the solution. The only reason why PDST has remained the same for MIMS 20-22's is because students advocated for keeping the cost the same. 500 dollars is the difference between making rent and taking care of loved ones. We won't even know the depth of the economic damage that the pandemic might bring and we respectfully urge you to reconsider from increasing the cost of the PDST."

"I believe this increase in cost will create additional barriers to access to education, and is in poor taste given the timing of the pandemic and financial hardships prospective future students are facing and likely will still be facing in two years. Please communicate with MIMS 21s and 22s specifically where this money would go, as it is not clear/straightforward in your proposal."

<u>Virtual Open Meeting</u>: we held a virtual open meeting on October 23 and invited all MIMS students to join to discuss this plan and to ask any questions. Two students joined this meeting to ask questions and provide feedback, which can be summarized as follows:

- Students expressed concern about the large-scale picture of financial hardships facing them overall, including housing costs and other university fees beyond PDST.
- Students wanted to understand why this proposal was being processed during the pandemic and how the program would address COVID-19 related hardships.
- Students wanted to understand the distribution of PDST revenue and incremental PDST revenue and asked clarifying questions about the distribution tables in the proposal.
- Students asked clarifying questions about the overall structure of tuition and fees, how PDST differed from other charges they are assessed, and which student fees are under the direct discretion of the MIMS program to distribute.
- Students discussed the possibility of mini-grants to support final capstone projects, which was a suggested use of PDST revenue provided in the student feedback sessions in the previous academic year. Students in this year's feedback session suggested that more general project grant support would be more useful, since it would be available to either first- or

second-year students.

Virtual Focus Group (attempted, but not completed due to lack of student interest): we solicited student interest in participating in a focus group on this proposal, but only one student expressed interest. This student had also participated in the virtual open meeting, so we did not proceed with an additional focus group.

Outreach to MIMS student government (Information Management Student Association): We sent this proposal to the President of the Information Management Student Association on October 22 and asked for feedback from IMSA and for IMSA to help spread the word among students that we were seeking feedback. The President confirmed that IMSA representatives had posted the proposal in the student Slack team and asked for feedback, and had also sent Slack reminders for students to submit comments on the proposal. Slack is widely adopted among MIMS students. No further feedback was received from IMSA.

In response to student feedback from Fall 2020, we added to this proposal a plan to explore the best way to use some of our return-to-aid funds to provide stipends or aid to offset high housing costs in the Bay Area, which students cited as a concern during our feedback process the last two years.

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

☒ Plan shared with   Luis Tenorio, <u>Graduate Assembly President</u> on <u>   November 2, 2020   </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   <u>Information Management Student Association</u> on <u>October 12, 2020 (planned)</u>.
　　　　　　　　　　　　　　　　Program graduate student organization (i.e., your program council or department GSA)

　　☒ Comments or feedback was provided. Pending

　　☐ Comments or feedback was not provided.

　　Nature of feedback or full comments:

Last year, the previous version of this plan was shared with the MIMS student government organization, the Information Management Student Association (IMSA) on November 8, 2019. The co-president of the MIMS student government organization, the Information Management Student Association (IMSA), sent our Assistant Dean of Academic Program a series of questions summarizing student responses to the proposal that she had received in response to her own message. In November 2019, our Assistant Dean of Academic Programs met with the IMSA co-president and the IMSA finance chair to answer and discuss these questions. The questions included:

- Students wanted to know more about how the revenue would be used; in response, we shared the full proposal to provide more depth than the summary.
- Students wanted to know more details of whether and how the I School was already lagging competitors in offered fellowship funding; in response, we shared more information from our Admissions team about our competitors, and emphasized that we want to avoid lagging competitors further in the future.
- Students perceived changes in the allocation of academic student employee (ASE) positions within the School of Information and believed the School was spending less on ASE positions than in previous years; we provided details to clarify that, although some courses may be receiving Reader instead of GSI support per duties assigned to individual ASEs, the school is providing more ASE positions overall and spending more on ASE hiring in AY 2019-20 than in AY 2018-19.

- Students wanted to know more about whether the increased PDST revenue would be used to cover salaries for existing faculty members, or to hire new instructors; whether average class sizes have changed over time and how increased PDST revenue might impact class sizes. In response, we clarified the faculty salary structure (ladder and adjunct vs. lecturer) and will provide information on class sizes.
- Students wanted to know how topical electives would be chosen; in response, we discussed our curriculum feedback process (the upcoming year's proposed schedule to students and solicit feedback), the role of the student organization's academic chair and career-academic committee, and the role of our department's faculty MIMS curriculum committee, and indicated that we are open to further dialogue on this point to ensure our course offerings support student interests and professional needs.

In response to this feedback, we did not make changes to the proposal. However, we have increased our communication with students around related issues such as fellowship funding, academic student employee hiring, lecturer hiring, and curriculum planning. We also took steps to improve facilities and supplies for students and are pursuing separate facility improvement plans (i.e., soliciting private donors).

Consultation with faculty

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

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

AY 2019-20 process: In October 2019, our Assistant Dean of Academic Programs emailed a detailed summary of the proposal, including a chart of expected fee levels and total degree cost for the current year and next five years and the goals for the use of the

PDST revenue, to all ladder and adjunct faculty in the School of Information, and requested feedback. Two faculty members wrote briefly in support of the proposal; their comments are as follows:

- "Thanks for all your good work on this. It looks in very good shape to me and I think you have done a particularly nice job justifying the raise."
- "Although I continue to be uneasy about a public university charging tuition, given the economic realities we face, I reluctantly support this proposal."

No proposal changes resulted from this feedback.

AY 2020-21 process: We sent this proposal to faculty on October 20, 2020 to solicit feedback. Two comments were submitted, as follows:

- "I think the proposed PDST increase is essential one for the insuring the health of the MIMS program, and our ability to provide high quality curriculum and career services to our students."
- "I think this is a good compromise solution that provides a lot of shared value for us and for the students. The salary data from this year's class that Rebecca has makes me feel more confident that even in narrow monetary terms, the MIMS program continues to provide excellent value for our students (and of course the value goes beyond *only* that). I'm also comfortable that we're right around the 1/3rd mark in terms of Berkeley PDSTs as a whole -- if we were higher than average, I'd probably want to scrutinize it a lot more closely but we're not. Last point for me is that I'm confident we're set up to use the additional funds in a constructive way that increases the value of the program for the students in it, as well as improving aspects of the I school community and overall environment that we know we need to improve."

No proposal changes resulted from this faculty 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>Lisa Garcia Bedolla, Vice Provost of Graduate Studies</u>   on <u>11/2/2020</u> .
Graduate Dean
☒ Plan endorsed by   <u>Carol T. Christ, Chancellor on 11/11/2020</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 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. 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										
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
								%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$6,490	$6,490	$6,686	$6,888	$7,096	$7,310	$7,530	3.0%	$196	3.0%	$202	3.0%	$208	3.0%	$214	3.0%	$220
Prof. Degr. Suppl. Tuition	$12,654	$12,654	$13,034	$13,426	$13,830	$14,246	$14,674	3.0%	$380	3.0%	$392	3.0%	$404	3.0%	$416	3.0%	$428
Mandatory Systemwide Fees*	$12,570	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468	3.5%	$480
Campus-based Fees**	$1,617	$1,676	$1,726	$1,778	$1,831	$1,886	$1,943	3.0%	$51	3.0%	$52	3.0%	$53	3.0%	$55	3.0%	$57
Nonresident Suppl. Tuition	$12,245	$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)	**$20,677**	**$20,736**	**$20,982**	**$21,656**	**$22,361**	**$23,098**	**$23,855**	1.2%	$247	3.2%	$674	3.3%	$705	3.3%	$737	3.3%	$757
Total Fees (Nonresident)	**$39,086**	**$39,145**	**$39,575**	**$40,439**	**$41,340**	**$42,279**	**$43,244**	1.1%	$431	2.2%	$864	2.2%	$901	2.3%	$939	2.3%	$965

* 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: As discussed in the next section (Program Goal Evaluation), the guiding principles for the Master of Science in Civil and Environmental Engineering (MSCEE) are those of excellence, access, and affordability. We are committed to ensuring broad access to the MSCEE for students from California, and the structure of the PDST has been designed to preserve the ratio of resident to nonresident tuition that would exist in the absence of the PDST program, while also preserving price competitiveness with peer institutions. The fees outlined in the above table are based on these principles, with the nonresident PDST slightly less than double the resident PDST. Differentiating resident and nonresident PDST in this way will help us to increase the proportion of California residents in the program. Nonetheless, in the last 3 years, while international enrollment has grown, the number of students from California has not. We need to do more to expand the applicant pool of California students (see Program Goals and Expenditure Plans).

Update for 2020-21: The core of this proposal was developed during the 2019-20 academic year, but we were unable to undergo Regental review because of the Covid-19 pandemic. In preparing this update, we have been asked whether the Covid-19 pandemic has changed our plans for this 5-year proposal, and the short answer to that is "no", although the year-by-year numbers (enrollment and expenditures) have been adapted. While the 2020-21 academic year has been massively disrupted, including a 35% drop in MSCEE enrollments, we fully anticipate that once this pandemic is behind us, the MSCEE will rebound to pre-pandemic enrollments and activities. Because of this, the 2020-21 is not a representative baseline for our program (particularly for enrollments), so we have modified tables related to enrollment and revenues to include **both** 2019-20 and 2020-21. We do this for completeness, and to make more clear the basis for our enrollment and revenue projections.

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

The Civil and Environmental Engineering (CEE) Department at UC Berkeley has been the leading department in the academic field for decades, and has maintained the top-ranked graduate programs in both Civil Engineering and Environmental Engineering (US News & World Report) for several years. The one-year Master of Science in Civil and Environmental Engineering (MSCEE) has been a leading professional degree in CEE for more than a century and has served an important role for engineering professional training in support of the state and nation.

The program provides professional training for engineers needed to address society's greatest challenges, including earthquakes and building safety, transportation systems and traffic congestion, energy transitions and climate change, and the interaction of infrastructures systems with natural hazards. California is leading the nation and the world in tackling these challenges, but it is also particularly vulnerable to them. The program and its location in California is a draw for top students who are seeking to advance

their careers.

The program includes seven distinct curricular tracks:

1. Structural Engineering, Mechanics and Materials;
2. Environmental Engineering;
3. Geosystems Engineering;
4. Transportation Engineering;
5. Engineering and Project Management;
6. Systems Engineering;
7. Energy, Civil Infrastructure, and Climate.

Each of these tracks has its own curriculum that provides the depth of training required by employers within the field and contributes to the preparation of students for the Professional Engineer (PE) exam. Typically, students enter the MSCEE with a BS degree in CEE or closely related field and the MSCEE provides students with professional specialization that leads to new career paths. This specialization provides new professional opportunities, due to the fact that private firms, non-profits, non-governmental organizations (NGOs), and government agencies (federal, state and city/county levels) recruit from specific curricular tracks to fill their professional needs, and provides students with a foundation on which their career can develop over the long term. As such, the MSCEE degree is a critical step in the professional career of a civil or environmental engineer and is associated with significant increases in earning potential, both immediately and throughout their career.

Finally, to reinforce the importance of the MSCEE for professional engineers, we note that the American Society of Civil Engineers (ASCE, the accrediting body for the field) has made it clear that the BS degree is not sufficient professional preparation, and the licensure requirements include " *a master's degree in engineering, or no less than 30 graduate or upper level undergraduate technical and/or professional practice credits or the equivalent agency/organization/professional society courses which have been reviewed and approved as providing equal academic quality and rigor with at least 50 percent being engineering in nature*". Discussions with CEE's Advisory Council also reinforce the critical role that the MSCEE plays in students' career development, and professional practice in industry and government.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program 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 previous multi-year plan, which covered the period from July 1, 2017 to June 30, 2020, we outlined five specific goals that could be achieved with new PDST revenue. Because the MSCEE was an existing program, these new goals were layered on top of the foundational programmatic goals to maintain and improve program excellence, access, and affordability. Each of the following specific goals for PDST investment were intended to address these three guiding principles (excellence, access, and affordability), and were developed through consultation with current students and alumni of the MSCEE program:

1. **Expand MSCEE course offerings that focus on professional preparation -** Success in the profession is, increasingly, a function of more than just technical prowess. With this investment, we aimed to improve student preparation for their careers broadly. A semester-long seminar series on professional preparation was offered in Fall 2018 and in Fall 2019. Through partnership with the CEE Advisory Council, we also developed additional workshops on professional skills that will be led (Spring 2020) by members of the Advisory Council. Further, we made lecturer appointments to maintain the curricular needs of the programs, and to ensure consistent and comprehensive professional preparation.

2. **Develop new professional services for MSCEE students, including career planning and placement and alumni networking -** The MSCEE has a large and successful alumni base that was, previously, an untapped resource for students in the MSCEE. Through appointment of a staff member dedicated to professional network building and career planning, two specific new resources are now available to help connect current students and alumni. First, we launched "CEE Connections" which is an online networking platform, (built from the PeopleGrove platform) similar to LinkedIn, focused on students and mentoring. The platform is particularly well-suited to supporting student job searches and connecting alumni mentors to students, and received very positive student reviews during a trial period. Secondly, and as part of launching the CEE Connections platform, we instituted twice annual student-alumni mixers that are hosted by the Department at an on-campus venue. In the fall, the mixer helps students make connections with alumni of the MSCEE, which helps to facilitate their job search and network building; in the spring, the focus is on maintaining student engagement as they transition to being alumni. This will allow the community and network to grow rapidly in the coming years, with direct benefit to MSCEE students.

3. Increase Graduate Student Instructors (GSIs) and other teaching support for MSCEE courses - In order to maintain excellence in our program, and to ensure positive educational outcomes for our students, the rigor of our program must be paired with resources to help students master the material. Graduate Student Instructors (GSIs) are a critical instructional resource, and we have prioritized using PDST instructional funds for MSCEE courses and all but the very smallest courses have had GSI hours allocated to them during the past 3 years. In total, between the appointment of lecturers (Goal #1 above) and the appointment of GSIs in MS courses (including salary, tuition and fees), we have invested a minimum of one-third of PDST revenues directly in MS instructional resources (roughly $800,000 each year prior to the pandemic).

4. Expand graduate advising and administrative support for MSCEE students - PDST revenue allowed our program to add a second Graduate Student Advisor Officer (GSAO), doubling our advising support for students. Prior to the implementation of the PDST, graduate students were served by a single GSAO; however, the size and complexity of the MSCEE program required extra assistance to manage. The addition of an outward-facing staff member, who is focused on alumni-student connections and professional transitions, provided additional, and new, support for MSCEE students.

5. Invest in improvements to MSCEE student spaces - Aging facilities are becoming increasingly problematic for the MSCEE, and are undermining the student experience, both inside and outside the classroom. In 2017-18 and 2018-19, PDST funds were invested in classroom improvements, including replacing all furniture and audio-visual equipment in some classrooms in order to reorient them for better student viewing and upgrading the audio systems for assisted hearing, and other shared resources, such as water fill stations. In 2019-20, we focused on improvements to program-specific student study space, which is currently inequitable between MSCEE programs; specifically, we are developing new space for student use in the Systems Engineering and the Energy, Civil Infrastructure, and Climate Programs.

We are proud that the MSCEE has maintained its top ranking throughout the period of our previous multi-year plan. Top students continue to apply and attend, and we are confident that the excellence of our MSCEE has been maintained or improved. We saw mixed results with regards to indicators of access and affordability. MSCEE enrollment has increased from the pre-PDST period (typical MSCEE cohorts were about 170 students prior to 2017-18; in 2018-19 and 2019-20, enrollment has been stable at around 200 students), the percentage of Pell Grant recipients in the MSCEE program has increased substantially (see Section V for more details), and the percentage of students with educational debt has decreased (see Section VI for more details); each of these data points are positive with regard to access and affordability. At the same time, the percentage of California residents enrolled in the MSCEE decreased, and the diversity of the student body only grew modestly (roughly 7% to 10%), in spite of our concerted efforts to address these issues (discussed in further detail in the Enrollment and Diversity Strategy Sections). These outcomes raise concerns

about access and affordability for students from California and from under-represented groups, and therefore inform our new goals for the new multi-year plan that are described in the next section.

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?

While we consider many aspects of the first three years of PDST implementation on the MSCEE to have been successful, we have a number of concerns that we intend to focus on in the next five years. The priorities for our proposed PDST levels have been shaped by continuous student engagement and discussion (Student and Faculty Consultation Section below, and highlighted throughout the proposal). The following goals will be achieved through deliberate and strategic investments of PDST revenue and faculty time.

1. **Improve the diversity of the MSCEE student body.** The MSCEE student body has historically had low representation from under-represented groups (URGs), and the last three years have been no exception. At the same time, tackling society's engineering challenges, which is the core mission of Civil and Environmental Engineering, relies on perspectives from a range of ideas and approaches in order to be implemented in the diverse communities of California. In the past two years, we have pursued a number of new initiatives intended to address this issue, but we have only made modest progress to date. Informed by an evaluation by students, staff, and faculty of the successes and failures of the efforts begun this past year, we will pursue in a 5-part strategic plan for building a diverse and inclusive community that addresses all stages of the student experience: application, admission, matriculation, curriculum, and community. PDST revenues will be used at all 5 stages of this plan: (1) to build a more diverse applicant pool through faculty and student outreach, including in-person visits, and by eliminating application fees and through faculty and student outreach; (2) to ensure holistic review with the engagement of students and expanded staff attention to holistic review procedures; (3) to recruit a diverse class through return-to-aid investments and direct recruiting by faculty and student representatives; (4) perhaps most importantly (see further discussion below), to critically re-evaluate and update our MSCEE curriculum to reflect the priorities of students; and (5) to create an inclusive community by supporting affinity groups and establishing dedicated student spaces. Details on each of these elements of the program appear below (Enrollment and Diversity Strategy Section below), but we note here that each

element of these investments has been discussed broadly with MSCEE students and alumni, and input from the Environmental Engineering Advocacy Team (an organization of graduate students in Environmental Engineering) was instrumental in forming components the strategy.

2. **Increase the representation of California residents in the program.** Prior to the implementation of the PDST, California residents represented 25-30% of MSCEE enrollment. In the third year of PDST implementation (2019-20), the percentage of California residents in the MSCEE is at the high end of this range (29.9%). During the 2020-21 academic year, as a result of the pandemic, the proportion of California residents is higher, but this is due to a decrease in non-resident students, rather than an increase in resident students. Looking ahead to the coming years, in support of our state-oriented mission we have set a target of maintaining 40% California residents in the program even as enrollment recover, which would represent a 33% increase over the previous "normal" year (2019-20, in which we had 30% California residents). A key component of this pursuit is to establish a formal California State University (CSU)-MSCEE program to create a pathway to an MS degree for students pursuing BS degrees at the CSUs. This program will involve personal outreach by CEE Department Leadership (in-person visits, outreach to faculty) and by others in the CEE community, including MSCEE students and faculty. Through this outreach, we will provide information about the pathway that is available to CSU students to complete the MSCEE in one additional academic year, the earning potential of the MSCEE, and success stories of students from the CSUs. Financially, we will be waiving the MSCEE application fee for students whose most recent educational institution was a CSU, and the PDST return-to-aid will prioritize support for students from diverse California undergraduate institutions. This component of our expenditure plan has been strongly supported by MSCEE students in discussions with CEE Chair Stacey, with many offering to engage in the outreach efforts to CSU institutions. With regards to this goal, the 2020-21 academic year actually demonstrates cause for optimism, and suggests that our efforts are working: in spite of declining enrollments overall, more California residents enrolled in the MSCEE than in previous years.

3. **Improve the consistency and quality of instruction in the MSCEE and lower the student-faculty ratio.** Excellence in the academics of the MSCEE relies on high-quality instruction and effective student-faculty engagement, including in lecture and in office hours. Feedback from students in Fall 2019 has indicated that some MSCEE classes enrolled too many students to have effective faculty interactions, while other students have noted inconsistencies in the quality of instruction by temporary lecturers. Based on this feedback, and following Department-wide discussion at a Faculty Retreat in early Fall 2019, we plan to increase appointments of Lecturers with Potential for Security of Employment (L-(P)SOE, or Teaching Professors). In order to improve the student-faculty ratio, we propose to redirect funds that have been spent on temporary lecturers to hire two permanent LSOEs. By hiring LSOEs, we will greatly expand the curricula in our MS Programs, including more application-

oriented courses geared towards developing specific professional capabilities, and will improve the quality of instruction. Just as in the first two cases, student feedback on this component of the expenditure plan has been supportive.

4. **Continue to grow and expand the alumni network through CEE Connections, and extend professional training programs throughout the Department.** Network-building and professional training efforts that have been initiated in the past 3 years, and which will be built on in the next phase, include alumni-student mixers, professional skills seminars, and the CEE Connections Platform, which we will continue to work to grow. Students in the current MSCEE cohort spoke highly of the CEE Connections platform during Townhall discussions, but participation needs to increase in the coming years to provide the most support possible for MSCEE students. In the coming year, we will launch a new MS-wide seminar series, "Leadership in CEE", that will engage members of the CEE Academy of Distinguished Alumni in lectures and discussions that reflect on the career paths of CEE ADA Members, and provide an opportunity for students to discuss topics of professional interest with these industry leaders. Student feedback on this component of the expenditure plan has highlighted it as a priority.

The PDST Use Table (below) includes an increase of PDST of 3% per year for both resident and nonresident PDST. We will review program costs and competitiveness annually when adjusting the PDST up to these amounts. The categories of expenditures represented in the PDST Use Table do not align directly with the above Goals, since expenditures to address Goals #1-4 each span multiple spending categories. In the following paragraphs we note the connections between these categories, programmatic investments, and the above goals.

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

Providing Student Services: We will continue to invest in MSCEE student advising (continue supporting two Graduate Student Advising Officers) and will have one new staff member tasked with student-alumni relations and professional network building. Student advising staff and externally-focused student-alumni staff will be part of our student support team, and will coordinate efforts closely and share information on the student and alumni experiences. These investment support excellence broadly in the program and help to create an inclusive and supportive community in the MSCEE. As such, this investment will contribute to our success in reaching Goals #1, #2 and #4.

Expanding Instructional Support Staff: This spending category includes stipends and salary paid to Graduate Student Instructors (GSIs) and temporary lecturers for MS courses. Note that benefits for these appointments (including tuition for GSIs) appear in the "Benefits/UCRP Cost". This investment contributes directly to Goal #3.

Improving the Student-Faculty Ratio: We propose to make two permanent appointments of Lecturers with (Potential for) Security of Employment (LSOEs). By hiring LSOEs, we will greatly expand the curricula in our MS Programs, including more application-oriented courses geared towards developing specific professional capabilities, and will improve the quality of instruction. This spending category captures the expense of these two appointments, minus the benefits, and will contribute directly to Goal #3.

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

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

Instructional Equipment Purchases: Classroom technology will be periodically upgraded, and some lab courses make use of expendable resources. Maintaining modern educational tools is important to Goal #3.

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

If the MSCEE PDST increases are not approved, PDST revenues will not be able to keep pace with increases in expenses associated with GSI, and lecturer salaries and tuition remissions for GSIs and for MSCEE students. We have not included cost of living adjustments for staff who are supporting the MSCEE based on guidance for 2020-21. The current proposal addresses rising academic salaries and tuition increases through annual increases of 3%. If these increases are not approved, our ability to provide the services and investments outlined in this proposal will be diminished, and cuts would gradually be made to instruction and staff support for the MSCEE. Over time, this will lead to a deterioration of both the educational outcomes of students in the program and the ability

of the Department to pursue investments to expand representation of California residents and students from under-represented groups (URGs).

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2019-20 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 2019-20 PDST Revenue | Incremental 2020-21 PDST Revenue | Proposed Use of Incremental PDST Revenue | | | | | | Total Projected PDST Revenue in Final Year |
			Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue		
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0		$0
Benefits/UCRP Cost*	$425,702	($32,039)	$11,810	$12,165	$12,529	$12,905	$13,292		$456,364
Providing Student Services	$66,500	$1,995	$4,089	$33,921	$32,115	$15,348	$12,061		$166,029
Improving the Student-Faculty Ratio	$175,320	$5,260	$65,669	$7,388	$28,209	$29,055	$9,327		$320,228
Expanding Instructional Support Staff	$283,817	$4,191	$8,640	$8,899	$9,167	$9,441	$9,725		$333,880
Instructional Equipment Purchases	$10,000	$21,902	$8,098	$5,000	$1,350	$1,391	$1,432		$49,173
Providing Student Financial Aid	$900,427	($337,867)	$119,147	$41,109	$42,999	$35,404	$24,174		$825,393
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0		$0
Facilities Expansion/Renewal	$63,929	($63,929)	$54,400	$14,382	$2,063	$2,126	$2,189		$75,160
Other (Please explain in the "Additional Comments" below)	$248,060	($85,692)	$85,705	$0	$0	$0	$0		$248,073
Total use/projected use of revenue	$2,173,755	($486,179)	$357,558	$122,864	$128,432	$105,670	$72,200		$2,474,300

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

Additional comments:
Other: This captures travel expenses associated with CSU outreach and program administration costs associated with Department staff time – human resources, financial manager, and IT 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.

Over the past 10 years, the CEE Department has reduced costs and pursued a number of fundraising efforts. Cost cutting efforts have included reductions in staff support (program-specific staff were eliminated in favor of a smaller number of department-level

staff) and funding for instructors, including both lecturers and graduate student instructors, while retaining our MSCEE curriculum and maintaining and growing enrollments. This approach allowed us to retain our core MSCEE curricular tracks described above.

Fundraising efforts are on-going and are focused on expanding faculty and lecturer numbers to further improve the student-to-faculty ratio. At the end of 2019 and the beginning of 2020 (just prior to the pandemic), we had three fundraising successes that address this issue: two philanthropically-funded faculty hires are being made this year as a result, and we are creating a new Teaching Fellow position that will stabilize some of our undergraduate instruction. Other giving has supported upgrading classrooms and teaching labs used by MS-level students. Finally, the alumni network established being developed with PDST revenues has expanded the list of professionals who are engaged in conversations about future gifts and endowments.

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

Not Applicable

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

	Enrollment						
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	60	67	70	75	80	85	85
Domestic Nonresident	46	14	36	38	40	40	40
International	95	85	85	85	85	85	85
Total	201	166	191	198	205	210	210

Additional comments
To reach 40% enrollment in California residents in the next five years (Section III.a), our goal is to increase the number of California residents in the program by 5 students each year while maintaining lower enrollments for domestic nonresident students and international students. For international students, we intend to maintain their enrollment at the reduced level seen during the Covid pandemic (2020-21); for domestic non-resident students, we project a recovery in the next 3 years, but plan to maintain enrollment that is less than pre-pandemic levels. To increase the enrollment of California residents, we need to expand that part of our

applicant pool, which we will accomplish through deliberate and strategic outreach to UC and CSU undergraduates, including waiving application fees for students coming from the CSUs, as described above. Building these relationships with CSUs will take time, but as they are established, we believe any gains we make will be able to be maintained into the future. Increasing enrollment of California residents by five students per year is achievable, but will also require us to continuously expand our CSU network by 2 or 3 campuses each year. We believe the CSU system is the primary opportunity to grow California enrollment in the MSCEE; students in the UC system are already applying to MS programs at a high rate, and there is more competition for these students between MS programs at UCs. We believe the vision of a 5-year BS-MS progression for CSU student provides a great career opportunity for students and will be an important area of enrollment growth for California residents in the MSCEE.

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.

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

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

Total Charges to Complete Degree by Cohort Year

Total *Resident* Charges to Complete Degree by Cohort Starting in:	Actuals	Projections					Increases/Decreases									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
University of Texas at Austin	$21,606	$22,254	$22,922	$23,610	$24,318	$25,048	3.0%	$648	3.0%	$668	3.0%	$688	3.0%	$708	3.0%	$730
Georgia Institute of Technology	$28,140	$28,984	$29,854	$30,750	$31,673	$32,623	3.0%	$844	3.0%	$870	3.0%	$896	3.0%	$923	3.0%	$950
University of Michigan	$28,696	$29,557	$30,444	$31,357	$32,298	$33,267	3.0%	$861	3.0%	$887	3.0%	$913	3.0%	$941	3.0%	$969
University of Illinois Urbana	$35,121	$36,175	$37,260	$38,378	$39,529	$40,715	3.0%	$1,054	3.0%	$1,085	3.0%	$1,118	3.0%	$1,151	3.0%	$1,186
Stanford University	$57,861	$59,597	$61,385	$63,227	$65,124	$67,078	3.0%	$1,736	3.0%	$1,788	3.0%	$1,842	3.0%	$1,897	3.0%	$1,954
Massachusetts Institute of Technology	$106,900	$110,107	$113,410	$116,812	$120,316	$123,925	3.0%	$3,207	3.0%	$3,303	3.0%	$3,402	3.0%	$3,504	3.0%	$3,609
Average public comparison	$28,391	$29,243	$30,120	$31,024	$31,955	$32,913	3.0%	$852	3.0%	$878	3.0%	$904	3.0%	$931	3.0%	$959
Average private comparison	$82,381	$84,852	$87,398	$90,020	$92,720	$95,502	3.0%	$2,472	3.0%	$2,546	3.0%	$2,622	3.0%	$2,701	3.0%	$2,782
Average public and private comparison	$46,387	$47,779	$49,213	$50,689	$52,210	$53,776	3.0%	$1,392	3.0%	$1,434	3.0%	$1,477	3.0%	$1,521	3.0%	$1,566
Your program	$20,736	$20,982	$21,656	$22,361	$23,098	$23,855	1.2%	$246	3.2%	$674	3.3%	$705	3.3%	$737	3.3%	$757

Total *Nonresident* Charges to Complete Degree by Cohort Starting in:	Actuals	Projections					Increases/Decreases									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
University of Texas at Austin	$41,055	$42,287	$43,556	$44,863	$46,209	$47,595	3.0%	$1,232	3.0%	$1,269	3.0%	$1,307	3.0%	$1,346	3.0%	$1,386
Georgia Institute of Technology	$60,135	$61,939	$63,797	$65,711	$67,682	$69,712	3.0%	$1,804	3.0%	$1,858	3.0%	$1,914	3.0%	$1,971	3.0%	$2,030
University of Michigan	$53,174	$54,769	$56,412	$58,104	$59,847	$61,642	3.0%	$1,595	3.0%	$1,643	3.0%	$1,692	3.0%	$1,743	3.0%	$1,795
University of Illinois Urbana	$60,849	$62,674	$64,554	$66,491	$68,486	$70,541	3.0%	$1,825	3.0%	$1,880	3.0%	$1,937	3.0%	$1,995	3.0%	$2,055
Stanford University	$57,861	$59,597	$61,385	$63,227	$65,124	$67,078	3.0%	$1,736	3.0%	$1,788	3.0%	$1,842	3.0%	$1,897	3.0%	$1,954
Massachusetts Institute of Technology	$106,900	$110,107	$113,410	$116,812	$120,316	$123,925	3.0%	$3,207	3.0%	$3,303	3.0%	$3,402	3.0%	$3,504	3.0%	$3,609
Average public comparison	$53,803	$55,417	$57,080	$58,792	$60,556	$62,373	3.0%	$1,614	3.0%	$1,663	3.0%	$1,713	3.0%	$1,764	3.0%	$1,817
Average private comparison	$82,381	$84,852	$87,398	$90,020	$92,720	$95,502	3.0%	$2,472	3.0%	$2,546	3.0%	$2,622	3.0%	$2,701	3.0%	$2,782
Average public and private comparison	$63,329	$65,229	$67,186	$69,201	$71,277	$73,416	3.0%	$1,900	3.0%	$1,957	3.0%	$2,016	3.0%	$2,076	3.0%	$2,138
Your program	$39,145	$39,575	$40,439	$41,340	$42,279	$43,244	1.1%	$430	2.2%	$864	2.2%	$901	2.3%	$939	2.3%	$965

Source(s):

Public websites were used to determine 2019-20 tuition and fees and program duration; increases to 2024-25 were based on an assumption of a 3% increase at peer institutions.

Stanford University - Tuition and Fees 2019-20 - https://registrar.stanford.edu/students/tuition-and-fees

Massachusetts Institute of Technology - Schedule of Fees, 2019-20 - https://registrar.mit.edu/registration-academics/tuition-fees/graduate

Univ of Illinois Urbana Champaign - 2019-20 AY Graduate and Professional Tuition Rates - https://registrar.illinois.edu/tuition-fees/tuition-fee-rates/g-tuition-rates-2021/

University of Michigan - Tuition and fees, 2020-2021 - https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=159&college_school=22&full_half_term=35&level_of_study=38

Georgia Institute of Technology – 2020-21 Tuition and Fee Rates per semester, Fall 2019 - http://www.bursar.gatech.edu/student/tuition/fy21_all-fee.pdf

University of Texas at Austin - Graduate Tuition by College & Hours Enrolled Academic Year 2020-21, per semester - https://utexas.app.box.com/s/8nw4ph1ci5yfghknizgnv5jdm4es6p9y

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

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

UC Berkeley's CEE Department and MS programs have been consistently top-ranked. The peer institutions chosen are ones that have consistently also been in the top 5-10 of national rankings. They also each compete effectively to recruit students and faculty in at least 2 of the 7 curricular tracks that the MSCEE at Berkeley spans. Three of the public institutions (Georgia Tech, Illinois-Urbana Champaign, and Texas-Austin) are the closest to Berkeley in terms of breadth of offerings and overall academic reputation and ranking. Michigan also competes strongly in 5 of the 7 curricular tracks, and is the next closest in terms of breadth of offerings. Stanford and MIT are included as private peers due to their strength in a subset of the curricular tracks in the MSCEE. Stanford competes strongly in Environmental Engineering and Engineering Project Management; MIT competes strongly in Transportation Engineering and in Environmental Fluid Mechanics and Hydrology (a sub-discipline within Environmental Engineering). Neither of these private institutions competes across the entire set of sub-disciplines, though the public peer institutions do.

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

For the purpose of the discussion here, we focus on the public peer institutions, which include Michigan, Illinois, Texas and Georgia Tech, and we are using the published tuition information for the 2020-21 academic year. It should also be noted that these programs are most similar to the set of offerings here at Berkeley, due to the fact that they all span CEE sub-disciplines (in contrast to Stanford and MIT, which offer more specialized curricula). In 2020-21, the average price for in-state students complete the degrees at these

programs is estimated to be $28,391. The total price of the Berkeley MS degree for a California resident is $20,736. This price point remains well below our comparison set of public programs (Texas is the next lowest priced at $21,606). Finally, we note that if we include the peer private institutions (Stanford and MIT), the average cost for the competition is $46,387 (with the peer private institutions as $82,381).

For nonresidents, the proposed PDST in 2020-21 makes the total price of a Berkeley CEE M.S. degree $39,145. The average of our public comparators for nonresident tuition is $53,803; including Stanford and MIT in the calculation results in an average nonresident cost for peer institutions of $63,329. The next lowest priced degree would be Texas ($41,055).

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

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MS in CEE. As described above, we do not want to undermine the public nature of the degree, or alter the culture of the department and program. We believe that the proposed PDST levels, including the differentiation by California residency status, strikes the appropriate balance and will remain affordable and competitive for most students. Additionally, the distribution of financial aid is projected to address concerns from the remainder of our student population.

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

The Department of Civil and Environmental Engineering at UC Berkeley has been the academic leader for the field for decades. The Department has 5 ladder-rank professors and 1 adjunct professor who are members of the National Academy; faculty, researchers, and students continuously receive national and international acclaim; students from both our BS and MSCEE programs regularly win engineering and design competitions; and graduates of our program make up the faculty ranks at institutions across the nation and around the world.

The peer institutions highlighted in the previous section are making strides to close the gap with Berkeley, but we have continued to innovate and evolve to maintain our standing, including creating new innovative academic tracks for MSCEE students, such as our

newest program in "Energy, Civil Infrastructure, and Climate", which is growing rapidly. Some institutions compete strongly with Berkeley in sub-disciplines (for example, MIT in Transportation Engineering, or Yale and Stanford in Environmental Engineering), but even in those fields we maintain our leadership. Further, no institution can compete with Berkeley across the breadth of sub-disciplines represented in the MSCEE. The closest at this time is Georgia Tech, which has made substantial improvements across a number of fields within CEE. Berkeley, however, remains the academic and intellectual leader for the field.

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

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table 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 2020-21; new programs are those that seek to enroll students for the first time in 2020-21. For established programs, provide data for academic years 2016-17 to 2018-19 and include estimated fall 2019 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 (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	1%	3%	N/A	N/A
Hispanic/Latino(a)	6%	7%	4%	6%	N/A	N/A
American Indian	1%	1%	1%	1%	N/A	N/A
Subtotal Underrepresented	*7%*	*8%*	*6%*	*10%*	*0%*	*0%*
Asian/Pacific Islander	16%	14%	18%	14%	N/A	N/A
White	25%	23%	28%	24%	N/A	N/A
Domestic Unknown	2%	3%	1%	4%	N/A	N/A
International	50%	52%	47%	48%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	23%	35%	20%	N/A	N/A	N/A
Gender						
% Male	54%	60%	43%	55%	N/A	N/A
% Female	46%	40%	57%	45%	N/A	N/A
% Non-Binary						
% Unknown	1%	0%	0%	0%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: These data not available.

Additional Comments: We note that 2020-21 is an anomalous year with student enrollment strongly impacted by the Covid pandemic, which disproportionately affects students from underrepresented groups.

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 student demographics table clearly shows that, while having achieved modest growth in representation of students from URGs, the growth is not reflective of the improvements in diversity that we believe we can and should achieve, and a key goal for the coming years is to increase both the diversity of our student body by improving *access* to the MSCEE. In the past year, we implemented a number of new efforts to address this issue. Although these efforts have not yet sufficiently moved the needle on student enrollments, we have learned from the small successes and failures of each of them. Through evaluation of these outcomes, and through extensive conversation with student leadership groups (the Environmental Engineering Advocacy Team in particular), we have thoughtfully developed a comprehensive 4-part strategy to improve the diversity of the MSCEE student body. The remainder of this section outlines the steps taken to date, what worked and what didn't work, and then outlines the strategy that we will implement in the coming years.

Update for 2020-21: Starting in the 2019-20 academic year, and accelerating during the summer of 2020, the Berkeley CEE Community has been discussing how to address issues of social equity and racial justice in the context of Civil and Environmental Engineering. These discussions culminated in the creation of a draft "Berkeley CEE Anti-Racism Action Plan", which includes actions the Department would consider taking, such as re-evaluating our vendor list, creating a more inclusive hiring process for staff, and re-evaluating our MSCEE curriculum in the current context. These actions were shaped by discussion with MSCEE students and alumni, as well as undergraduate CEE students, in a series of townhalls and listening sessions during the summer of 2020. This exercise on how CEE can become more inclusive has reinforced our investment priorities for this PDST proposal, and has inspired others also highlighted below. As of this writing, we are proud that nearly 30% of the proposed actions have been completed or are currently underway, while others are being actively considered, discussed, and modified.

Student Diversity
Berkeley CEE has, in recent years, had a good balance between male and female students, which we believe reflects both the nature of our field and our success at developing and maintaining an inclusive environment for women in the Department. Based on the obviously low representation of URGs in our students, we have focused on approaches to address this shortcoming. Specific actions implemented to date include the following: (a) expanded funding targeting students from diverse backgrounds, including first

generation college students (2017-18 and 2018-19); (b) holistic review of applications, including contributions to building inclusive communities (2018-19); (c) broad recruiting by the Department to admitted students (2017-18); (d) program-specific recruiting (pilot in 2018-19). Despite these efforts, the proportion of students from underrepresented groups remain well below expectations, and we must go further. Reflecting upon the effectiveness of these actions within the faculty and through discussions with current and former students led to the following conclusions:

1. Generous funding packages for URG and first-generation students, while necessary, are far from sufficient to successfully recruit these students. The existing CEE community, including faculty, staff, and graduate students, is an important factor in the decisions of admitted students.

2. Formal implementation of holistic review of applicants in the admissions process does successfully diversify the admitted student population. As evidence, in 2018-19, and continuing in 2019-20, our admission rate for URG and first-generation students was significantly higher than in 2016-17 and 2017-18, with the rate of acceptance increasing by more than 50% relative to earlier years.

3. Recruiting and outreach is far more successful when done at the program level, rather than Department-wide. By way of context, we note that the MSCEE consists of 7 distinct curricular tracks, which map to sub-disciplines within CEE. In 2017-18, we pursued a broad, Department-wide, outreach strategy to recruit admits from URGs and first-generation admits. In 2018-19, we piloted a more narrow approach in our Structural Engineering, Mechanics and Materials (SEMM) program, and the results were positive, and 11 students from URGs have joined that program this fall, representing 17% of the incoming MS class.

4. We must go further in creating an inclusive and diverse community before we can expect the representation of URG students to improve in the MSCEE. Throughout the past two years, the Department Chair and the Vice Chair for Academics/Graduate Studies worked with students already in the MS program through a Student Leadership Committee and Student Townhalls to understand how to improve the inclusivity of our admissions process and the community of students, staff, and faculty. During the 2017-18 academic year, the discussion was broad and about expanding student opportunities in general. In 2018-19, a student committee worked actively with the Department Chair and Vice Chair to develop a process for student engagement in the recruiting and admissions cycle. In 2019-20, a pilot program was implemented in Environmental Engineering that included advanced graduate students on the admissions committee. This pilot demonstrated that students could be effectively incorporated into admissions decision making, and we are now expanding it to five of our seven MSCEE tracks during 2020-21, with the final two to follow in the year after.

5. Finally, we must reflect on our MSCEE curriculum, and consider whether it is reflective of the current needs for the field and the issues that will drive the field forward in the coming decades. In particular, issues of social equity and racial justice are tightly integrated with many disciplines in CEE, and our Department Strategic Plan (adopted in June 2020) now highlights the need to bring equity and justice into the MS curriculum, which the Department's Graduate Studies Committee is discussing during Fall 2020.

Four-Part Strategy to Improve Student Diversity
With reflection on these results and on the input received from students (described in the student consultation section; these engagements included townhalls, visits to program-specific student events using Zoom, and meetings with student leadership committees and a student admissions committee), we have developed a four-part strategy that reflects the four stages of the student experience, which starts with (a) the decision to apply to Berkeley CEE (establishing the pipeline), then leads to (b) the admission process, and (c) the recruiting of admitted students, which is strongly influenced by (d) the MSCEE curriculum and the academic community in CEE at Berkeley. In discussions with current students, most influentially in a series of meetings with the Environmental Engineering Advocacy Team, the Department has come to appreciate the fact that these efforts must be built out in in unison; they will not be successful individually. The details of each of these components of the strategy are outlined in the following sections; we present them in the order in which they must be developed.

Encouraging applications/Diversifying the applicant pool: With the investments we have made in admissions, recruitment and community-building, we are now beginning the work to diversify the applicant pool for the MSCEE. In Fall 2019, we piloted outreach to a specific set of CSU institutions to encourage applicants to consider pursuing an MS degree in CEE at UC Berkeley. This outreach was done personally by the Berkeley Department Chair, and consisted of an in-person visit to campus to meet with top students identified by the CSU Department Chair. Target institutions for 2019-20 were Sacramento State and Cal Poly-Pomona. The program will be expanded rapidly in coming years. The vision is to create a CSU-UCB Pathway to an MS in CEE as a 5-year analog to the California Master Plan for Education. Success in this program will not only diversify the pipeline of applicants for the MSCEE, but it will also contribute to our goal of increasing the proportion of California residents in the MSCEE. As part of this program, we have created a webpage highlighting our commitment to diversity, access, affordability, and educational support (https://ce.berkeley.edu/grad/degrees/promote/ms/diversity). In Fall of 2020, we are pursuing the use of virtual visits to create interest, although we are finding the engagement more challenging due to the stresses and demands on students time, and look forward to being able to return to in-person visits in Fall 2021.

Admissions Decisions: We will continue the holistic review described above, including consideration of contributions to building inclusive communities. During the 2019-20 academic year, we piloted the involvement of current students in the admissions process in one of our programs that has a strong set of students engaged in evaluating best practices for admissions (Environmental Engineering). The student leadership group from this program (the Environmental Engineering Advocacy Team) has been a strong participant in the discussions to formulate this four-part strategy, and have been extremely valuable partners in trying to address the programmatic challenge of improving diversity in the MSCEE. That pilot program was very successful, and we are now discussing how to scale it up to other tracks within the MSCEE.

<u>Recruitment of admitted students:</u> In the previous "normal" admission cycle (2018-19), the SEMM program had success in their recruitment of students from URGs, and 15% of their incoming MS cohort from that cycle were from URGs. This success was a result of direct communications from faculty members and from student representatives to admitted student, in addition to generous financial support. We are now implementing a similar effort across all 7 academic programs in the MSCEE. Specifically, this effort will involve email and phone communications from the lead faculty admissions officer for the program, followed by email and phone communications from specific faculty of interest (at least 2) and a graduate student recruiting committee. Finally, at the admitted student open house, we will hold mixers between current and admitted students within each academic program and ensure diverse representation from the current students.

<u>MSCEE Curriculum and Community:</u> In addition considerations for updating the MSCEE curriculum to include themes of equity and justice (discussed above), the Department has established and is supporting cross-cutting affinity groups and created physical space (a courtyard with meeting tables, solar charging stations) for student-led community building. Additionally, we have established a pilot tiered-mentorship program in one MSCEE Track (SEMM) to build on its recent recruiting success and to provide support to students from a wide range of backgrounds. The program matches incoming students with more senior students as mentors, who are themselves mentored by alumni. In future years (post-pandemic), this mentoring program will be expanded to the whole Department and into the broader CEE Community through the CEE Connections platform.

As an additional opportunity to diversify the applicant pool for the MSCEE, we are looking internally at Community College transfer students, who enter our undergraduate program in the Junior Year. Frequently, these students use a fifth semester to complete their BS degree, which makes it challenging to transition directly into the MSCEE. We are currently considering two programs that may help these students, who are almost entirely California residents and are more diverse than our current applicant pool, to consider pursuing an MSCEE. The first is to design a "six semester BS-MS program for community college transfers," which would allow community college transfers to complete both the BS and the MS requirements within 3 years of transferring to Berkeley. The second is to partner with industry to design "bridging internships," potentially with partial support from PDST funding, that would run from January to August, and would connect the BS degree (completed in December) to the MS degree (starting in August). Members of the CEE Advisory Council were enthusiastic about this idea, and are interested in designing these bridging internships, at least as a pilot 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?

The best indicator we have for enrollment of low-income students is the number of Pell Grant recipients that enter the MSCEE. In the year prior to the PDST implementation (2016-17), 15% of our MSCEE students were Pell Grant recipients as undergraduates. In the first two years of PDST implementation, this percentage has varied from 23% in 2017-18 to a high of 35% in 2018-19, and then a low of 20% in 2019-20. The details of what is causing this year-to-year variability are not immediately obvious, and will require attention over a longer period of time. We will continue to emphasize need-based return-to-aid with a stretch goal of bringing this statistic to be more consistently around 35%, but we recognize the uncertainty in being able to reach that goal given the limited data available at this time.

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?

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

Taken together, these efforts have allowed us to maintain, and perhaps even increase, the representation of women in our graduate program. In the past three years, the percentage of female students has remained near or above 50%: 46% in 2017-18, 40% in 2018-19, and 57% in 2019-20. While we do not have statistics on peer institutions with regard to gender parity, we are proud of these results and believe they reflect well on the culture and community that we have created. We will continue to prioritize the programs highlighted in the previous paragraph and build on these successes.

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

With the CSU-UCB Pathway program and our "six semester BS-MS program for community college transfers," we are focused on expanding the pool of applicants, particularly from CSUs and Community College transfers at Berkeley. Those efforts, as well as other efforts described in section V.b, and our enrollment plan to increase the proportion of Californian residents from 29.9% to 40%, we believe our student body will better reflect the diversity of California. Specifically with regard to URG students, we have a long ways to go from our current enrollment level at 10%. Accurately reflecting the demographics of California would require increasing the representation of these students substantially, with the largest growth in Hispanic/Latino(a) students. Although there is a lot of work that needs to be done at all levels of engineering education to establish a more diverse student population, we believe that the efforts outlined in this proposal will move us rapidly in that direction. For gender, the percentage of female students has remained near or above 50% over the past three years. We believe the relative gender parity in our program will persist. For Pell Grant recipients, we would like to ensure that the addition of PDST to our program does not inhibit their pursuit of the MSCEE, so our goal for Pell Grant recipients in our MSCEE student body (a surrogate for economic representation) is to achieve a percentage at the high end of our recent outcomes (35%).. With these demographics, we believe that MSCEE will better reflect the diversity of California, and we will be better able to support the needs of the state in addressing engineering challenges.

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)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	8.0%	8.5%	8.1%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	1.6%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	16.0%	16.9%	14.5%
	International	0.0%	0.0%	0.0%
White	Domestic	76.0%	74.6%	72.6%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	3.2%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		21.3%	22.5%	27.4%
Male		78.7%	77.5%	69.4%
Non-Binary/Unknown		0.0%	0.0%	3.2%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	8.0%	8.5%	12.2%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	16.0%	16.9%	17.1%
	International	0.0%	0.0%	0.0%
White	Domestic	76.0%	74.6%	70.7%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		21.3%	22.5%	26.8%
Male		78.7%	77.5%	70.7%
Non-Binary/Unknown		0.0%	0.0%	2.4%

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

Berkeley CEE has been lacking in diverse faculty, both in terms of gender, in which the representation of women is well below what we see in our graduate students, and in terms of URGs. Particularly glaring is the underrepresentation of African-American and Latinx faculty. Recent changes in search practices, which are being applied in current and future searches, particularly the inclusion of a statement on contributions to diversity, equity, and inclusion, are designed to address diversity in the faculty; the results of these changes will hopefully become more evident in the coming years. Some early success from these efforts can be seen in recent outcomes in hires made since the start of the PDST (July 2017), which has included six faculty members. Of these, three are women, one is URG, and one is a first-generation college student (and was a junior transfer student). This is only a small and initial step, and

it is an on-going area of focus and concern for the Department. Nonetheless, these outcomes are indicators of improving search and hiring processes in which we pursue broad searches and holistic evaluation of the candidates, including explicit consideration of contributions to Diversity, Equity and Inclusion.

The CEE Department has a well-defined formal faculty mentoring plan, which has proved to be very effective at helping junior faculty navigate the early years of their career and is now a model for the College of Engineering. Each incoming faculty member is assigned a faculty mentor who is able to provide guidance and advice, both from a disciplinary perspective and, more broadly, in order to successfully launch a faculty career. Early career faculty also engage with programs through the College of Engineering, which provides a broader community. Our goal is to provide individualized mentoring from within the Department and to create a strong sense of community by leveraging programs and resources from throughout the College.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our affordability goal is to ensure that financial considerations not be a barrier for students considering enrollment in the MSCEE. We use available data to inform our financial aid goals and to establish metrics to ensure that we maintain, or improve, the affordability of the program. To be specific, our goal is to maintain the percentage of Pell Grant recipients at a minimum of 30% and a target of 35% of the MSCEE class, which would be an indication that need-based financial aid is reaching those who need it most (ensuring access in addition to affordability). More broadly, we aim to maintain the percentage of students who take on debt at less than 25% and an average debt payment that is less than 5% of the median salary. If these metrics are met, we will be confident that we have maintained the affordability of the MSCEE. Finally, we want to ensure that educational debt from the MSCEE will not limit future career choices. This will be explicitly asked as part of the MSCEE exit survey in the coming years so that we can track the evolution of this metric.

In support of these affordability goals, we will be establishing a minimum of 33% return-to-aid (RTA) from the PDST. In the past 2 years, we have explored different methods for distribution of RTA, and found that department-wide administration of RTA was not effective at recruiting students. Instead, program-specific (at the level of the 7 programs within the MSCEE) engagement was necessary to understand the needs of applicants and incoming students (see "Recruitment of Admitted Students" in section Vb for discussion of the importance of this in the context of student diversity). With this in mind, our RTA distribution strategy will be built around the admissions officers for each program, who will receive RTA funds in proportion to the program size, and their

engagement with the applicants for their program. Additionally, RTA funds will be distributed to CSU applicants based on need, as identified by each program's admission officer. We believe this approach will allow us to maintain access to low-income students (as discussed above in the context of Pell Grant recipients), while also increasing the diversity of our incoming cohort and enrollment of California residents.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	26%	28%	17%	21%	14%	17%
Cumulative Debt among Students with Debt	$24,701	$33,023	$23,094	$23,503	$33,259	$40,111

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

The above table shows that the percent of student graduating with debt was at its lowest point in recent years in the 2017-18 academic year (with only 14% of graduates carrying debt). At the same time, the amount of debt among those students who did carry debt had increased (to $33,259). The percent of graduates with debt has historically ranged from 14% to 28%. Implementation of the PDST program appears to have decreased the percentage of students carrying debt upon graduation. We plan to continue to monitor and track this statistic in the coming years as we work to maintain this value below 25%. We do not believe the increases proposed will substantially change the amount of debt and the proportion of students who take on debt in our program, due to the fact salaries are expected to increase at a rate comparable to the rate at which the PDST is proposed to increase.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	17%	$40,111	$106,500	5%
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: Median salary data from the American Society of Civil Engineers: https://news.asce.org/civil-engineers-incomes-continues-to-increase-salary-report-shows/

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

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MSCEE. As described above, we do not want to undermine the public nature of the degree, or alter the culture of the department and program. We believe that the current PDST levels, and continued annual growth as outlined here, including differentiating the PDST between California residents and non-residents, strikes an appropriate balance and will allow the program to remain affordable and competitive for most students. The distribution of financial aid will help address concerns from the remainder of our student population.

The percentage of students who take on educational debt during the MSCEE has decreased recently, reaching a low of 14% in 2017-18. At the same time, average debt among those who do take on debt is at the high point of the past 4 years. The total amount of debt has also varied from a low of $21,000 to a high of $33,000. As discussed in the previous section, the median salary for Civil Engineers (ASCE data) is $106,500; the ratio of monthly debt payment to income is only 5%. Based on the median salary of $106,500 in the field (from American Society of Civil Engineers), this level of debt is manageable given the median salary at graduation, with a monthly payment to income ratio of only 5%. We will track both this average debt data and the professional salary information to ensure that debt repayment continues to be affordable.

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

Graduates of the MSCEE move into a wide range of careers, including NGOs and government agencies, in addition to private industry. If evidence emerges through our exit surveys that MSCEE graduates are not able to pursue the career paths or service activities that they would like, we will consider programs to provide assistance. To date, such programs have been unnecessary. During the current pandemic, MSCEE students have successfully secured positions in their chosen disciplines.

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

In several sub-disciplines of CEE (Environmental and Transportation Engineering, e.g.) graduates regularly pursue careers with lower long-term income than other branches of engineering. Examples of these careers include working for NGOs or for public environmental agencies. Even for these graduates, however, the return on investment for the degree remains strongly positive due to the relatively high salary level for Civil Engineers with M.S. degrees relative to the indebtedness created by the PDST. We are not aware of situations in which career choices changed due to indebtedness, but we will try to explore this explicitly through the MSCEE Exit Survey and alumni surveys in future years.

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

Our financial aid programs are described as part of the application guidelines on the department website. The details of financial aid distributions are communicated directly from faculty admissions officers to applicants and admits during the admissions and recruiting cycle. Our successes with recruiting students from URGs in the most recent cycle in one of our tracks (SEMM) reinforces the need to handle these communications at the level of the individual faculty admissions officers.

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

Starting in the 2019-20 admissions cycle, the CEE Department Chair visited four CSU campuses to meet with top seniors in CEE at those institutions, where discussion included admissions and financial aid programs. We also have waived application fees for students coming from CSU institutions. This information was shared at in-person information sessions (pre-pandemic), in virtual information sessions, and on the Department website.

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

We have not yet had any requests for this information, but would be happy to share any data we have (as summarized in the tables above) upon request.

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 COVID pandemic has impacted the MSCEE program. The numbers presented in this proposal show that MSCEE enrollment for 2020-21 dropped by roughly 30%, with the largest decrease (by a wide margin) in domestic non-California resident students. This drop in enrollment directly resulted in a decrease in PDST revenue for 2020-21, which manifested as decreased investments across all categories for the 2020-21 academic year, including return-to-aid. . It is worth noting that there were no structural changes to the MSCEE or changes in the competitive landscape. As such, we are confident that the 2020-21 academic year will be anomalous, and we expect a rapid recovery of enrollments starting in 2021-22.

This has been the most challenging academic year that we have ever faced. While the efficiency of communication and our ability to coordinate with others has decreased, the administrative load has significantly increased. As a result, aside from massive burnout experienced by faculty and administrators, we had to refocus on the student experience, our core mission. As students have not met members of their cohort or faculty in person, it has been exceptionally difficult to develop a sense of community among MSCEE students. We have had some successes, such as Grubhub deliveries for faculty-student dinners, but it remains a challenge. Our program is confident that faculty, staff and students in CEE have been doing everything possible to get through this period. We believe we will emerge stronger as a community when the pandemic has passed.

As the COVID pandemic has saturated all areas of our program, a sample of our efforts during this time are provided as follows. All academic activities have transitioned to zoom and remote engagement. We created a virtual front desk for students to connect with advising staff and faculty; IT staff created virtual workstations in the computer labs so students could log in remotely; staff and faculty made video laboratory assignments and provided data from those experiments to students; faculty held a series of workshops in August 2020 to discuss best practices for online and remote teaching, then implemented those approaches in their courses this fall; faculty individually and collectively surveyed students to determine students' time zones so scheduled office hours

could be broadly inclusive; we developed strategies for outdoor instruction so that students in the vicinity of campus might be able to have some in-person experiences when the time is right; we measured ventilation rates in our classrooms to determine which would be most safe to use as public health conditions improved and purchased air filtration and monitoring equipment for use at that time; we equipped all Department-controlled classrooms with new audio and video technology to capture course content and facilitate distribution to remote students.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2020-21 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

☒ Scheduled 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): MSCEE Exit Survey

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

Process for Engagement:
The PDST and associated investments has been a point of continual student engagement starting in the 2017-2018 academic year and continuing through this fall. The MSCEE program has existed for years, but the expanded engagement with students starting in 2017 coincided with the initial implementation of a PDST. This engagement took a number of different forms, but throughout, Chair Stacey was seeking feedback from the students on ways to improve the MSCEE. These conversations (described in more detail in the next section) led directly to programmatic investments, both during the previous multi-year PDST plan and looking forwards in this proposal. The conversations have been continuous, so it is hard to separate conversations about the MSCEE Program from the PDST and from the Increase in PDST contained in this proposal. In the sections that follow, we describe the nature of student engagement and the elements of this PDST Proposal that were shaped by that engagement.

Student engagement that informed the development of the proposal:
Continual student engagement has been a goal of Chair Stacey and the Department. This engagement has been critical to evaluating the success of PDST investments (during our previous multi-year plan) and in developing the proposal presented here. In this section, we highlight student engagement that informed the development of this proposal; student engagement on this proposal, once completed in October, is described in the next section.

MS Student Leadership Committee: This was a new committee created in Spring 2018 with at least 1 representative of each program within the MSCEE. This committee met regularly with the Department Vice Chair during Spring 2018 to get feedback on programmatic investments, and a new committee met with the Vice Chair during the 2018-19 and 2019-20 Academic Years (until the pandemic disrupted our activities) to get feedback on the success or failure of the investments.

Student Townhalls: The CEE Department Chair held four graduate student townhalls during the 2018-19 and 2019-20 academic years; attendance at the townhalls exceeded 40 students. At these townhalls, Chair Stacey presented the MSCEE PDST investment strategy and sought feedback on priorities (or investments that should be redirected or returned). Each townhall opened with 10-15 minutes of comments from Chair Stacey, which was followed by Q&A and open discussion for an additional 45-50 minutes

Electronic 'exit' survey: In Spring 2019, the CEE Department distributed an exit survey to MSCEE students; the response rate was a little less than 50%; however, we were unable to launch a similar survey in Spring 2020 due to the Covid pandemic. Nonetheless, the survey provided recommendations from graduating students on how PDST revenue investments could change, how the MSCEE impacted their career, and aspects of the MSCEE that were most helpful in their job search. We plan to continue this practice in future years.

Environmental Engineering Advocacy Team Meetings: During Spring 2019, Chair Stacey held several meetings with representatives of the Environmental Engineering Advocacy Team, who had invested considerable time in evaluating best practices for increasing diversity in academic programs. These conversations have led directly to a pilot program in Environmental Engineering this year to include students on the admissions committee, and to engage those same students during recruitment of our Fall 2020 cohort.

Student engagement after the proposal was developed, Fall 2019:
Once the proposal was completed in mid-October, Chair Stacey pursued outreach to students from across the MSCEE. Two specific mechanisms were used for this engagement:

Meeting with MSCEE Student Leadership Committee: On October 28, 2019, CEE Chair Stacey held a meeting with graduate student leaders, including CEE representatives of the Graduate Assembly and a set of students that were identified as leaders in the MSCEE by staff, faculty, and other students. The full PDST proposal was distributed to these students in advance of this meeting. The meeting was held on Google Hangouts due to a campus shutdown that day. Feedback from this set of students included strong support for our efforts to address diversity and to hire lecturers with security of employment to expand our course offerings, reduce the student to faculty ratio, and improve the quality of instruction. The Graduate Assembly representative also recommended an MSCEE Townhall be held to discuss the content of this proposal.

MSCEE Townhalls: Immediately following the meeting with student leaders (on November 1, 2019), Chair Stacey held a townhall to solicit broad feedback. The format for the townhall was that Chair Stacey explicitly laid out this proposal for the PDST, including the proposed rate of increase and the plans for investments, which was followed by Q&A and open discussion. This first event had very poor turnout, perhaps because of the limited advance notice, but the discussion highlighted the importance of considering cost-of-living and the high cost of housing for students in the vicinity of the Berkeley campus. This conversation led directly to efforts to address the high cost of living for graduate students, which is a topic to be discussed in faculty meetings during Spring 2020. Then, during Reading Week (December 9-13), Chair Stacey held 3 additional MSCEE Townhalls in the lunch hour (including food), and 35 MSCEE students, spanning 6 of the 7 programs, attended at least one of the Townhalls. At each event, Chair Stacey presented an overview of the MSCEE and its PDST, including the historical and proposed investments of PDST revenues and proposed levels for

the PDST. The feedback from all three of these Townhalls strongly reinforced the content of this proposal. Specifically, the students believed the organization of lecturer investment into Lecturers with Security of Employment would help address some challenges they have experienced in student-to-faculty ratio and the predictability of course offerings. Further, they enthusiastically supported continuing GSI, Department staffing, and financial aid investments.

When the question was posed to them "Are there any investments you would recommend we reduce or eliminate in order to reduce the increases in the PDST?" the answer was uniformly "no". In fact, two new priorities were identified through these conversations, which CEE is now pursuing during the current academic year:

1. Two MSCEE programs need expanded and improved space for students to meet and work. Student lounges for the other 5 programs have been successful at building student communities, but the space allocated to these two programs (Systems Engineering and Energy, Civil Infrastructure, Climate) is insufficient for their needs. The CEE Department has started to evaluate options for expanding and improving this space.

2. Although already underway, the conversations Chair Stacey had with the students emphasized the need to create a concise "Facts Sheet" describing the PDST and associated investments. This will be posted on the website and distributed to current and prospective students so that there is clarity and transparency about how PDST funds are being invested.

Student engagement during Summer and Fall 2020:
The summer of 2020 was one of tremendous energy across all of our campuses, with renewed focus on racial injustice and violence against Black Americans. In support of our students, the Civil and Environmental Engineering Department (Chair and Vice Chair for Equity and Inclusion) held a series of 4 Listening Sessions with students, from which many ideas emerged that became part of the draft CEE Anti-Racism Action Plan (discussed above). It was clear in these session that regular, broad engagement between the Department Chair and CEE students, including MSCEE students, was necessary, so we instituted a new tradition, the "State of the Department and Ask-Me-Anything".

State of the Department (SOTD) and Ask-Me-Anything (AMA): On September 7, 2020, CEE Chair Stacey held a meeting (over zoom) that had more than 50 CEE students attend, including undergraduate, MSCEE, and PhD students. Prior to the meeting, Chair Stacey released an anonymous form to the students to gather their input on what issues should be prioritized in the SOTD. In the meeting, Chair Stacey started with discussion of the priority issues indicated from the forms, then transitioned into an open question and answer session (AMA). The feedback from this event was overwhelming positive, and in a follow up form, students stated a preference to have similar meetings roughly twice per semester. The second such event will be held on October 28, 2020.

Speaking Tour for PDST Proposal: Finally, as the PDST proposal for the MSCEE was modified this fall, Chair Stacey hosted a townhall for MSCEE students, then visited existing student events for each of the 7 programs that make up the MSCEE. These events included social hours, seminars, or even core required courses for the program. During these events, Chair Stacey presents a short summary of the PDST proposal, and releases an anonymous form to the students for them to submit their feedback. This has been a very successful method to reach MSCEE students and gather their feedback. So far, these meetings have occurred on October 7, October 23, October 26, October 27, and the remaining events are scheduled on October 29 and two on November 2. The most common feedback from students has been that they appreciated the transparency of the presentation and were happy with how the PDST funds were being invested:

- *I think PDST is very important for the academic development of the whole department. Therefore, I support this CEE's PDST proposal.*
- *Informative -- I appreciate the transparency.*
- *The PDST sounds perfectly reasonable to me. I applied to several programs and Berkeley was by far the most affordable (especially since the program was guaranteed to be able to be completed in a year). I like having graduate class GSIs to hold discussions and extra OHs. I would prioritize instruction like you have. I personally don't know if two graduate advisers is a top priority (I haven't met with them at all and don't really understand why I would need to?). I also think explaining the PDST should be included in orientation and perhaps in greater detail on the department website.*
- *This was very informative and it's really reassuring to know where our tuition is going to. I really appreciate the transparency of our program's resources--where they come from, and how it's being allocated.*
- *I appreciate the balancing act that has been considered when constructing this program. Berkeley's tuition remains competitive relative to other university's, all while providing much needed resources to make the department as productive as possible.*
- *I really appreciated this presentation because there were always questions about how valuable the PDST fee is and what/where it is actually going to instead of just saying "another fee I gotta pay" that is unknown.*

One more specific comment related to highlighting the importance of the alumni network:
- *I think alumni network building and development of student spaces for CivE are very important goals; overall, I think the 5-year plan to largely keep PDST as-is is appropriate*

Incorporation of Feedback into Proposal:
Every aspect of the investments described for the PDST have been based on student input and consultation. Throughout the text above, the role of student input was highlighted. By way of summary, we list specific ideas that emerged from student discussions that are a part of the current PDST proposal:

- Continuing Alumni-Student Network Building Events
- Appointment of Staff Member to Support Student-Alumni Networking
- Appointment of Lecturers with (Potential for) Security of Employment
- Four-part Strategy to Address MSCEE Student Diversity
- Investments to creating an inclusive CEE Community (Affinity Groups; Improved Student Spaces)
- Maintain and work to expand Graduate Student Instructors for MSCEE courses
- Expansion of CEE Connections Network
- Expansion of CSU Outreach Program to include more institutions
- Student involvement in graduate admissions
- Tiered-mentoring program
- Graduate Student Housing Task Force

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

☒ Plan shared with   Luis Tenorio, Graduate Assembly President   on   November 2, 2020   .
<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   _____   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 and elaborate in Section IX.d.

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

Throughout the 3 years of the PDST program, the CEE Executive Committee (ExCom), which is a broad department-spanning department of CEE Faculty, has engaged in regular discussions of PDST levels and expenditures. Broad faculty discussion of the PDST fees and associated investments has been featured at a number of faculty meetings in the 2018-19 and 2019-20 academic years and during a faculty retreat in September 2019. In all instances, there was strong and uniform faculty support for the PDST program, the plan for investments, and the annual increases described in this proposal. The completed proposal was formally distributed to CEE ExCom; all substantive comments were integrated into this 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   <u>Lisa Garcia Bedolla, Vice Provost of Graduate Studies</u> on <u>11/2/2020</u> .
          _{Graduate Dean}

☒ Plan endorsed by   <u>Carol T. Christ, Chancellor</u> on <u>11/11/2020   </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 2021

<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. 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."

		New Proposed Fee Levels					Increases/Decreases							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25	
							%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$35,154	$35,154	$35,154	$35,154	$35,154	$35,154	0%	$0	0%	$0	0%	$0	0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$35,154	$35,154	$35,154	$35,154	$35,154	$35,154	0%	$0	0%	$0	0%	$0	0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468
Campus-based Fees**	$1,676	$1,726	$1,778	$1,831	$1,886	$1,943	3.0%	$51	3.0%	$52	3.0%	$53	3.0%	$55
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
Other (explain below)	$0	$0	$0	$0	$0	$0	N/A	$0	N/A	$0	N/A	$0	N/A	$0
Total Fees (CA resident)	$49,400	$49,450	$49,922	$50,419	$50,942	$51,479	0.1%	$51	1.0%	$472	1.0%	$497	1.0%	$523
Total Fees (Nonresident)	$61,645	$61,695	$62,167	$62,664	$63,187	$63,724	0.1%	$51	0.8%	$472	0.8%	$497	0.8%	$523

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.
** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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: As a joint campus program, half of the students are randomly assigned to pay their fees at each campus (UCB or UCSF).

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 program offered by the UC Berkeley Department of Bioengineering and the UCSF Department of Bioengineering and Therapeutic Sciences. The program fills a training need for students seeking to develop new health care technologies from concept to clinical use. The one-year program, formally established in 2013 (but piloted as a master of science starting in 2010), trains future leaders in health care innovation, with a mix of technical skills, insights into clinical workflows, and the business side of innovation. The program typically enrolls approximately thirty students each year, drawing those with backgrounds in engineering, life sciences, and clinical medicine as well as a mix of those directly from undergrad as well as with some level of work experience. Diversity and inclusion are of critical importance to the MTM program just as they are essential in healthcare innovation. In training future health innovators, our aspiration is that our graduates will help reduce the chronic demographic disparities in health care delivery. To meet our goals for Translational Medicine, we require a student population that asks appropriate questions of, empathizes with the challenges faced by, and develops technology for the broad diversity of patients and care models in our society.

Throughout the single year of the MTM, students take courses on both the UC Berkeley and UC San Francisco campuses in three major areas: technical topics, business and entrepreneurship, and clinical needs and strategies. These classes are a mix of general graduate classes (spread across a wide range of departments and schools) and those specifically created for this student population such as health care finance, project management, and ethical issues. In addition to didactic course work on both campuses, students work extensively on a real-world health innovation project with an outside sponsor (typically a faculty member or, occasionally, outside company). The MTM emphasizes professional development, including training in project management and extensive presentation practice alongside didactic 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. The program is a leader within the niche category of professional programs in health innovation.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

In our previous multi-year plan (2019), our primary objectives for new revenue were **a) to improve our student workspaces and b) to make better use of our alumni population to enhance student career prospects.** While both of these goals have been affected by COVID-19, we have adapted and made progress towards them.

With respect to our student workspaces, these have been closed due to COVID-19. Additionally, our primary space in Donner Laboratories was damaged due to a building flood in April of 2020. Much of the renovation was covered by insurance (though we used PDST funding to cover the deductible) resulting in an improved layout for out student use. When our campus workspaces open, they will be better suited to meeting our goals. In the absence of campus access this year, we have also used PDST funding to ship some project materials to students' homes, adapting the workspace model to maintain an element of the educational experience they would have had in campus workspaces.

In terms of building student networks and alumni engagement, we are taking advantage of this year to experiment with a variety of remote initiatives. These include "affinity groups" with alumni providing career mentorship to a small group of students, and a variety of alumni career panels. These are achieving much higher levels of participation than previous similar efforts. We recognize that we are missing the casual relationship building that comes from sharing time and food together and look forward to resuming these activities when safe. We have used PDST revenue to license novel software platforms for remote engagement.

In 2019, we submitted a 5-year plan, which was modified by the Regents to a 2-year plan looking for changes in our **outreach to underrepresented minorities and California residents**. We have taken substantial steps on these fronts, for instance, through in-person recruiting trips and post-COVID webinars to a number of HSI's within the CSU and UC system, including CSULB, CSULA, SFSU, UCR, and UCI. We directed our online advertising vendor to direct a substantial portion of our budget to raise awareness among graduates of HBCUs.

We take very seriously the concerns about the **affordability** of the MTM program. During the second year of our expiring plan (2020-21), we implemented a smaller increase in PDST levels than originally approved (2% vs the 3% approved) to help further accessibility to the program by as many students as possible.

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 do not propose to raise any new PDST revenue over the duration of this 5-year plan. We have ongoing concerns about program affordability that would be exacerbated by increased PDST. Additionally, a large number of students deferred their admission last year due to COVID-19; the ability of these students to attend the program would be negatively affected if it were more expensive than in the year they were admitted. At the same time, holding per-student revenue constant while costs outside our control continue to increase will constrain our ability to launch new initiatives and will begin to erode quality of the student experience. Without PDST funding, the program will cease to exist.

Throughout the two years of this plan, our goal is to return to our historical quality of service while continuing with activities that have worked especially well in remote formats. This will include resuming student and alumni events, travel to marketing events, and resuming payments to department staff for communications and administrative activities that are being covered out of other funding sources in this crisis year.

As discussed further in section V, we will continue to address our student diversity goals through more focused outreach to target schools and organizations. These efforts include participating in talks and panels with student groups and attending conferences focused on diverse student populations. In the absence of additional PDST revenue, we will leverage and promote campus level programs; for instance, Berkeley has provided application fee waivers to members of particular academic societies. As discussed in section VI, we will continue to use 33% of our PDST for financial aid, which will be used to create the best learning community for all students (such as providing some aid to those with clinical expertise, substantial relevant work experience, or exceptional academic merit) and to offset the cost of the program for those whose financial situation would otherwise prevent them from attending.

Our plan shows increasing PDST revenue in the first year of the plan; this growth is not due to an increase in PDST levels but reflects the expected recovery in our student population when we return to in-person activities. While we were on track to have our largest cohort ever in 2020 (37 students), COVID-19 reduced these numbers through unprecedented number of deferrals (15 students).

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0	$0	$0
Benefits/UCRP Cost*	$78,489	$12,049	$0	$0	$0	$0	$90,538
Providing Student Services	$173,651	$559	$161	$0	$0	$0	$174,371
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	$304,668	$117,180	$0	$0	$0	$0	$421,848
Other Non-salary Cost Increases	$6,000	$13,280	($1,080)	$0	$0	$0	$18,200
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other - Student and alumni Support	$41,755	$46,465	($2,593)	$0	$0	$0	$85,627
Other - Admin Staff	$0	$40,500	$0	$0	$0	$0	$40,500
Other - Marketing	$24,308	$35,692	$0	$0	$0	$0	$60,000
Other - Course Delivery	$285,133	$85,815	$3,512	$0	$0	$0	$374,460
Total use/projected use of revenue	$914,004	$351,540	$0	$0	$0	$0	$1,265,544

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

Additional Comments:

Other – Student and Alumni Support: As a joint program, half of the students are randomly assigned to pay their fees at each campus (UCB or UCSF) and, accordingly, PDST revenue is used to cover the variance in campus fees to ensure that students all pay the same fees regardless of assigned home campus. Also includes alumni networking events which are growing each year (though scaled back in 2020-21 due to COVID-19).

Other – Admin staff: MTM pays constituent department to provide fractional staff time for budget management and communications support.

Other – Marketing: Maintaining program enrollment and reaching new student populations requires ongoing internet advertising and conference outreach.

Other – Course Delivery MTM courses are offered by the constituent departments who receive PDST funds from MTM based on a per-student-per-unit formula. The MTM program does not directly pay 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.

As noted, this proposal does not request any increase in PDST over the next five years. We plan to collaborate more extensively with other graduate programs in the Berkeley College of Engineering to enhance our marketing efforts at lower cost.

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

As noted, this proposal does not request any increase in PDST over the next five years.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	15	12	13	13	14	14
Domestic Nonresident	4	9	11	11	10	10
International	7	15	12	12	12	12
Total	26	36	36	36	36	36

Additional comments:
The steady-state enrollment of the MTM program is approximately 36 students, though we do not always enroll this large a class due to accepted students having competing offers from other schools or industry jobs. Both 2020-21 enrollment levels and

projected 2021-22 enrollment levels are anomalous due to COVID-19. In 2020-21, we anticipated 36 enrolling, but we had an unprecedented 15 requests for deferrals (especially among international students unable to come to the US). When it became more clear what our COVID-era instruction would look like, we re-opened admissions for a brief period and enrolled several additional students. This group drew heavily from those already living in the Bay Area. Thus, the 2020-21 cohort has an unusually low number of international and elevated number of CA residents. In 2021-22, we anticipate a swing in the other way, as the deferrals are disproportionately foreign (9 of 15), though it's not known how many will actually attend. In subsequent years we anticipate a return to approximately 30-40% Resident and 20-30% International.

It is important to note that our international students are a particular source of strength for the MTM program. An important element of the learning community we build in translational medicine is including students with clinical backgrounds (MDs, RNs, medical students) to work alongside the engineers and life scientists who make up the bulk of the cohorts. Having such experience in their classmates provides the other students a much more accessible perspective on clinical practice than that available from the incredible – but incredibly busy – UCSF faculty. Indeed, after many lectures on clinical matters, it is common to see students clustered around their doctor-classmates, peppering them with questions about the terms they'd just heard or how a procedure works in practice. These clinical students are disproportionately foreign nationals. Over the previous three cohorts, international students made up 32% of our students, but 78% of our clinical students. This is almost certainly a function of the different education funding models outside of the US, especially Canada and Taiwan, the source of most of our foreign MDs. These students enter medical residency with minimal student debt and are thus better prepared for the expense of additional training. Anecdotally, we have had numerous conversations with prospective students from US residency programs about joining the MTM; the issue of student loans often weighs heavily on their decision not to apply. Continuing to maintain a welcoming environment for foreign students and attracting their clinical expertise is essential to the educational success of *all* students in Translational Medicine.

Most graduates of the MTM remain in California after graduation. Indeed, the opportunity to build a network within the health innovation community in the San Francisco Bay Area is a leading draw of the program for both international and domestic nonresident students.

We do anticipate an increase in CA resident enrollment over the next five years. We have increased our in-person outreach to UC and CSU schools and will continue to do so when such travel becomes possible; this appears to be increasing our application pipeline from these schools.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☒ 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 Complete Degree by Cohort Start Year															
	Projections						**Increases/Decreases**								
Total *Resident* Charges to Complete Degree by Cohort Starting in:	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2021-22**		**2022-23**		**2023-24**		**2024-25**		**2025-26**
							%	$	%	$	%	$	%	$	%	$
University of Minnesota	$ 47,040	$ 48,451	$ 49,905	$ 51,402	$ 52,944	$ 54,532	3.0%	1,411	3.0%	1,454	3.0%	1,497	3.0%	1,542	3.0%	1,588
Georgia Tech	$ 41,634	$ 42,883	$ 44,169	$ 45,494	$ 46,859	$ 48,265	3.0%	1,249	3.0%	1,286	3.0%	1,325	3.0%	1,365	3.0%	1,406
University of Michigan	$ 56,292	$ 57,981	$ 59,720	$ 61,512	$ 63,357	$ 65,258	3.0%	1,689	3.0%	1,739	3.0%	1,792	3.0%	1,845	3.0%	1,901
Duke University	$ 85,896	$ 88,473	$ 91,127	$ 93,861	$ 96,677	$ 99,577	3.0%	2,577	3.0%	2,654	3.0%	2,734	3.0%	2,816	3.0%	2,900
Johns Hopkins	$ 68,602	$ 70,660	$ 72,780	$ 74,963	$ 77,212	$ 79,528	3.0%	2,058	3.0%	2,120	3.0%	2,183	3.0%	2,249	3.0%	2,316
University of Pennsylvania	$ 62,988	$ 64,878	$ 66,824	$ 68,829	$ 70,894	$ 73,021	3.0%	1,890	3.0%	1,946	3.0%	2,005	3.0%	2,065	3.0%	2,127
Average public comparison	$ 48,322	$ 49,772	$ 51,265	$ 52,803	$ 54,387	$ 56,018	3.0%	1,450	3.0%	1,493	3.0%	1,538	3.0%	1,584	3.0%	1,632
Average private comparison	$ 72,495	$ 74,670	$ 76,910	$ 79,218	$ 81,594	$ 84,042	3.0%	2,175	3.0%	2,240	3.0%	2,307	3.0%	2,377	3.0%	2,448
Average public and private comparison	$ 60,409	$ 62,221	$ 64,088	$ 66,010	$ 67,991	$ 70,030	3.0%	1,812	3.0%	1,867	3.0%	1,923	3.0%	1,980	3.0%	2,040
Your program	$ 49,400	$ 49,450	$ 49,922	$ 50,419	$ 50,942	$ 51,479	0.1%	50	1.0%	472	1.0%	497	1.0%	523	1.0%	537

	Projections						**Increases/Decreases**								
Total *Nonresident* Charges to Complete Degree by Cohort Starting in:	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2021-22**		**2022-23**		**2023-24**		**2024-25**		**2025-26**
							%	$	%	$	%	$	%	$	%	$
University of Minnesota	$ 47,040	$ 48,451	$ 49,905	$ 51,402	$ 52,944	$ 54,532	3.0%	1,411	3.0%	1,454	3.0%	1,497	3.0%	1,542	3.0%	1,588
Georgia Tech	$ 64,248	$ 66,175	$ 68,160	$ 70,205	$ 72,311	$ 74,480	3.0%	1,927	3.0%	1,985	3.0%	2,045	3.0%	2,106	3.0%	2,169
University of Michigan	$105,052	$108,204	$111,450	$114,794	$118,238	$121,785	3.0%	3,152	3.0%	3,246	3.0%	3,344	3.0%	3,444	3.0%	3,547
Duke University	$ 85,896	$ 88,473	$ 91,127	$ 93,861	$ 96,677	$ 99,577	3.0%	2,577	3.0%	2,654	3.0%	2,734	3.0%	2,816	3.0%	2,900
Johns Hopkins	$ 68,602	$ 70,660	$ 72,780	$ 74,963	$ 77,212	$ 79,528	3.0%	2,058	3.0%	2,120	3.0%	2,183	3.0%	2,249	3.0%	2,316
University of Pennsylvania	$ 62,988	$ 64,878	$ 66,824	$ 68,829	$ 70,894	$ 73,021	3.0%	1,890	3.0%	1,946	3.0%	2,005	3.0%	2,065	3.0%	2,127
Average public comparison	$ 72,113	$ 74,277	$ 76,505	$ 78,800	$ 81,164	$ 83,599	3.0%	2,163	3.0%	2,228	3.0%	2,295	3.0%	2,364	3.0%	2,435
Average private comparison	$ 72,495	$ 74,670	$ 76,910	$ 79,218	$ 81,594	$ 84,042	3.0%	2,175	3.0%	2,240	3.0%	2,307	3.0%	2,377	3.0%	2,448
Average public and private comparison	$ 72,304	$ 74,474	$ 76,708	$ 79,009	$ 81,379	$ 83,821	3.0%	2,169	3.0%	2,234	3.0%	2,301	3.0%	2,370	3.0%	2,441
Your program	$ 61,645	$ 61,695	$ 62,167	$ 62,664	$ 63,187	$ 63,724	0.1%	50	0.8%	472	0.8%	497	0.8%	523	0.8%	537

Source(s):
University of Pennsylvania (2-year part-time): https://www.itmat.upenn.edu/itmat/education-and-training/mstr-tuition.html
Georgia Tech (Fall, Spring, Summer): http://mbid.bme.gatech.edu/program   http://sb.bioid.gatech.edu/sites/default/files/TuitionRates.pdf
University of Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=40&college_school=22&full_half_term=35&level_of_study=38
Duke University (Fall, Spring, Fall): https://meng.pratt.duke.edu/apply/tuition-financial-aid
John Hopkins University (Fall, Spring): https://studentaffairs.jhu.edu/student-accounts/tuition-fees/
University of Minnesota (Summer, Fall, Spring, Summer): https://tli.umn.edu/mdi-curriculum

Additional Comments: Each of the programs, including the MTM, has an established curriculum with a defined time to complete degree. For instance, the GA Tech program is 12 months (2 semesters, plus summer) while the University of Michigan program is described as taking 1.5 - 2 years to complete. These programs are functionally very similar to the MTM, but have made reasonable pedagogical decisions to require the students spend slightly more time completing their courses and projects.

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

The cost of the MTM program is comparable to competitors' programs, both public and private; the total charges to degree completion for the MTM program are expected to be lower than those in our comparison institutions. This is true both for in-state and out-of-state students. In discussion with current students in our program, the MTM is considered a better value than some others they considered because it is a one-year program. This accelerated degree puts our graduates on the job market faster than competitors that add an extra summer term or second year to their program.

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. We differ from them slightly in emphasis. GA Tech focuses on entrepreneurship and JHU focuses on clinical and global health immersion; both have a curricular emphasis on early-stage needs finding, while we focus more on later stage skills such as regulatory approval and clinical trials. Rather than create their own projects from scratch, MTM students work on new innovations from UCSF & Berkeley faculty members or from startup companies. In each year, we have applicants accepted to one or both of these competitor programs as well as the MTM. Students are generally 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 table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	3%	3%	10%	8%	N/A	N/A
Hispanic/Latino(a)	0%	0%	3%	4%	N/A	N/A
American Indian	0%	3%	0%	4%	N/A	N/A
Subtotal Underrepresented	*3%*	*6%*	*13%*	*15%*	N/A	N/A
Asian/Pacific Islander	41%	26%	33%	54%	N/A	N/A
White	25%	23%	20%	4%	N/A	N/A
Domestic Unknown	3%	11%	0%	0%	N/A	N/A
International	28%	34%	33%	27%	N/A	N/A
Total	100%	100%	100%	100%	N/A	N/A
Socioeconomic						
% Pell recipients	13%	21%	15%	N/A	N/A	N/A
Gender						
% Male	50%	40%	42%	38%	N/A	N/A
% Female	50%	60%	57%	62%	N/A	N/A
% Non-Binary	0%	0%	0%	0%	N/A	N/A
% Unknown	0%	0%	0%	0%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Within the field health innovation, the diversity of practitioners is tightly linked to successful outcomes. 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 health innovators appreciate the needs of a diverse society. Enhancing the diversity of our student population with respect to underrepresented groups is thus a priority for the MTM, which will benefit from increased targeted recruitment efforts on our part.

Given the specialized nature of our program, our student recruitment at all levels relies on building awareness of the existence of this unique educational opportunity among prospective students. This provides avenues to tweak our channels which we have been refining over the past several years. For instance, this year we have dramatically increased the proportion (to 15% of our ad spend) of our online advertising directed towards graduates of HBCUs. We have also participated in recruiting events with large numbers of students from underrepresented communities including the Annual Biomedical Research Conference for Minority Students (ABRCMS).

As noted previously we have conducted a number of direct outreach events to California schools designated Hispanic Serving Institutions, including CSULB, CSULA, SFSU, UCR, and UCI. We intend to increase and expand these efforts in the coming years, and have implemented a new data gathering system to connect the effectiveness of outreach efforts to actual program applicants. Given that we are seeing changes in the cohort makeup through these efforts, we intend to increase our targeting and outreach using the expanded relationships with various schools that we have developed.

It is difficult to assess any trends over the past three years given the impact of COVID. Certainly, our proportion of students from underrepresented groups has increased dramatically (from 3% in 2017 to 15% in 2020), and this is the hoped-for outcome of our marketing and outreach strategies, including increased efforts to connect with CSU schools, and better targeting of online advertising. We are continuing to expand these efforts as best we can under current restrictions. Nevertheless, it's important to note that the current cohort demographics are skewed by COVID, so we only have a single "normal" year under the current plan. It's also

worth pointing out that the small size of the program means that a "trend" may only be a single individual. With these caveats, we recognize that we have many opportunities to improve the makeup of our cohorts to better reflect the communities in which health innovations will be used.

It is extremely difficult to find demographic data from our comparison programs. Like the MTM, these programs are small and do not break out any data on makeup of their student populations. With respect to ethnic diversity, our College 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 underrepresented minority participation, including Berkeley.

The MTM manages recruitment through UC Berkeley and seeks to leverage a number of efforts across the College of Engineering. The small size of the MTM means that we have few resources and no dedicated staff devoted solely to recruitment and outreach (program staff include an Executive Director at 0.83 FTE and a program coordinator at 0.75 FTE responsible for all administrative aspects of the program including recruitment). The College of Engineering is taking a comprehensive approach to growing our enrollment of underrepresented groups across all its Engineering degree programs, and recognizes the intersectionality of underrepresented minority students, low socioeconomic status students, and women in engineering fields. As such, our outreach often targets multiple groups at the same time; we thus list all of our outreach efforts in this section, though many apply to URM, low socioeconomic status, and women in engineering. The MTM program is working to establish a constructive partnership with the Fung Institute for Engineering Leadership, which has a much more extensive marketing staff.

One advantage of the small size of the MTM program is that we are able to connect with applicants and admitted students 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.

In terms of potential funding resources, 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 out of our RTA. We are exploring finding funding for recipients of the fellowships from the National GEM Consortium. This nationwide network seeks to enable qualified students from underrepresented communities to pursue graduate education. Though Berkeley is a member of the network, and though the consortium awards "fellowships" to students, these are unfunded. The MTM program will use RTA to provide an elevated level of funding to GEM fellowship recipients admitted to the MTM.

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

Over the past three years, there has been no discernable trend in Pell recipients varying roughly around 17% of the class. This is comparable to students in Berkeley's full-time MBA program, which enrolls a similar ratio of resident, nonresident, and international students. For students from low socioeconomic backgrounds, the opportunity costs of pursuing professional programs are often a larger challenge than the direct cost. 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 cover a substantial portion of the PDST costs for students from low socioeconomic backgrounds -- approximately half RTA used to offset the high cost of the program for students with the greatest financial need. Improving access is a primary motivator behind this request to hold PDST fees steady in the coming years.

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

We have had great success in creating gender-balanced cohorts in the MTM. Since its inception in 2013 the average cohort has been 50% female. 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 and our level of female enrollment reflects this.

Gender parity data are not available for any comparable programs; but over the past few years, masters student populations in Berkeley COE as a whole have had approximately 1/3 female students.

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

We aspire to have our composition of URG students increase modestly, continuing the 2017-2020 trend, as our long-term brand promotion strategies increase awareness among prospective students. Additionally, the gradual growth of our alumni community

provides more opportunities for prospective students from underrepresented groups to see themselves in the MTM. The trend in Pell grant recipients is much more difficult to predict; unless applicants chose to identify themselves, we have little ability to target students from low socioeconomic backgrounds. We anticipate that the future years will see consistent gender parity, subject to year-to-year fluctuations.

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.

UC Berkeley MTM Faculty Data

UCB All Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	10.0%	10.0%	9.0%
	International	0.0%	0.0%	0.0%
White	Domestic	67.0%	67.0%	65.0%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	17.0%	17.0%	20.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		15.0%	15.0%	18.0%
Male		85.0%	85.0%	82.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	3.0%	3.0%	3.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	10.0%	10.0%	10.0%
	International	0.0%	0.0%	0.0%
White	Domestic	70.0%	70.0%	70.0%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	14.0%	14.0%	14.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		17.0%	17.0%	17.0%
Male		83.0%	83.0%	83.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

UCSF BTS Faculty Data

UCSF BTS All Faculty (School or Department)		2017-18	2018-19	2019-20	Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		2017-18	2018-19	2019-20	*Ethnicity*		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%	Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	9.5%	9.5%	9.0%	Hispanic/ Latino(a)	Domestic	9.5%	9.5%	9.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%	American Indian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%			0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%	Native Hawaiian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%			0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	23.8%	23.8%	22.0%	Asian/ Pacific Islander	Domestic	23.8%	23.8%	22.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
White	Domestic	57.1%	57.1%	59.0%	White	Domestic	57.1%	57.1%	59.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Two or More Races	Domestic	9.5%	9.5%	9.0%	Two or More Races	Domestic	9.5%	9.5%	9.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%	Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Percentage by Gender		2017-18	2018-19	2019-20	*Percentage by Gender*		2017-18	2018-19	2019-20
	Female	42.0%	42.0%	40.0%		Female	42.0%	42.0%	40.0%
	Male	58.0%	58.0%	60.0%		Male	58.0%	58.0%	60.0%
	Non-Binary/Unknown	0.0%	0.0%	0.0%		Non-Binary/Unknown	0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

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.

The 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, they have instituted elements throughout faculty searches to improve DEI outcomes. This proposal and strong commitment to DEI activities has resulted in the College being a part of the

inaugural class of engineering colleges to be recognized by the American Society for Engineering Education's Diversity Recognition Program. College contributions have been recognized as "exemplar" with a bronze medal, currently the highest level of recognition. The College has a longstanding commitment to advancing equity and inclusion (E&I) and currently has a wide array of programs and policies to increase access, support the success of all students, and help faculty thrive. While celebrating these accomplishments, the College has recognized that more can be done. Thus, the College has developed a 2020 College of Engineering Equity and Inclusions Strategic Plan (https://engineering.berkeley.edu/wp-content/uploads/2020/12/EIStrategicPlan2020.pdf). Through the strategic plan, the College aims to accelerate the pace at which they innovate, implement, and learn from E&I efforts. This strategic plan connects vision to concrete, implementable strategies, with milestones and metrics to measure results.

The Bioengineering department at Berkeley has taken a number of steps to increase diversity, equity, and inclusion in all areas of the department. In regard to faculty recruitment and retention, the Department follows UCOP and Berkeley campus guidance which includes:

- Developing a Faculty Recruitment Search plan prior to beginning the search process which includes selecting a search committee who is dedicated to broad, inclusive, and equitable search, selecting a member of the Faculty who has completed additional training in diversity, equity, inclusion, and belonging to serve as the Search Equity Advisor.
- All position advertisements include a statement regarding department, and campus support of diversity, equity, inclusion, and belonging. Position advertisements are written broadly to appeal to wide and diverse applicant pool. Advertisements are placed in broad and inclusive locations with the goal of attracting the most diverse applicant pool.
- The Department requires applicants to submit statements describing contribution to diversity, equity, inclusion and belonging. Search committee members are instructed and trained on how to review and evaluate such statements.
- Training on implicit and institutional biases: search committees, department leadership, and staff are required to complete training on implicit and institutional biases and advanced training in diversity, equity, inclusion, and belonging.

In addition, the Department has supported several new diversity, equity, inclusion, and belonging initiatives within the department. While many of these initiatives do not have a direct effect on the students enrolled in the Masters of Translational Medicine Program, they may have an upstream and/or downstream effect on the recruitment and retention of a diverse faculty. The Department has engaged a group of faculty to identify best practices for the department in regard to Diversity, Equity, Inclusion and Belonging. The Bioengineering Community Working Group has entered a needs finding stage which we expect to include meetings with many different constituencies of the department including student groups from undergraduates, master's students, PhD students, faculty, and staff. At the end of the spring 2021 semester, we expect to have identified best practices, a report of the department needs, and likely solutions. Assistant Professor Aaron Streets, with full support from the Department and College, partnered with faculty from UCSF and Stanford to design and implement the Next Generation Faculty Symposium held virtually in

fall 2020. The Symposium is a solution to the faculty recruitment and pipeline issues we have seen in the STEM fields. It is a hope to reform recruitment with targeted efforts prior to the announcement of faculty searches, thereby increasing the diversity and quality of applicant pools. Research seminars highlight the work of a cohort of diverse late-stage graduate students and postdoctoral fellows offering them opportunities to connect with a scientific advisory board made up of faculty from related departments at UC Berkeley, Stanford, and UCSF. In this way, the Symposium is structured to provide meaningful mentoring for junior scientists that will directly impact their career trajectory while simultaneously providing search committees with early access to a highly coveted candidate pool. The Department has a deep belief in DEI, the measures we've outlined above dovetail with efforts at the undergraduate level to sponsor underrepresented students with research experience, an overhaul to our graduate student practices to support inclusive admissions practices and belonging within the program. These practices help build a rich and inclusive community to attract and retain a diverse 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?

As a professional program, our goal is that the cost of the program remains a good value relative to the financial benefits it provides to graduates. We see financial aid as a tool to recruit a diverse array of highly qualified and academically talented students to the MTM in order to build a learning community that trains leaders in health innovation for many different health situations. It is important that we make sure our cohort includes students from underrepresented groups, from low income communities, and from different health care traditions.

Our financial aid strategy is a mixture of using aid to create the best learning community for all students (such as providing some aid to those with clinical expertise, substantial relevant work experience, or exceptional academic merit) and to offset the cost of the program for those whose financial situation would otherwise prevent them from attending. In accordance with Regent policy, we use one third of our PDST revenue for direct financial support to students. Analysis of financial eligibility is performed by the UCSF financial aid office and includes considering parents' financial information for those younger than 30, consistent with other policies at UCSF. As noted, we use aid to award a Graduate Opportunity Fellowship (GOP, partly funded by the Berkeley Graduate Division) for a student from an underrepresented group with financial need. We will also devote funds to any recipients of the GEM Consortium fellowship. We seek to use financial aid as one of the tools to increase enrollment of students from low income, first generation, and underrepresented groups to the extent permitted by state law.

We look at the percentage of students who receive need based awards, since this is a metric we can access as we distribute aid during the admissions process.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	N/A	N/A	N/A	N/A	N/A	35%
Cumulative Debt among Students with Debt	N/A	N/A	N/A	N/A	N/A	$38,603

Additional Comments: Due to limitations of the debt data and under guidance from UCOP, debt data were provided for the 2018-19 cohort only.

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 (in addition to the data challenges noted above), it is difficult to discern a trend in indebtedness of our students. This is likely to continue as we project our enrollment to remain below 40 students. Nevertheless, the fact that we propose to hold our PDST constant for the duration of this plan should help keep debt levels from increasing.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	35%	$38,603	$85,000	6%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:
UC: Corporate data, MTM Alumni Survey
Comparison institutions: Not available

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

Graduates of the MTM program are successful at finding well-paying jobs shortly after graduation. In a comprehensive survey of our alumni in 2017-2019, the average salary earned at graduation was approximately $85,000, rising to $100,000 three years after

graduation 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. We have anecdotal evidence that COVID-19 has made the job search more complicated for recent graduates, but that they have ultimately been successful in finding employment similar to previous years. Given these factors, the debt levels our students incur appear 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.

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 or 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. We do not have any dedicated programs to assist graduates in public interest careers.

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

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

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 300; as it grows, we plan to devote more attention to understanding our alumni career trajectories. We have an ongoing career survey effort to understand our alumni outcomes. However, certain aspects of our alumni outcomes make these data difficult to summarize for students. For instance, ~15-25% of graduates continue with additional education (primarily medical school) and so earn $0 after graduation. Meanwhile, another 10-15% return to clinical practice, earning $150-300K. Given the small size of our applicant pool, we are able to hold numerous outreach events where we can explain these outcome issues 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.).

COVID-19 has imposed many short term changes on the program, many of which have been summarized elsewhere in this document.

- Admissions: As noted, COVID-19 and shifts to remote instruction were a challenge for recruiting our 2020-21 cohort. Our admissions process was winding down as the severity of the pandemic took shape. We had a large number of students request deferral or withdraw from the program. This was especially the case for international students unsure whether they would even be able to enter the country. In response, we re-opened admissions for a two-week period and recruited a number of students (primarily CA residents) who decided to use this unsettled time to go back to school.
- The transition to remote capstone projects provided opportunities to engage with geographically distributed sponsors. This resulted in the largest-ever number of project submissions and allowed students a wider choice of projects to meet their educational goals. Because students were not able to access our workspaces, we have ordered some equipment and supplies to be sent to their homes. Other aspects of the teaching have been left to individual course instructors. There are certainly comments from students about "zoom fatigue" but we have had a high level of engagement (and unprecedentedly high course attendance). For students struggling with access to technology, we have connected them with campus resources providing laptops and have purchased students licenses for specific software programs that would have been available in campus labs.

- We have not been able to hold several in-person events, especially career networking. We have experimented with virtual alumni events, though this was not as effective as sharing food and casual conversation. At the same time, we have been very effective at engaging alumni in specific career activities, taking advantage of the simplified scheduling and lack of travel. For instance, we created alumni affinity groups and held career panels that have high levels of engagement.
- To expand our services, we have created two paid student positions to coordinate student activities and alumni engagement.
- One major aspect that our students are missing this year is the ability to connect with clinicians in person, especially on projects where they might have engaged with patients on trials. This is an aspect of the program that simply cannot be replicated virtually. At the same time, interviews with clinicians to discuss new technology have been much easier to schedule. In terms of marginalized students, we have made every effort to connect our cohort with the resources on both campuses around food security, counselling resources, and access to technology. As noted, we have purchased software licenses for individual students where requested to maintain their educational experience.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

Given that we do not propose any changes to our current PDST structure, we did not feel it respectful of the students' time to convene them for yet another hour on Zoom to discuss maintaining the status quo. We have an active student discussion group on Slack to which we posed a request for information on October 8, 2020. We included the policy requirement for substantial student consultation, noted that we proposed to hold tuition constant for the next two years, and posed the following question:

I'm happy to share my views on the MTM multi-year plan:
- "I agree with and support the program's proposal to hold fees constant for the next 2 years"
- "I have concerns that the program's proposal will not generate enough revenue without a tuition increase"
- "I think the fees should be reduced"

Twenty-two of the twenty-six students (85%) responded, and all indicated support for our proposal. We included a question noting that we valued any comments they would like to make on budget issues but received no feedback. We offered to hold a town hall meeting to discuss the program finances, but no students were interested in attending. As a one-year program, we historically have

difficulty getting student engagement; any change or lack thereof to student fees will not impact these students.

We note that this consultation was for a two-year plan while this is now a five-year plan. However, since the financial implications for students have not changed (i.e., there is no requested increase over the five years), we did not return to the students to ask them to consult again.

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

☒ Plan shared with   Luis Tenorio, Graduate Assembly President   on   November 2, 2020   .
            Campus graduate student organization (i.e., your campus' GSA president)

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

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

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

Consultation with faculty

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

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

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

The plan was shared in a regular meeting of UC Berkeley Bioengineering faculty on October 12, 2020. There was a unanimous vote agreeing that maintaining our current PDST was in line with department goals. The meeting was attended by 19 members of the Department Faculty and 3 Faculty Affiliates.

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   Lisa Garcia Bedolla, Vice Provost of Graduate Studies   on 11/2/2020 .
                                    Graduate Dean

☒ Plan endorsed by Carol T. Christ, Chancellor on 11/11/2020   .
                                    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 2021

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. 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$30,870	$32,414	$34,044	$35,746	$37,532	$39,410	5.0%	$1,544	5.0%	$1,630	5.0%	$1,702	5.0%	$1,786	5.0%	$1,878
Prof. Degr. Suppl. Tuition	$30,870	$32,414	$34,044	$35,746	$37,532	$39,410	5.0%	$1,544	5.0%	$1,630	5.0%	$1,702	5.0%	$1,786	5.0%	$1,878
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468	3.5%	$480
Campus-based Fees**	$1,676	$1,726	$1,778	$1,831	$1,886	$1,943	3.0%	$50	3.0%	$52	3.0%	$53	3.0%	$55	3.0%	$57
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)	$45,116	$46,710	$48,812	$51,011	$53,320	$55,735	3.5%	$1,594	4.5%	$2,102	4.5%	$2,199	4.5%	$2,309	4.5%	$2,415
Total Fees (Nonresident)	$57,361	$58,955	$61,057	$63,256	$65,565	$67,980	2.8%	$1,594	3.6%	$2,102	3.6%	$2,199	3.7%	$2,309	3.7%	$2,415

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments: Our plan is to actively recruit California Residents and students from underrepresented groups (URGs) at selected UC and CSU campuses that have chemical engineering programs. We will focus financial and other resources to build and increase numbers of students from these groups over the next 3 years.

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. Our program's instructional model 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 inform our approach to designing a stand-alone, terminal non-thesis Master's Professional Degree Program. In nine months, PDP graduates 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 future careers, the PDP does not require a research thesis; however, students find the extensive coursework and team-based field-study assignment with local companies challenging. Upon successfully completing the program's graduation requirements, students will be awarded a Master of Science degree with a concentration in product development.

The program is composed of three basic elements, 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 before they enter the program. The six industry tracks below 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 to conduct a structured diagnostic assessment of some aspects of new product development activity of interest to a participating company. Students are 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 the Chemical and Biomolecular and Engineering Department (CBE) and can include units from department seminars and field-study projects.

Graduates of the PDP have launched careers in a variety of industries important to the economy of California: biotechnology, advanced materials, consumer products, energy, consulting, and new venture formation. Typically, they fill professional roles that allow them to apply the product development, technology commercialization and project management skills they have acquired in the PDP. Our graduates have assumed professional roles in numerous industries as project managers, technology development associates, regulatory affairs specialists and systems engineers.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

In our last multi-year plan, UC Regents approved only two years of our 5-year PDST proposal with the feedback that we needed to substantially improve our efforts in recruiting URMs and California Residents for our student classes. Over the past two years we have set achievable program goals that also attempts to address this concern in the period of AY 2019-2020 to 2020-2021. To date our modest PDST fees have been used to:

1. **Establish and operate the program using a cost-effective approach to pulling together the essential elements for "threshold" program delivery.**

2. **Develop and annually update an effective "map" of the vast array of elective course choices available to our students on the Berkeley campus**.

3. **Improve program affordability and access by establishing an administratively straightforward approach while meeting the expectations of 33% of PDST fees for financial aid to students.**

4. **Develop supplemental tools and approaches to student career development not sufficiently covered by existing campus resources**.

5. **Build market awareness with URMs, CA Residents and industry of the value of our degree by delivering presentations about the program via webinars, advertising and virtual visits with specific companies who have hired, or might hire, our graduates.**

All of the goals and initiatives listed above were substantially dependent on the actions of PDP faculty, staff, and subcontractors. Fully-loaded staff cost (1.19 - 1.46 times raw costs) accounted for more than 60% of our total budget expenditures under the current model. As a result, the majority of our program's expenditures to advance the goals above were captured primarily by faculty and staff salary and benefits. Below is a breakdown of the total PDP fees (including student financial aid) that were received by the program over the 2-year period from AY 2019-20 and 2020-21 ($1,459,710).

The extent to which the PDP program has achieved each of the goals listed above:

1. **Establish and operate the program using a cost-effective 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, a part-time (40%) lecturer (each with a renewable academic year-long appointment) and a full-time administrative assistant. The part-time lecturer and the full-time administrative assistant were added since our last multi-year plan. We have utilized specialized outside contractors to assist the program in areas including: career services, graphic arts and communication skills training for our students. Over the past two years, the program incorporated a disciplined and cost-efficient approach to 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. Faculty and staff performing these important tasks allowed us to continue a low cost approach – to date, we have not hired specialists to undertake these necessary tasks.

   Included in this category are expenditures for the extensive renovations required for our current program location, at Latimer Hall.

   PDST revenue from last 2-years used: $778,409
   Metric(s): PDP's cost to complete the degree are comparable to those at similar Master's degree programs at benchmark 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**. Given the 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 15 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. 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.

PDST revenue from last 2-years used: $80,000
Metric(s): 2019 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.** During most of the last multi-year period, the program offered each student the opportunity for a 33% PDST stipend for each successfully completed semester. To date, every student has successfully completed the program; however, if a student does not complete a semester, the return-to-aid would be reallocated to the remaining members of the cohort. While this is not optimal, our limited staff resources required that we take this approach. We have revised our approach to student financial management to give greater flexibility in meeting the actual financial needs of low income students and provide the program with the means to increase affordability and inclusiveness for greater diversity of our student population. For instance, we now set aside a percent of our Return-to-Aid funds specifically to support tuition and fees for low-income students.

   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 serve as GSIs or Readers for undergraduate classes on the Berkeley campus.

   PDST revenue from last 2-years used: $496,301
   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**. In addition to services offered by UCB Career Center, our program offers services targeted at specific challenges in the job search process for our students. First, we help all our students identify and articulate to potential employers 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). Second, 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 (currently about 60% of the PDP class). While we encourage the use of available services in the Campus Career Center, the program used PDST revenue for staff salary and benefits 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 2-years used: $60,000
Metric(s):
90% of PDP students have accepted a career opportunity within 6 months of graduation, this is very high relative to the 60% rate of success seen in traditional Master's degree programs.
2019 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 completion along with industry representatives.

   PDST revenue from last 2-years used: $45,000
   Metric(s):
   Over 30 PDP Student Field Projects have been completed with industry during the two-year period
   Speakers from industry in PDP product development class: 22 during the two-year period
   Faculty/student participation in business plan competitions: 5 competitions

Primary Impact of COVID-19 Pandemic on Achieving Program Goals in 2020

The COVID-19 pandemic has impacted our efforts on program goals in two areas: (1) assisting students in securing unique career opportunities as many companies stopped hiring and/or rescinded job offers in response to the crisis and (2) planned company visits by program faculty to build awareness with companies in the local job market were curtailed as we entered the shutdown.

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 PDP is setting several new program objectives to transform the professional training experience for students. Our proposed PDST schedule calls for year-over-year increases of no more than 5% through the 2025-2026 academic year – this is part of our commitment to ensure that our program offering is attractive and affordable to prospective students. In addition to maintaining the solid operational base we have built for the program, our future uses of PDST funds (in addition to the mandated 33% to student financial aid) over the course of the new multi-year plan include:

1. **Recruiting Students from Underrepresented Groups (URGs) more effectively in order to build a more impactful learning experience for all of our students**. Our revised enrollment and diversity strategy is discussed in more detail in Section V of this proposal. We have adopted a goal of consistently achieving strong URG participation in each entering PDP class by the end of the planning period (with no violation of the provisions of Proposition 209). Although our performance in this area has been uneven in the past, we have built some momentum over the past two years (see Diversity table below for more details), but we expect a faster pace of achieving our goals for inclusion in the program as a result of the diversity strategies we describe in section V.b.

   Metric(s): Increase in cumulative numbers of URG class members over 5-year plan horizon

2. **Developing and modifying our student financial aid processes.** We plan to add administrative support (e.g. application processing, financial information collection) to transition to a truly needs-based distribution of the mandated 33% of PDST

revenue to student financial aid. We believe the new approach will allow us to more effectively remove barriers for low-income and URG candidates to accept our offers of admission. It is our intent to offer high-priority admits a proposed financial aid package with their letter of admission to the program so that financial considerations will less of an issue as they make their accept/decline decision.

Metric(s): Cumulative numbers of Pell Grant recipients and URM class members over the 5-year plan horizon

3. **Designing and establishing a 6-week summer career search and "mini-MBA" courses for incoming students**. Our experience has demonstrated that our 10-month program demands our students to "hit-the-ground-running" with respect to engaging in the core classes and launching a career search effort even before they arrive at Berkeley. Our plan is to offer the entering class an opportunity to come to campus (or online) 6 weeks prior to the start of the fall semester to work with a career search specialist. The goal is to help students prepare for a successful professional job search: interviewing, resume cover letters, networking, information interview practice, recruiting pitch creation and other needed job search skills. The custom-designed "mini-MBA" course would cover some of the business basics (e.g. case study preparation, basic accounting, product marketing basics, value chain economics and organization models, etc…) enabling our students to get off to a faster start in their core and elective coursework.

Metric(s): Number of new students who sign-up for the summer program each year.

4. **Creating a formal PDP Alumni Association for networking opportunities and engaging prospective students**. Our program has over 300 PDP alumni, many who live and work in the SF Bay Area. Each year our alumni have been very responsive and engaged with the current class: attending networking mixers, providing advice on job search strategies, providing leads on open job opportunities and more. The PDP Alumni have encouraged our program to help organize a formal alumni association. A PDP Alumni Fund has been set up to allow our alumni to donate and help offset the costs of providing a great learning experience for current and future students through funding for special speaker programs and field trips to local product companies and to subsidize summer internships for the in-coming class. An initial meeting was set to take place in early 2020; however, plans have been postponed until early 2021 due to the COVID-19 pandemic.

Metric(s):
Growth in numbers of PDP Alumni who join and contribute to the fund
Cumulative dollars raised by PDP Alumni Fund over the 5-year plan

5. **Establishing "clearinghouse" of summer internship opportunities with local SF Bay Area companies to give admitted student relevant product-related work experience before they enter the program.** Many of our incoming students have relatively little work experience before they arrive on the Berkeley campus. We have found that work experience (especially product-related) can make a big difference in the quality and impact of the PDP learning experience. Our notion is might use program PDST funds and or PDP Alumni Association Fund proceeds to subsidize some/all of these summer internship opportunities which provides some incentive for industry, government and non-profit agencies to offer these internships.

We believe progress on these goals will substantially increase the value proposition of our program for students. They will be better prepared to enter professional life as a result of a diverse cohort, improved job search skills, and resources that will enable them to better find and choose professional roles that suit them. Without the expected PDST revenue increase, we will be severely challenged to deliver this next level of value to our graduates.

Metric(s): Number of student summer internships created each year

Primary Likely Impact of COVID-19 Pandemic on the Proposed Program Goals

The requirement to deliver the program remotely over an extended COVID-19 pandemic will provide a serious challenge to our ability to successfully attain our goals in the following ways:

(1). We will need to reconfigure the curriculum of the required PDP courses in new product development for delivery online. Many of our class sessions are currently designed for face-to-face (F2F) delivery with in-class workgroups and product demonstrations.

(2). Depending on travel and visa restrictions, enrollment in our program may decrease, resulting in smaller class sizes that would affect our goals for resident and URG participation.

(3). Recruiting students in online versions of conferences and graduate school fairs indicates that we will not be as successful as with face-to-face events where the value proposition of our program's benefits are more effectively communicated to prospective students. As degreed chemical engineers, most of our students have one or more well-paying professional job options they must forgo to come to our program – a great deal of risk. Face-to-face interaction is often critical in helping candidates have the confidence to apply to our program.

(4). The effectiveness of career counseling of students will be impacted to the extent our faculty and staff do not have consistent enough exposure to students to develop a perspective on their strengths and long-term career aspirations.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$4,415	$9,847	$2,590	$2,808	$982	$1,032	$21,674
Benefits/UCRP Cost*	$73,038	$162,936	$42,846	$46,469	$16,252	$17,090	$358,631
Providing Student Services	$2,809	$6,267	$1,648	$1,787	$625	$658	$13,794
Improving the Student-Faculty Ratio	$160,524	$358,100	$94,168	$102,128	$35,720	$37,560	$788,200
Expanding Instructional Support Staff	$8,428	$18,800	$4,944	$5,361	$1,876	$1,972	$41,381
Instructional Equipment Purchases	$1,204	$2,686	$706	$766	$268	$282	$5,912
Providing Student Financial Aid	$136,445	$304,385	$80,043	$86,809	$30,362	$31,926	$669,970
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$14,447	$32,229	$8,475	$9,192	$3,215	$3,380	$70,938
Other (Please explain in the "Additional Comments" below)	$0	$0	$0	$0	$0	$0	$0
Total use/projected use of revenue	$401,310	$895,250	$235,420	$255,320	$89,300	$93,900	$1,970,500

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

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

We initiated the PDP Alumni Fund in 2018 which will allow the program's nearly 300 PDP alums to contribute resources to help with access and affordability for our current and future students. Although it is currently a relatively small sum, it is our hope that gradually student financial need- and merit-based assistance would be one use for these funds. Over the long term, we have discussed consideration for initiating an online or evening/weekend PDP program offering that would provide substantial resources for 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.

Not Applicable.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	5	10	15	20	20	20
Domestic Nonresident	3	10	10	10	10	10
International	5	20	20	20	20	20
Total	13	40	45	50	50	50

Additional comments:
Class size of 13 in 2020-21 due to COVID-19 crisis the class size in the previous year was 36 students. Thirty-one (31) additional students admitted for 2020-21 requested a 1-year admission deferment. Our goal over the planning period is to employ a focused recruiting effort at selected UC and CSU campuses (those that have chemical engineering departments) to increase the number of Residents and URG students entering our program.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
Residents							%	$	%	$	%	$	%	$	%	$
Univ. of Delaware (public)	$39,994	$41,994	$44,093	$46,298	$48,613	$51,044	5%	$2,000	5%	$2,100	5%	$2,205	5%	$2,315	5%	$2,431
Univ. of Minnesota (public)	$43,250	$45,413	$47,683	$50,067	$52,571	$55,199	5%	$2,163	5%	$2,271	5%	$2,384	5%	$2,503	5%	$2,629
Univ. of Texas (public)	$55,500	$58,275	$61,189	$64,248	$67,461	$70,834	5%	$2,775	5%	$2,914	5%	$3,059	5%	$3,212	5%	$3,373
Northwestern (private)	$64,530	$67,757	$71,144	$74,702	$78,437	$82,358	5%	$3,227	5%	$3,388	5%	$3,557	5%	$3,735	5%	$3,922
Rochester Inst. Tech. (private)	$50,812	$53,353	$56,020	$58,821	$61,762	$64,850	5%	$2,541	5%	$2,668	5%	$2,801	5%	$2,941	5%	$3,088
USC (private)	$32,220	$33,831	$35,523	$37,299	$39,164	$41,122	5%	$1,611	5%	$1,692	5%	$1,776	5%	$1,865	5%	$1,958
Public Average	$46,248	$48,560	$50,988	$53,538	$56,215	$59,025	5%	$2,312	5%	$2,428	5%	$2,549	5%	$2,677	5%	$2,811
Private Average	$49,187	$51,647	$54,229	$56,940	$59,788	$62,777	5%	$2,459	5%	$2,582	5%	$2,711	5%	$2,847	5%	$2,989
Public and Private Average	$47,718	$50,104	$52,609	$55,239	$58,001	$60,901	5%	$2,386	5%	$2,505	5%	$2,630	5%	$2,762	5%	$2,900
Your program	$45,116	$46,710	$48,812	$51,011	$53,320	$55,735	4%	$1,594	5%	$2,102	5%	$2,199	5%	$2,309	5%	$2,415
Nonresidents																
Univ. of Delaware (public)	$40,334	$42,351	$44,468	$46,692	$49,026	$51,478	5%	$2,017	5%	$2,118	5%	$2,223	5%	$2,335	5%	$2,451
Univ. of Minnesota (public)	$43,250	$45,413	$47,683	$50,067	$52,571	$55,199	5%	$2,163	5%	$2,271	5%	$2,384	5%	$2,503	5%	$2,629
Univ. of Texas (public)	$55,500	$58,275	$61,189	$64,248	$67,461	$70,834	5%	$2,775	5%	$2,914	5%	$3,059	5%	$3,212	5%	$3,373
Northwestern (private)	$64,530	$67,757	$71,144	$74,702	$78,437	$82,358	5%	$3,227	5%	$3,388	5%	$3,557	5%	$3,735	5%	$3,922
Rochester Inst. Tech. (private)	$50,812	$53,353	$56,020	$58,821	$61,762	$64,850	5%	$2,541	5%	$2,668	5%	$2,801	5%	$2,941	5%	$3,088
USC (private)	$32,220	$33,831	$35,523	$37,299	$39,164	$41,122	5%	$1,611	5%	$1,692	5%	$1,776	5%	$1,865	5%	$1,958
Public Average	$46,361	$48,679	$51,113	$53,669	$56,352	$59,170	5%	$2,318	5%	$2,434	5%	$2,556	5%	$2,683	5%	$2,818
Private Average	$49,187	$51,647	$54,229	$56,940	$59,788	$62,777	5%	$2,459	5%	$2,582	5%	$2,711	5%	$2,847	5%	$2,989
Public and Private Average	$47,774	$50,163	$52,671	$55,305	$58,070	$60,974	5%	$2,389	5%	$2,508	5%	$2,634	5%	$2,765	5%	$2,904
Your Program	$57,361	$58,955	$61,057	$63,256	$65,565	$67,980	3%	$1,594	4%	$2,102	4%	$2,199	4%	$2,309	4%	$2,415

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/
Rochester Institute of Technology (private)	**Master of Science in Product Development** https://www.rit.edu/admissions/tuition-and-fees
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/Admissions/Tuition-Finance
University of Delaware (public)	**Master of Engineering in Particle Technology** http://www1.udel.edu/oiss/resources/cost.html https://grad.udel.edu/policies/tuition-rates/

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 each Master's Degree programs that focus on product development and/or technology commercialization. These programs are the most direct competitors for student applicants for our

program. Additionally several of the benchmark programs are housed in the engineering colleges of their institutions meaning that we share similar profiles in teaching faculty backgrounds.

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

Our program's cost for residents ($45,116) and non-residents ($57,361) are 5% lower and 20% higher, respectively, than the combined public and private college average for our comparator group ($47,718 for residents and
$ 47,774 for non-residents).

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	2%	3%	8%	N/A	N/A
Hispanic/Latino(a)	6%	2%	0%	8%	N/A	N/A
American Indian	0%	0%	0%	0%	N/A	N/A
Subtotal Underrepresented	*6%*	*4%*	*3%*	*15%*	*0%*	*0%*
Asian/Pacific Islander	8%	17%	24%	31%	N/A	N/A
White	14%	10%	8%	15%	N/A	N/A
Domestic Unknown	8%	6%	3%	0%	N/A	N/A
International	64%	63%	63%	38%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	50%	22%	17%	38%	N/A	N/A
Gender						
% Male	47%	54%	68%	46%	N/A	N/A
% Female	53%	46%	32%	54%	N/A	N/A
% Non-Binary	0%	0%	0%	0%	N/A	N/A
% Unknown	0%	0%	0%	0%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

URG enrollment in this program has been uneven over the past four years, but the projected increase in URG enrollment in fall 2020 is encouraging and reflective of: (1) our intensified effort over the past two years to find and encourage URGs to apply to our program, and (2) the fact that our smaller class size of 13 students, largely impacted by COVID-19, makes our 2 URM students this year have a disproportionate and temporary effect on the metric. This performance is far below the aspirations we have for our professional degree program.

Our new approach will focus on finding, engaging, and actively recruiting talented URG candidates with backgrounds in the chemical sciences (e.g. chemistry, chemical engineering, biochemistry, etc.). Our long-term goals are (1) to enroll a student body that is reflective of our country and economic backgrounds and (2) to ensure that URG inclusion results in a more comprehensive learning experience that better prepares all of our students for professional practice. Many of our class discussions utilize graduate-level case studies of product development situations in which decision-makers must choose between several approaches to resolving the core question in the case. Our students (including URMs, Pell Grant recipients) bring their own unique perspectives and life experiences to bear in making the case for their solution(s). It is in this context that a diversity of perspectives increases the learning experiences for the whole class.

This will necessitate a targeted approach to promote our program and its unique offerings to people in industry and academia who are positioned to know and advise possible URG candidates for our program. Our new multi-year, multi-faceted approach has the following components:

<u>Targeted direct outreach and partnering with national professional organizations focused on URG advancement</u>. We have identified three professional organizations that will be a focus of our relationship-building efforts: National Organization of Black Chemists and Chemical Engineers (NOBCChE), Society of Hispanic Professional Engineers (SHPE), and the National Society of Black Engineers (NSBE):

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 NOBCChE 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 students many of whom expressed strong interest in attending 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 the current NOBCChE President, Dr. Emanuel Waddell, PhD about the prospect of developing a robust and ongoing partnership with NOBCChE leading into the 2019 Annual Conference in November in St. Louis, Missouri. We have been invited to join a special reception at the conference of the NOBCChE Executive Leadership to explore establishing a partnership. 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 other colleges to coordinate discussions with small groups or individual candidates for the 2022 PDP graduating class at the 2020 NOBCChE National Convention (convened online).

As of November 1, 2020 we had a banner ad on the NOBCChE website that connects to information about the PDP and a link to the online application. There will also be information about a webcast scheduled for mid-November 2020 where students and have specific questions about the application process and financial aid answered.

SHPE. The National Conference of SHPE was held in Phoenix, Arizona from October 30th to November 3, 2019. 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.[1] The conference features educational and technical panel discussions and workshops for its professional and student attendees. There are special networking sessions during the conference for prospective graduate students. We participated in the career fair and graduate school expo on November 1st and November 2nd. Our discussions with SHPE are in the early stages so specific commitments to partner have not been discussed, but we expect to find opportunities to form an ongoing partnership that leads to a more active role in the Annual Conference. The 2020 Annual Conference was cancelled due to COVID-19.

NSBE. The National Conference of NSBE was scheduled to take place in March 2020, but it was cancelled due to COVID-19. We have had discussions with the NSBE executive director who has agreed to immediately distribute PDP marketing materials for admissions throughout the organization. We anticipate future discussions with NSBE on partnership opportunities for the 2021 National Convention.

Targeted marketing campaign for selected University of California and California State University campuses. We have developed marketing materials that describe our program and the dates and times of online information sessions about the PDP for targeted

UC and CSU campuses that offer degrees in chemical engineering: U.C. Santa Barbara, U.C. Los Angeles, U.C. San Diego, U.C. Irvine, U.C. Davis, U.C. Riverside, CSU Poly Pomona, CSU Long Beach and CSU San Jose.

Mobilization of URG-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 URG 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 help the PDP with its growth objectives. We will seek to have included in the initial charter of the alumni organization a commitment to diverse pools of candidate applicants to the PDP. We would expect that several of our URG PDP alumni will have a strong interest in making follow-up calls to URG potential candidates and admits.

If possible, we will establish PDP Visit Day in 2021 with travel financial support for URGs that have been admitted to the program. Visit Day would include discussions with URG and other PDP alumni, discussions of financial aid and financing strategies and 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?

We have experienced a somewhat volatile pattern in the trend of percentage of Pell Grant recipients over the past several years and we have given much thought as to why this is the case. It must be understood that our student candidates (including low income) are mostly chemical engineering graduates – the profession offers starting salaries for B.S. degree holders in the $90K+ per year

range. Our student candidates are quite knowledgeable about financial requirements (and incentives) to enroll in our program. A low income chemical engineering graduate, with substantial amounts of undergraduate student debt or other obligations will most likely choose to take a high-paying job as a chemical engineer as opposed to paying the high "opportunity cost", of a missed year of high earnings, to attend graduate school. We suspect that this is the main reason for the volatility in this important metric.

Nevertheless, we are committed to achieving a more stable upward trend in Pell Grant recipients in our entering classes. The current trend performance is not satisfactory and we will continue to be responsive in lowering the financial barriers to low-income students who want to enroll in our program. We have revised our financial aid strategy to include consideration of applicant/student financial resources in addition to academic merit. For instance, we now set aside a percent (determined year-by-year) of our Return-to-Aid funds specifically to support tuition and fees for low-income students. We expect this strategy to 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 (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Our 3-year average of 44% female participation in our program is just the beginning of our increased efforts in this area. In a recent class (students graduated in 2019) 49% of the class were women. According to the American Chemical Society, employed female chemical engineers represent only 18% of the U.S. workforce. We will continue to feature the stories of successful female PDP alumni in our candidate information sessions and in our marketing materials 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.

With robust initiatives to increase URG student enrollment, we aim to substantially increase current levels of participation to a strong level for URG students at the end of this multi-year plan. Our goal for Pell recipients is 40% by the last year of the plan. We acknowledge that due to the high percentages of non-U.S. enrollments, improvements on the current rate may be more difficult to

achieve. As noted above, with a revised financial aid strategy that includes consideration of applicant/student financial resources in addition to academic merit, this will help improve our performance in 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.) 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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	3.7%	3.6%	3.2%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	7.4%	7.1%	6.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	11.1%	10.7%	12.9%
	International	7.4%	10.7%	12.9%
White	Domestic	55.6%	53.6%	48.4%
	International	3.7%	3.6%	3.2%
Two or More Races	Domestic	3.7%	3.6%	3.2%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	7.4%	7.1%	9.7%
Percentage by Gender		2017-18	2018-19	2019-20
Female		25.9%	25.0%	29.0%
Male		74.1%	75.0%	71.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.0%	4.8%	4.3%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	10.0%	9.5%	13.0%
	International	10.0%	14.3%	17.4%
White	Domestic	60.0%	57.1%	52.2%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	5.0%	4.8%	4.3%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	10.0%	9.5%	8.7%
Percentage by Gender		2017-18	2018-19	2019-20
Female		25.0%	23.8%	26.1%
Male		75.0%	76.2%	73.9%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

The department is committed to the recruitment of strong candidates who will contribute to campus DEI goals. Search committee members devote the recruitment period towards identifying and contacting individuals who are under-placed and excelling at less well-ranked institutions, including historically black colleges and Hispanic serving institutions. During its most recent junior search, the department also put in place a goal of achieving at least 50% female applicant pool, which was beyond the expectations of

OFEW. For all searches, the search committee begins its review process with a thorough evaluation of the redacted versions of DEI statements to identify strong candidates committed to campus and department DEI goals.

As for the PDP program faculty and staff dedicated to the PDP – we are:

Executive Director – African American
Sr. Lecturer – White
Lecturer – Indian-American
Administrative Assistant – Filipino-American

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 ensure that the affordability of our program is not a barrier to enrollment for most prospective applicants. We are committed to returning 33% of all PDST revenues for student financial aid per Regents' policy. We make our students, who are U.S. citizens, aware of financial support options available for financing participation in the program, and ensure all students are aware of openings for Graduate Student Instructors each semester. Finally, we plan to collect data on why admitted applicants to the program choose not to attend. We intend to measure the success of our affordability goals by not losing students who want to attend the program, but cannot due to financial constraints. We would evaluate this through phone interviews we make with students who decline our offer of admission. This will be especially important given the targeted outreach programs to URG students and students from low socioeconomic backgrounds. Additional quantitative metrics would include: increase in share of Pell students, decrease in average debt and percent with debt for all students (particularly low-income and URG students) and percent of successful completion of program by financial aid recipients.

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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	17%	13%	22%	18%	17%	13%
Cumulative Debt among Students with Debt	$34,848	$38,285	$43,954	$49,645	$50,161	$49,721

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 cumulative 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 for which data is available (2016-2019) 16% of PDP graduates have reported cumulative debt with an average level of $49,822. According to salary data provided by the American Chemical Society, the average salary of a chemical engineer in 2018 was $107,571.

Based on feedback from our alumni, we do not expect the proposed PDST levels to affect student indebtedness. Graduates of the program typically earn higher incomes in a range of high paying career opportunities that enable them to pay down debt incurred to complete the program. Our alumni have expressed very little concern that any debt they must pay 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 take a positive ROI perspective in evaluating the value of the degree.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	13%	$49,721	$90,000	8%
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

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 less than 8% of median salary is manageable given the relatively high salaries our

graduates earn. We have not found much student demand or interest in Loan Repayment Assistance Programs and loan repayment plans. This may be due to the relatively high salaries most of our graduates command in the marketplace and/or these opportunities are offered by their new employers in the public and private sectors.

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. We do not currently offer public service incentives (e.g. loan repayment assistance plans, funded internships, etc.) for students who choose lower-paying public interest career paths, but our goal for this multi-year plan is to set up programming to survey students and implement those services that they indicate they need.

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.   Our graduates can usually make a much higher salary in the private sector. We make students aware of job listings in government (e.g. Department of Energy) and non-profit organizations and occasionally a student will join one of these type of organizations in the U.S. Several of our international student graduates have entered government careers in their native countries (Indonesia, Taiwan, Nigeria, etc.).

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 also make students aware of potential graduate student instructor and reader positions that can significantly reduce the cost of degree completion.

We hold three to four online info sessions for prospective students from October to December each year where we detail our approach to financial aid and make students aware of other options (e.g. paid Graduate Student Instructor positions) they may have for financial support.

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?

Historically, candidates have not requested this information, but we plan to make this information available on our program application website in 2021, during information sessions in the Spring 2021 semester and during any admit visit day event.

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.).

Impact of COVID-19 on achieving program's goals and student outcomes:

The requirement to deliver the program remotely over an extended COVID-19 pandemic will provide a serious challenge to our ability to successfully attain our goals in the following ways:

(1). We will need to reconfigure the curriculum of the required PDP courses in new product development for delivery online. Many of our class sessions are currently designed for face-to-face (F2F) delivery with in-class workgroups and product demonstrations.

(2). Depending on travel and visa restrictions, enrollment in our program may be negatively impacted resulting in smaller class sizes that would impact our goals for Resident and URG participation.

(3). Our experience over the past few months recruiting students at online versions of conferences and graduate school fairs indicates that we will not be as successful as with F2F events where the value proposition of our program's benefits are more effectively communicated to prospective students.

(4). The effectiveness of career counseling of students will be impacted to the extent our faculty and staff do not have consistent enough exposure to students to develop a perspective on their strengths and long-term career aspirations.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

Student Consultation

An email survey was sent out to each of the 13 students on November 13th in this year's PDP class. Nine students responded. Students were asked the following questions (boldface indicate student answers):

Do you believe your PDP Master's degree will open up new types of career opportunities for you?
7 – Completely agree
2 – Somewhat agree
0 – Neither agree or disagree
0 – Somewhat disagree
0 – Completely disagree

How satisfied are you with the quality of attention you are receiving from the PDP faculty (Keith, Steve, and Sudhir)?
5 – Very satisfied
3 – Satisfied
1 – Neutral
0 – Unsatisfied
0 – Very unsatisfied

How satisfied are you with the quality of attention you are receiving from the PDP staff (Iris)?
8 – Very satisfied
1 – Satisfied
0 – Neutral

0 – Unsatisfied

0 – Very unsatisfied

We are proposing to hold PDP tuition increases to no more than 5% per year over the next 5 years. Assuming we return to on-campus program operations next year, do you think this is:

0 – Very fair

3 – Fair

4 – Neutral

2 – Unfair

0 – Very unfair

Summary: While current students are well pleased with the career benefits they expect from the program, they are less supportive of the proposed moderate yearly increases in the PDST. This lack of support may in part be attributed to the fact that the students in this year's class were experiencing the program remote and online due to the COVID-19 crisis.

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

☒ Plan shared with ___Luis Tenorio, Graduate Assembly President___ on ___November 2, 2020___ .
　　　　　　　　　　Campus graduate student organization (i.e., your campus' GSA president)

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

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

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

Consultation with faculty

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

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

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

An email survey was sent out to each of the department's faculty on November 13th. A copy of the email text sent to the faculty is below:

By policy of the UC Regents, we are required to ask periodically for consultation from faculty and students on the Professional Degree Supplemental Tuition (PDST) fee we charge as part of the Product Development Program (PDP) initiative. This feedback is to be summarized and sent to the Graduate Division later this month. The Regents will consider proposals for UC system-wide fees for 2021-2022 at their upcoming November 2020 meeting. Below is a table of the proposed yearly increases of 5% in PDST fees for the 2022-2024 academic years. These increases will bring the PDP in line with similar Master's programs at Berkeley and comparable Master's programs at 6 comparable institutions (3 public and 3 private). It will also enable investment in additional staff and key student services (e.g. career placement), and allow the program to continue to maintain a robust student financial aid program as required by the Regents.

Proposed PDST Fee	FY 2021-22	FY 2022-23	FY 2023-24
PDST (CA Resident)	$32,414	$34,034	$35,736
PDST (Non-Resident)	$32,414	$34,034	$35,736

Faculty Responses to Survey:

- **Alexis Bell** – "I support the proposed changes to the costs of the PDP. These increases are well justified."

- **David Schaffer** – "Sounds good to me, and I even wish we could raise it faster (though I know we can't)."

- **Jeffrey Reimer** – "I am concerned that a regular 5% fee increase exceeds the cost-of-living and other economic inflation indices. Such increases would only be justified, in my opinion, if PDP were to invest in student services not already offered."

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   Lisa Garcia Bedolla, Vice Provost of Graduate Studies on 11/2/2020 .
              Graduate Dean

☒ Plan endorsed by   Carol T. Christ, Chancellor on 11/11/2020   .
              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 2021

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. 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$6,060	$6,060	$6,243	$6,429	$6,621	$6,819	0%	$0	3%	$183	3%	$186	3%	$192	3%	$198
Prof. Degr. Suppl. Tuition	$6,540	$6,540	$6,741	$6,939	$7,146	$7,359	0%	$0	3%	$201	3%	$198	3%	$207	3%	$213
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0%	$0	3%	$420	3%	$444	3%	$468	3%	$480
Campus-based Fees**	$1,028	$1,059	$1,091	$1,123	$1,157	$1,192	3%	$31	3%	$32	3%	$33	3%	$34	3%	$35
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)***	$0	$0	$0	$0	$0	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%	$0
Total Fees (CA resident)	$19,658	$19,689	$20,324	$20,986	$21,680	$22,393	0%	$31	3%	$635	3%	$663	3%	$694	3%	$713
Total Fees (Nonresident)	$32,383	$32,414	$33,067	$33,741	$34,450	$35,178	0%	$31	2%	$653	2%	$675	2%	$709	2%	$728

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

Additional comments:
For the 2021-22 academic year, we do not propose to increase the PDST for this program for residents or nonresidents. For years 2022-23 through 2025-26, we propose an annual increase of 3%, which aligns with the pre-COVID regional (Northern California) CPI increase of 2.9%. Our program consistently aims to keep the PDST as low as possible. Consequently, we have only proposed to increase our PDST twice over the last ten years: in 2015-16 by 2.5%, and in 2018-19 by 3%. The proposed increases in this plan are a result of our program not keeping pace with fixed cost increases associated with the salaries and benefits of staff who provide critical student services and instructional support. Since the inception of the MPVM program's PDST, we have had a slightly higher nonresident PDST level. We have maintained the same approximate difference between the resident and nonresident PDST (increased both by the same percentage) historically and propose to do so in this five-year plan.

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

Using state-of-the-art methods in epidemiology, the Master of Preventive Veterinary Medicine (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. This applied epidemiology program was established in 1967 and is targeted to health professionals, including practicing veterinarians. The curriculum of the MPVM program is especially relevant during the COVID-19 pandemic, and given the likelihood that future pandemics may occur. Indeed, the program trains individuals who understand epidemiology and virology and the interconnected relationship between animals, people, and the environment.

The MPVM program is specifically designed for those with a Doctor of Veterinary Medicine degree (DVM) or equivalent level of training. Graduates often choose careers in: (1) public service 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 only 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 (see MPVM vs MPH). Given that, we use four MPH programs as comparators in section IV. The program extends three quarters (one academic year). At times, students may take an extra quarter to finish their capstone research project. In 2020-21, 12 students are enrolled, and the program plans to enroll 20 students by 2025-26.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan, which covered 2019-20 through 2020-21, proposed to hold PDST levels flat for two years while we undertook a strategic planning process. A primary goal of our planning process was to capitalize on our strength as a rigorous, evidence-based veterinary science program, while exploring student demand for veterinary science and public health programs.

Before that two-year PDST proposal, we submitted a one-year PDST proposal for 2018-19, which aimed to accomplish one goal: to fund MPVM program Teaching Assistants (TAs), particularly for our laboratory classes. In particular, the requested increase covered inflationary increases associated with funding our TA positions. Due to budget cuts, the number of faculty available to teach the MPVM program has decreased. If we had not received the requested PDST increase for 2018-19, we would not have been able **to continue funding our teaching assistants, the quality of teaching would have diminished significantly, and the workload on our faculty would have become unsustainable**. With the additional PDST funds, we ensured that students in our program received necessary instructional support. Teaching assistants are integral to the program and student success. We also view that TAs as part of the training goals of the program to develop the next generation of professors/instructors.

COVID-19 did not inhibit our program's ability to meet its goals from the last multi-year plan.

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 program consistently aims to keep the PDST as low as possible. Consequently, we have only proposed to increase our PDST twice over the last ten years: in 2015-16 by 2.5%, and in 2018-19 by 3%. The proposed increases in this plan are a result of our program not keeping pace with fixed cost increases associated with the salaries and benefits of staff who provide critical student services and instructional support. For the first year of this five-year plan, we do not propose to increase our PDST. One of our primary aims is to continue to ensure the affordability of the program, especially in the midst of the challenges posed by the COVID-19 pandemic.

In alignment with our historical multi-year plans, this plan's proposed increases in PDST after 2021-22 are necessary **to maintain instructional quality and preserve student services.** Specifically, PDST increases are proposed to cover inflationary increases in the salaries and benefits of our Graduate Coordinator and Teaching Assistants (TAs). Students will continue to benefit from the Graduate Coordinator's expertise as they navigate the program. They will also continue to benefit from the academic support of TAs, as they provide insight on in-depth, data-intensive assignments and projects in our applied epidemiology program.

If we do not assess the PDST increases proposed for the years after 2021-22, we will need to scale back on the Graduate Coordinator's services and on the Teaching Assistants for the program, and doing so might jeopardize program quality. As described in more detail below, the Coordinator assists the Chair and the faculty in achieving and measuring the success of the critical goals described the new MPVM Strategic Plan, and TAs are instrumental to student success in the program.

In summer 2019, the faculty affiliated with the MPVM program undertook a strategic planning effort. They developed three fundamental goals for the program and methods by which to measure them. The goals of the program are now as follows:

(1) Maintain a high-quality, impactful, multi-disciplinary curriculum that leverages faculty strengths; incorporates fundamental and traditional principles in the fields of statistics, One Health,[1] epidemiology, public health, herd health, and research methodology; and grows with innovations in science and pedagogy to be state-of-the art.

(2) Educate students to develop and apply concepts, methods, and strategies to detect, mitigate, and eradicate animal and human diseases (zoonoses) and conditions affecting the health and well-being of animal and human populations and ecological health; and to excel in their employment, service, and leadership in academia, governmental agencies, non-governmental organizations, private sector, and other institutions at the state, national, and international levels.

(3) Recruit and foster a diverse and passionate community of students, faculty, staff, and affiliates who have integrity, high capacities for leadership, and academic excellence. As part of our diversity and inclusion efforts, we aim to recruit more domestic students, especially California residents, from underrepresented backgrounds.

By funding part of the Graduate Program Coordinator's salary and benefits, and by supporting TAs for MPVM courses (in addition to bolstering student financial aid, per the PDST policy requirement), our proposed PDST increases would enable us to fulfill the goals specified in our new strategic plan. The Graduate Coordinator will also develop the tracking tools needed to assess progress toward Goals 1-3 described above, along with assisting the Chair in outreach efforts to diverse student communities. Teaching Assistants, of course, are integral to Goals 1 and 2.

COVID-19 is not anticipated to inhibit our program's ability to meet its goals for this multi-year plan.

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[1] The new goals focus on the One Health concept. The CDC offers a concise and accessible definition of One Health: a collaborative, multi-sectoral, and transdisciplinary approach — working at the local, regional, national, and global levels — with the goal of achieving optimal health outcomes recognizing the interconnection between people, animals, plants, and their shared environment. The School of Veterinary Medicine is home to the One Health Institute (OHI), whose international projects (Predict and One Health Workforce – Next Generation) have been a focal point for educating leaders in public health networks around the world to detect viruses with pandemic potential. The OHI faculty are actively involved in the MPVM curriculum and mentoring students in the program. Many of the faculty are also graduates of the MPVM program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 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	$42,804	$7,855	$2,453	$1,813	$2,591	$1,712	$59,228
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$7,621	$229	$8,321	$8,813	$9,327	$1,029	$35,339
Instructional Equipment Purchases	$0	$0	$0	$0	$0	$0	$0
Providing Student Financial Aid	$25,175	$4,036	$5,379	$5,305	$5,950	$1,369	$47,213
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	$75,600	$12,120	$16,152	$15,930	$17,868	$4,110	$141,780

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

Additional comments:

This proposal is for five years. The MPVM is a small program (12-20 students). PDST is allocated to financial aid, student services, and instructional support salaries and benefits. Incremental 2021-22 PDST revenue is associated with enrollment growth only, as we propose holding PDST flat for 2021-22.

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 ten 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 School of Veterinary Medicine (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.

We will not increase the PDST for 2021-22, however we have built in a 3% increase in the subsequent years of this five-year plan to cover projected inflation-based increases in staff salaries/benefits and Teaching Assistant contracts starting in 2022-23. We believe these increases will be necessary to maintain program quality. The 3% figure aligns with the pre-COVID Northern California regional inflation rate of 2.9%. We have increased the PDST only twice within the last ten years, and salary/benefits contracts will increase by the rate of inflation in 2022-23 through 2025-26; for these reasons, we are proposing annual 3% PDST increases after 2021-22.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	6	8	8	10	10	10
Domestic Nonresident	2	2	2	2	4	4
International	4	4	6	6	6	6
Total	12	14	16	18	20	20

Additional comments:
We often have more international students than domestic students. Our program has a long history of attracting international professionals. Many of our faculty members are international and have had international mentees in their research labs who go on to enroll in the MPVM program. Also, unlike many graduate programs, the MPVM program does not require a student to have identified a faculty mentor with associated funding for their research. We admit MPVM students who do not have these contacts or secured funding and we aim to match them with faculty with extramural funding while they are here or they may secure a scholarship. We are aiming to attract more domestic applicants, especially residents, in future years. Our program is small, ranging from 10-15 students per year, so a change in just one student can look like a large change when percentages are used.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2021-22		2022-23		2023-24		2024-25	
							%	$	%	$	%	$	%	$	%	$
Residents																
Colorado State University MPH	$18,403	$18,955	$19,524	$20,110	$20,713	$21,335	3%	$552	3%	$569	3%	$586	3%	$603	3%	$621
University of North Carolina MPH	$20,377	$20,988	$21,618	$22,266	$22,934	$23,622	3%	$611	3%	$630	3%	$649	3%	$668	3%	$688
The Ohio State University MPH	$27,230	$28,046	$28,888	$29,754	$30,647	$31,566	3%	$817	3%	$841	3%	$867	3%	$893	3%	$919
Virginia Tech MPH	$16,555	$17,052	$17,563	$18,090	$18,633	$19,192	3%	$497	3%	$512	3%	$527	3%	$543	3%	$559
Public Average	$20,641	$21,260	$21,898	$22,555	$23,232	$23,929	3%	$619	3%	$638	3%	$657	3%	$677	3%	$697
Private Average	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Public and Private Average	$20,641	$21,260	$21,898	$22,555	$23,232	$23,929	3%	$619	3%	$638	3%	$657	3%	$677	3%	$697
University of California, Davis	$19,658	$19,689	$20,324	$20,986	$21,680	$22,393	0%	$31	3%	$635	3%	$663	3%	$694	3%	$713
Nonresidents																
Colorado State University MPH	$28,483	$29,338	$30,218	$31,125	$32,058	$33,020	3%	$855	3%	$880	3%	$907	3%	$934	3%	$962
University of North Carolina MPH	$37,344	$38,464	$39,618	$40,807	$42,031	$43,292	3%	$1,120	3%	$1,154	3%	$1,189	3%	$1,224	3%	$1,261
The Ohio State University MPH	$62,195	$64,060	$65,982	$67,962	$70,000	$72,100	3%	$1,866	3%	$1,922	3%	$1,979	3%	$2,039	3%	$2,100
Virginia Tech MPH	$31,072	$32,004	$32,964	$33,953	$34,972	$36,021	3%	$932	3%	$960	3%	$989	3%	$1,019	3%	$1,049
Public Average	$39,773	$40,967	$42,196	$43,462	$44,765	$46,108	3%	$1,193	3%	$1,229	3%	$1,266	3%	$1,304	3%	$1,343
Private Average	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Public and Private Average	$39,773	$40,967	$42,196	$43,462	$44,765	$46,108	3%	$1,193	3%	$1,229	3%	$1,266	3%	$1,304	3%	$1,343
University of California, Davis	$32,383	$32,414	$33,067	$33,741	$34,450	$35,178	0%	$31	2%	$653	2%	$675	2%	$709	2%	$728

Source(s):

https://coloradosph.cuanschutz.edu/admissions/tuition-aid/cost-of-attendance We derived the resident fees as follows: $18,403.38 = (833*42)/2+900+(20.75)/2., Explanation: resident tuition per credit hour multiplied by program credit hours for the program divided by 2, plus other fees charged by the University. Non-resident computations similar but using nonresident tuition and fees.

https://cashier.unc.edu/files/2020/07/20_21YR.pdf We derived the UNC figures above for both residents and nonresidents by doubling the tuition/fees for one full-course-load semester in the MPH program.

https://registrar.osu.edu/FeeTables/Graduate_Fees_for_Autumn_2020_Spring_2021.pdf
Resident computation: $27,229.50 = (387.25+774.5+11.5+23+4.65+9.3)*45/2. Explanation: all program tuition and fees multiplied by program credit hours divided by 2. Nonresident computations similar but using non-resident tuition and fees.

https://www.bursar.vt.edu/content/dam/bursar_vt_edu/tuition/2020-2021tuitionfees.pdf
Resident: $16,555.00=(8015+262.5)*2. Explanation: p. 3 of the above link – tuition and fees for graduate resident MPH students per semester plus MPH supplemental fee multiplied by 2 to get an annual cost. Nonresident computation similar but using non-resident tuition and fees.

Additional comments:

There are no private comparators that offer the same curricular elements as the MPVM. The Chair of the MPVM program has chosen these comparators because they have an epidemiological, infectious disease, global health, or veterinary public health emphasis.

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

Our Chair 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) or equivalent training/experience, 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, in health sciences (including public health), or as practicing veterinarians. 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; our faculty did not believe there were private programs that were fair or 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 nonresident MPVM fees are slightly more expensive than two programs (Colorado State University and Virginia Tech), which may be explained by differences in cost of living. MPVM fees are less expensive than the other two programs. Our program is below the public average; there are no private comparators.

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. It 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 are typically better equipped for more technical or clinical work than MPH students, who tend to be public human health generalists.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	0%	8%	NA	NA
Hispanic/Latino(a)	10%	27%	7%	8%	NA	NA
American Indian	0%	0%	0%	0%	NA	NA
Subtotal Underrepresented	*10%*	*27%*	*7%*	*17%*	*NA*	*NA*
Asian/Pacific Islander	10%	0%	14%	0%	NA	NA
White	20%	13%	7%	50%	NA	NA
Domestic Unknown	0%	0%	0%	0%	NA	NA
International	60%	60%	71%	33%	NA	NA
Total	100%	100%	99%	100%	0%	0%
Socioeconomic						
% Pell recipients	0%	0%	0%	0%	NA	NA
Gender						
% Male	30%	40%	43%	50%	NA	NA
% Female	70%	60%	57%	50%	NA	NA
% Non-Binary	0%	0%	0%	0%	NA	NA
% Unknown	0%	0%	0%	0%	NA	NA

Sources: Ethnicity and Gender (fall 2020 only): UCD Academic Affairs
UC socioeconomic status and gender: UC Corporate data
Comparison institutions: 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

The proportion of students from underrepresented groups (URG) in our program has been uneven over the years. From 2017-18 to 2018-19, the proportion increased from 10% to 27%. We would like to attribute this increase to a targeted outreach effort to domestic students from underrepresented groups, which is now codified in the latest MPVM strategic plan. We have been advertising that our program is seeking to diversify its student body in outlets such as Insight into Diversity. As is sometimes the case, from 2018-19 to 2019-20, the number of students from underrepresented groups decreased from four students to one student. Because there is a small number of students in this program (between 10-15), that decrease resulted in the total proportion of students from underrepresented groups decreasing from 27% to 7%. All but one of our students in 2019-20 were Asian/Pacific Islander or international. We had an increase in fall 2020 in the proportion of students from underrepresented groups, from 7% to 17%, which resulted from an increase in one student.

The MPVM program is unique, with total enrollment of 12 students currently, but ranging from 10-15 students in recent years, including a substantial number of international students. While URG enrollments improved with our fall 2018 class in particular, 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 those with diverse racial/ethnic and socioeconomic 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. Two years ago, we started advertising our program in journals with diverse readerships. 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, which yield approximately $30,000 per year. We aim to use these endowments in a more targeted way to attract students from underrepresented populations.

Of note is that our MPVM students are drawn solely from the population of individuals with Doctor of Veterinary Medicine (DVM) degrees. While the latest survey from the Association of American Veterinary Colleges (AAVMC Comparative Data Report, 2020) reveals that the UC Davis DVM program has the highest number of underrepresented students among all UC veterinary colleges, we continue to work to further diversify this pipeline of DVM graduates. We are undertaking a number of strategies. A Diversity Officer works with our admissions office to conduct outreach to underrepresented individuals to enroll in our DVM program. In addition, we recently added an outreach program to enhance the pipeline of diverse and socioeconomically disadvantaged prospective students: our campus 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 SMASH program, we offer a 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 for 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 data and our Diversity Officer estimate 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. We are hopeful that these efforts will eventually help to diversify the MPVM program, and increase our enrollment of African American and American Indian students in particular. We also make every effort to recruit from our DVM graduates, who tend to be more diverse than DVM graduates at other institutions, and to permit DVM/MPVM dual degrees when a student is interested.

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 multiple mini interview (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, or field trips.

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 1,000 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.

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?

Given that we reach out to potential students with a DVM degree or with comparable educational and professional experience, the outreach we conduct for our DVM program is key to developing a pipeline of students who are from diverse and low socioeconomic backgrounds. We believe our efforts described in V.b. characterize our efforts to attract students from low socioeconomic backgrounds (e.g., our Diversity Officer's outreach and advertising, and the SMASH and SEP programs), and we plan to track the extent to which those efforts result in higher enrollments of students of low socioeconomic backgrounds. The current trend in enrollments of Pell recipients in the program (0% since 2017-18) represents an area of growth for the MPVM. We know that affordability is key to attracting students to our program. For this reason, we include financial aid information in our outreach efforts. Historically, we have allocated our return-to-aid funding and our University Student Aid Program (USAP) funding to all students who are admitted to the program in an effort to be equitable. The program intends to allocate financial aid based more predominantly on need in the future, however. In particular, there have been recent MPVM students with fully-funded packages from external entities (e.g., the US Army), which has prompted our admissions committee and program chair to change the equal-allocation-to-all-students approach to a more targeted approach starting in 2021. While we don't have information about whether our applicants received a Pell grant as an undergraduate (i.e., it's not available on the application), we do know who attended community college (which may be an indicator of a lower socioeconomic background) and who was first to attend college in their family (a question on the application). We intend to base financial aid allocations of this information in the future. As mentioned above, we also 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 plan to use these endowments in a more targeted way to attract a more diverse (including by socioeconomic status) 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 (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Our program enrollment tends to be majority women. Given the extremely small size of the program, it has fluctuated between a 30/70 split between males and females to a 50/50 split this year. There has been movement toward a more even split in recent years. 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. Veterinary science is a STEM field, however, and so we do not consider the fact that there are more women than men in the profession to be a poor outcome. STEM fields are notorious 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 (which we achieved this fall 2020); consistent, annual increases in our URG student population; and higher, more consistent representation of Pell Grant recipients. This year we experienced steady enrollment at 12 students. Our target is to increase to 20 students annually in this program, and sixteen within the next two years. We are working to increase underrepresented 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 majority woman student population that largely reflects the DVM population. As reflected in the CVMA Economic Survey 2019 (also cited below in VI.b.), industry-wide, about 70% of DVMs are women (as mentioned, UC Davis's DVM is 85% women). 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, URG, 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.) 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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	2.7%	2.2%	2.1%
	International			
Hispanic/ Latino(a)	Domestic	5.9%	7.1%	6.4%
	International			
American Indian	Domestic	1.1%	1.1%	1.1%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	4.8%	6.6%	7.4%
	International			
White	Domestic	82.4%	79.8%	78.7%
	International			
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International			
Other/ Unknown	Domestic	3.2%	3.3%	4.3%
	International			
Percentage by Gender		2017-18	2018-19	2019-20
Female		48.9%	49.2%	49.5%
Male		51.1%	50.8%	43.6%
Non-Binary/Unknown				6.9%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.9%	0.9%	1.9%
	International			
Hispanic/ Latino(a)	Domestic	6.0%	5.7%	5.7%
	International			
American Indian	Domestic	0.9%	0.9%	0.9%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	3.4%	4.7%	4.7%
	International			
White	Domestic	84.5%	82.1%	82.1%
	International			
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International			
Other/ Unknown	Domestic	4.3%	5.7%	4.7%
	International			
Percentage by Gender		2017-18	2018-19	2019-20
Female		41.4%	41.5%	41.5%
Male		58.6%	58.5%	48.1%
Non-Binary/Unknown				10.4%

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 campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

To be clear, the School of Veterinary Medicine (SVM) recruits for faculty at the School level, not for particular degree programs. 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's and school's strategic plans. The SVM works with our campus to diversify our faculty. Chancellor Gary May released a campus strategic plan in 2018, and Goal 3 of that 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.

To further continue to diversify our faculty, our School partnered with our campus Office of Academic Affairs in a centralized recruitment of eight faculty (one of whom was selected for our School) with the aim to create a diverse applicant pool. The program was part of the [Advancing Faculty Diversity effort in 2018-19](). UC Davis' Office of Academic Affairs is receiving funding from the 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 was considered an early adopter of this novel approach. The approach involved recruiting for faculty positions across colleges and schools by a broad area of interest (e.g., healthcare outcomes). Top applicants were interviewed by faculty members of various schools and colleges and the applicants would select where they believed was their best fit. This practice discourages recruiting for very specialized fields and ideally broadens the applicant pool to include more diverse applicants. We were excited to appoint a new faculty member to our School from this recruitment effort. This year (2020-21) UC Davis is planning to apply for a National Institute of Health Faculty Institutional Recruitment for Sustainable Transformation ([FIRST]()) grant. The aim of the proposal is to inspire institutions to recruit diverse applicants in the health sciences. Our School will participate with our Academic Affairs in this grant application.

Our Dean has made diversity among faculty a high priority, as evidenced by Goal 5 of the SVM's 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. 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 both our clinical faculty and ladder rank 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, which 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 that the program is affordable to all our students. We believe our program is affordable and is reasonably priced relative to our comparators. Our students generally have not accumulated a large amount of debt. They do have debt, however, as can be seen in 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 $40,000 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 (RTA) 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 $5,775 per student in 2020-21 (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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	30%	25%	0%	100%	20%	0%
Cumulative Debt among Students with Debt	$29,145	$18,500	$0	$27,333	$36,604	$0

Note: The year 2016-17 was anomalous because only one student graduated, and that student graduated with debt. The years 2015-16 and 2018-19 are also anomalous because no students reported debt in those years.

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 10-15 students per year in recent years, so the student debt numbers may vary significantly year over year. Since we are not planning any increases next year and in future years we may increase at the level of inflation, we do not expect any changes to this trend.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	0%	$0	$110,000	0%
Public comparisons	NA	NA	NA	NA
Private comparisons	NA	NA	NA	NA

Sources:
UC: Corporate data
There were no students with debt listed for FY 18-19.
Comparison institutions: We do not have debt information from our comparator schools.

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

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 given our students' past professional experience. We draw students typically from a group of working health professionals, so 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. We obtained the median starting salary from the CVMA Economic Survey 2019 (pages 26 and 27 for non-owner DVM salaries) as an approximation.

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 is largely health professionals, our graduates are 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 substantial financial aid, including scholarships from endowment earnings, to support our students such 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 to 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, both 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 that of veterinarian; state, federal, and international health agency professional; or university researcher. Given our new Strategic Plan, implemented in 2019, we plan to start tracking data on salaries of our graduates. If a student 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. Our MPVM program serves a niche and has done so for the last 50 years.

Of note is that our admissions for Fall 2020 were impacted by the various visa challenges given the COVID-19 travel restrictions imposed by the federal government. We had 8 international students defer due to challenges obtaining a visa. Our applications for Fall 2021 appear robust given we are in the early stages of the new application period.

Also, while the COVID-19 pandemic did not inhibit our achieving our program goals per se (as discussed in Section IIa.), we have had a learning curve in transitioning to remote learning. Our School and campus IT and academic support groups have provided resources to faculty members (e.g., Zoom and Canvas toolkits). Our biggest challenge is that we have largely conducted synchronous remote instruction and for those in different time zones, this can be a challenge at times. Given the small size of the program, we have had success in keeping in touch with our students and ensuring they are making steady progress.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe):

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

The program conducted a survey of our MPVM faculty and students during the week of January 4, 2021. We received 45 responses: 31 from faculty members and 14 from students. We have attached the survey report. Of the 45 responses, 31were in support of the proposal. The overall sentiment of the responses was that the proposal was reasonable and seemingly necessary.

We also conducted a faculty and student townhall via Zoom on January 8th from 1-2pm PST. Six faculty members and one student participated. We received supportive feedback by all seven individuals. Program administrators were encouraged, however, to continue to fundraise for the program to expand student scholarships.

As a result of feedback, we will do what we can to keep fees low in the future by continuing to fundraise to support 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 should be provided by the program.**

☒ Plan shared with   Jonathan Minnick, GSA President on 10/23/20.
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   Zachary Turner, President-MPVM Class of 2020 on October 6, 2020.
Program graduate student organization (i.e., your program council or department GSA)

☐ Comments or feedback was provided.

☒ Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

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

☐ Agenda item at a regularly scheduled faculty meeting

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

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

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

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

☐ Other (please describe):

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

Please see the summary of our faculty and student feedback above and in the attachment.

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>October 23, 2020</u>.

        _{Graduate Dean}

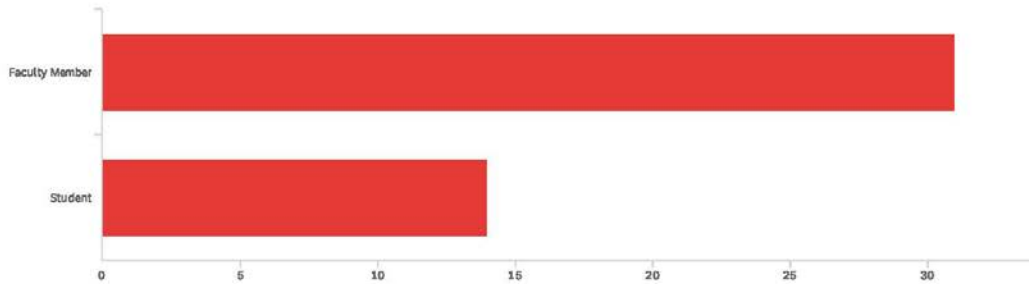☒ Plan endorsed by <u>Gary S. May</u> on <u>November 12, 2020</u>.

        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

Attachment

Default Report

MPVM Professional Fees Survey
January 9, 2021 11:27 AM MST

Q1 - Q1: Please identify if you are a faculty member or student.

⚠
Data source misconfigured for this
visualization.

#	Field		Choice Count
1	Faculty Member	68.89%	31
3	Student	31.11%	14
			45

Showing rows 1 - 3 of 3

Q2 - Q2: Please provide comments on the proposal to increase professional fees in the following manner over the next five years: 0% in 21-22, 3% in 22-23, 3% in 23-24, 3% in 24-25, and 3% in 25-26.

Q2: Please provide comments on the proposal to increase professional fees i...

Agree

0% in 21-22, 3% in 22-23, 3% in 23-24, 3% in 24-25, and 3% in 25-26

Reasonable

I believe it is fair if it is following the inflation index, as it is proposed, and the need for the increase is evaluated every year. Information on the impact of increasing the fee on the financial impact for students, specially the international ones, if any, should be assessed.

I am in support of this proposal. It balances the need to avoid unnecessary fee increases while also keeping the program financially sustainable long term

sad

Disagree - prefer no increase in fees due to debt burden and rising cost of education.

I'm supportive of this plan

Considering the current situation with the pandemic and the economic repercussions of it, I think the fees should not be increased by 3% until 24-25.

2022-2023 increase 3% is acceptable but I wouldnt recommend a year over year increase without assessment of impact on admissions.

Support

I think 3% increase each year seems high. I am somewhat confused- does this mean 3%/yr, or 3% increase from 21-22 for the entire 3 years? I vote for the latter.

0%

I agree, as long as the program is evaluated to determine if these increases are needed each year (as stated in the proposal)

I support this proposal which is reasonable and well justified.

The plan feels appropriate to give the program a buffer to evaluate each year and make small changes as the program develops. The only critique I have is that it should stick to increasing to the 3% in subsequent years if determined to be necessary to not add burden to those enrolling.

0%

The increase of 3% seems reasonable, and is unlikely to act as significant financial burden to students.

Q2: Please provide comments on the proposal to increase professional fees i...

The proposal seems fair and will give time for phased increases as society emerges from the negative effects of the pandemic.

I am in favor of this plan: it is reasonable, fair, and I appreciate that annual review of the need for an increase will be performed.

Increase seems reasonable, especially given that it will be evaluated year by year.

This increase means that in 5 years, the professional fees will be $6821 for residents and $7361 for non-residents. That is almost $1000 more expensive. I am supportive of the increase but I suggest to evaluate carefully every year to determine if 3% increase each year is not excessive. Again, MPVM is already one of the most expensive Masters offered in the area of epidemiology and preventive medicine worldwide, likely also one of the best ones, but the price increase makes more inaccesible this program, particularly for international students, particularly considering the low number of fellowships or funding options offered to support MPVM students.

Agree only if the CPI reflect this. If not, a smaller increase should be implemented. The CPI should be evaluated yearly to track this.

Supportive of the increase in professional fees

I agree

This seems reasonable.

There are very few opportunities for MPVM students to get fellowships or financial supports, so 3% increase each year from 22 would be a big burden if there is no big change in its curriculum

I agree with the proposal

Support

The proposed increases seem reasonable

I support this recommendation

The proposal is reasonable and should be supported.

later increase should be greater than 3% (inflation rate)

This is eminently reasonable

I hope that professional fee increases are not needed, but I am supportive of building in a mechanism that allows the fees to increase if needed. I like that the cost structure will be evaluated each year to determine whether the increases are needed. This is how the last 5-year plan was set up, and as it turned out, fee increases were not needed most years.

Concur with this change.

I believe 3% seems reasonable, and I appreciate the MPVM aministration's comments that it will be as low as possible and may not be the full 3% each year. I realize they probably chose 3% to give them selves soem wiggle room, but to my knowledge, 1-2% would likely be sufficient.

Q2: Please provide comments on the proposal to increase professional fees i...

A 3% increase each year seems like a lot once broken down so people can better see the numbers. That will equate to about a $200 increase per year for 4 years which is almost a thousand dollars. The way it was stated in the email was somewhat hidden as 3% appears small, though most would not appreciate for residents that language equating to $6060 in 21-22, 6242 in 22-23, 6429 in 23-24, 6622 in 24-25, and 6821 in 25-26. That's actually a 12.5% increase from the $6060 in 5 years. Seeing that the price has only been increased twice in the last 10 years, I am struggling to find the reasoning to substantiate four increases in the next five. This amount is only more significant for those who are not residents, which is a significant portion for our specific program. Please reconsider.

reasonable increase to sustain program

As long as it doesnt exceed the rate of inflation than it seems fair enough.

Pretty unrealistic.

I think this is reasonable.

Q3 - Q3: Do you have any other input regarding the administration of the MPVM program?

Q3: Do you have any other input regarding the administration of the MPVM pr...

No

No

Not at this time. Admin in general really student centered as evidenced by program achievements and increased enrollment

I need a word cloud of PATIENCE RESILIENCE PERSEVERANCE WELLNESS to be happy with the services provided by UC Davis in COVID19 pandemic. The services that I am asked to pay for are not available. the lecturers are in the same situation as the students and it takes five times as long to get anything done remotely and nobody is there to answer questions. at least the people I am paying can walk away if they need a break... things should be LESS expensive in this remote world. I am paying a lot of money for very little support and from far away. No, there should be no fee increase. there should be rebates if we are using our own equipment to attend lectures from outside of Davis with no available support that we are presumably paying for.

Additional fees and continuation of current fee structure unfair and inappropriate given unknown virtual teaching environment and decreased quality of education provided

No

It is a great program.

Open it up to online, break the curriculum into sections so professionals can sign up for it over 1 2 or 3 years and finally get a degree

MPVM program is running well.

Dr. Foley is doing fantastic job in strengthening this program. Kudos to her!!

None

No

The program is well received by both students and faculty and administrators are doing an excellent job of running this program and advising/mentoring students.

No: Janet Foley is doing a fantastic job.

No

No

We need to have more opportunities to support international students.

keep up the good work

Q3: Do you have any other input regarding the administration of the MPVM pr...

Like the idea of freezing it this year and then linking it to the CPI in following years. Ideally it would not increase but understand the economic pressures...

I think that the administration of the MPVM program needs continued support, if not more. By adding more financial support in the administrative role, we will be sure to maintain momentum in growing the MPVM program.

The MPVM program fills an important niche as a condensed professional masters degree.

no

I support the use of professional fees for providing a grad group coordinator, TAs, and student financial aid. I am very appreciative of the job that Dr. Foley is doing in directing the MPVM program!!

Financial support should also be provided for research component.

I'm thoroughly enjoying the MPVM right now. I like that it is a small program and we get to know our cohorts well (or as well as possible with social distancing/zoom). The staff and faculty are all extremely personable, approachable, and supportive of students.

thank you for soliciting our feedback

No

Seems okay.

End of Report

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2021**

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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$12,795	$12,795	$12,795	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$12,795	$12,795	$12,795	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$1,028	$1,059	$1,091	3.0%	$31	3.0%	$32
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***	$4,080	$4,226	$4,367	3.6%	$146	3.3%	$141
Total Fees (CA resident)	**$30,473**	**$30,650**	**$31,242**	0.6%	$177	1.9%	$593
Total Fees (Nonresident)	**$42,718**	**$42,895**	**$43,487**	0.4%	$177	1.4%	$593

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.
** Includes compulsory campus-based fees for the fall, winter, and spring terms.
*** Includes Summer tuition, summer campus fees, and summer student services fee. Summer is a required, full-time term for the program.

Additional comments:

For this proposal, UC Davis requests a flat PDST for years 2021-22 and 2022-23. The two-year pause on PDST increases proposed herein is not reflective of actual costs. The program will continue to experience cost increases for faculty merits and promotions; operational costs for clinical supplies (which continue to rise[1]); personal protective equipment (PPE), the long-term needs for which remain unknown as the pandemic continues; educational technology; and support staff. Many of these resources are scarce, and demands for them are high.

Given the current climate around fees, however, and in recognition that most of the students in this program continue to provide healthcare to California residents during the COVID-19 pandemic, the school proposes to temporarily divert funds from other critical investments to cover these increased costs.

Justification for this approach is outlined in detail below, but in summary:

- This degree has historically had two tracks: a non-clinical track (track "a") for nursing leadership and a clinical licensure track (track "b") for Family Nurse Practitioners (which includes a significant leadership component).
- The non-clinical track ("a") is sun-setting; the final cohort will graduate in winter 2021, prior to the start of this plan.
- The national standard for the clinical Family Nurse Practitioners (FNPs) track ("b") is changing from a Master's degree to a Doctor of Nursing Practice (DNP-FNP) degree. UC Davis's proposal to transition its PDST-model MS-FNP program to a DNP-FNP with the cohort entering summer 2022 is in the approval process. A new program PDST proposal will be submitted next year for the DNP-FNP.
- The final MS-FNP degree cohort ("b") will matriculate in summer 2021 and graduate in spring 2023.

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 all programs, in order to close the gap on unfunded costs of delivering nursing education.

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 MS-NSHL or "the program") is a full-time, professional degree program. The degree is completed in eight quarters and prepares graduates to sit for the licensing exam

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[1] The CPI has already increased by 1.5% in the first half of 2020: https://data.bls.gov/timeseries/CUURN400SA0&output_view=pct_12mths. (Accessed 9/26/2020.)

allowing them to practice as family nurse practitioners. A bachelor's degree and registered nurse (RN) licensure are prerequisites, and many students continue to practice as nurses while attending the program. The program has historically enrolled about 70 students, with that number diminishing to zero by Summer 2023, as both tracks are sun-setting.

The MS-NSHL prepares graduates for health-care leadership roles in a variety of settings that provide public benefit, such as healthcare, education, community-based and not-for-profit organizations. The first cohort matriculated in fall 2010. Some examples of post-graduate employment opportunities include:

- Delivering primary care as certified family nurse practitioners (FNP). In alignment with the school's vision of optimal health and health care equity for all, 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 such as the Affordable Care Act and an increasingly aging population with advanced chronic illnesses, millions more people have access to and require primary-care services, exceeding the number of providers currently available. The MS-NSHL provides a partial solution to this growing problem by educating and preparing primary-care providers versed in preventive measures and disease prevention
- Leading health organizations and agencies, such as community clinics, trade associations, advocacy groups. These leaders improve quality of care and advance health outcomes and health-care effectiveness and efficiency.
- Teaching the next generation of nurses at community college and other pre-licensure nursing programs. With the expansion of under-represented groups graduating from high school[2], and forecasted changes in California's population[3], it is projected this next generation of nurses will be a more diverse group of healthcare workers, serving an increasingly diverse population.
- Developing, influencing, and implementing policy to improve healthcare access and outcomes (not limited to legislative, governmental, or health agencies; includes other organizations that provide public infrastructure, such as transportation, planning or parks and recreation). With a curriculum focused on equity and guided by cultural humility, graduates are trained to ensure the voices and perspectives of people from diverse backgrounds and experiences are affirmed and included to achieve health and health care equity.
- Serving across the health-care sector, such as hospital, home health, aging support services, adoption services, and chronic illness support services, fostering the integration of excellence in clinical care, management, policy, education and research.

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[2] https://www.chronicle.com/article/the-demographic-cliff-5-findings-from-new-projections-of-high-school-graduates
[3] https://www.ppic.org/wp-content/uploads/r-118hj2r.pdf

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

The goals outlined in the 2019-20 through 2020-21 proposal (with 5% increases proposed for both years) were to **maintain program quality with respect to student services and, in the case of instruction, enhance program quality, including specific curricula which focuses on health and health care equity for people with diverse backgrounds and experiences**. With the approval of the increase, the program was able to achieve the following:

- Clinical curriculum staffing levels were maintained in order to provide support for students during mandatory simulation activities, which prepare them for rotations and practice. **This included the ability to provide ongoing in-person simulation training even after the onset of the COVID-19 pandemic** (see section VII for more detail).
- Additional clinical faculty were hired to support clinical skills training outlined in the bullet above. This goal was met through an extensive clinical educator search which resulted in a diverse cohort of new faculty (see details in section V.g, below).
- UC Davis established an agreement with Camarena Health, a Federally Qualified Health Center providing primary care services to underserved populations. This partnership expands clinical rotation opportunities for MS-NSHL students in the CACentral Valley.
- Faculty were able to continue integration of the active learning approach into the curriculum, in order to reach students with diverse learning styles. **This effort pivoted to on-line delivery of active learning with the onset of COVID-19.** More detail is provided in section VII.
- As part of the formal school-wide Evaluation Program, family nurse practitioner students reported an increase in core course satisfaction from 4.14 in 2017-18 to 4.43 in 2019-20 (on a 5-point scale). This represents feedback from 33 FNP students.
- 100% of the spring 2019 graduating class passed the American Academy of Nurse Practitioners certification exam (2020 results are still pending).
- Although not an explicit goal listed in the previous plan, the school is committed to fundraising to lower the cost of instruction. Since the previous proposal was submitted in fall 2018, the School of Nursing (SON) has successfully raised philanthropic support for two new endowed scholarships for which MS-NSHL students are eligible; one of these scholarships is for students with demonstrated financial need and interest in working in an underserved area upon graduation. In addition, the fundraising team secured one new current-use scholarship, which was awarded to two MS-NSHL students in 2019-20, and one new endowment (pending as part of an estate), for which MS-NSHL students will be eligible in the future.

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?

As stated above, during the years covered by this proposal, the MS-NSHL program will transition to the new industry standard of a Doctor of Nursing Practice-Family Nurse Practitioner program. This proposal will cover the final cohorts of the MS-NSHL program.

With no proposed increases for the remaining students who graduate in normative time, the primary goal of this proposal is **to maintain program quality, continue to reflect the diversity of the communities we serve, and ensure all graduates are well-prepared to pass the American Academy of Nurse Practitioners certification exam and provide culturally-appropriate primary care to the diverse populations of California**.

PDST is a critical source of revenue for maintaining the staffing and facilities necessary to deliver this degree and will continue to be used for these foundational activities. Funding from other SON revenue sources will be redirected to cover the unfunded fixed cost increases associated with faculty advancement, clinical supplies, instructional technology and facilities.

In support of increasing the level of program affordability and developing primary care providers who will work in under-represented areas, 33% of the PDST fee generated will be returned to students in the MS-NSHL program as aid.

If the PDST proposal is not approved, one consequence will be divestment in active learning education, a key strategy in reaching MS-NSHL 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 resources, and highly specialized facilities, as described in section IV.d. This is particularly true with the unanticipated pivot to online didactic coursework resulting from COVID-19. SON faculty have reimagined the active learning approach to ensure it is successful with a wide range of learning styles (see section VII for more detail). 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 – particularly during a pandemic – eliminating

the active learning approach could decrease student's job-readiness and delay the deployment of healthcare providers in some of the most underserved regions of California.

This proposal aims to maintain the amount of time students have to practice skills learned in the active classroom; this was increased during the last PDST proposal as a result of feedback received from students during the consultation process. To meet this request, the program must have faculty and staff who can be physically present in the simulation labs, provide instruction, and give feedback to the students. All of the non-financial aid PDST revenue will go toward personnel costs for the existing and newly-added faculty, and for the staff who support the logistical and safety measures required to continue delivering clinical simulation activities during COVID-19. Since PDST revenue is decreasing in the years covered by this proposal due to gradual sunsetting of the program, the SON is temporarily diverting funds from other critical investments to cover the cost increases associated with COVID-19.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$424,456	($142,425)	($141,016)	$141,016
Benefits/UCRP Cost*	$112,056	($37,600)	($37,228)	$37,228
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$55,000	$0	($27,500)	$27,500
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$291,342	($88,669)	($101,336)	$101,336
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	$882,855	($268,695)	($307,080)	$307,080

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

Additional Comments: Please note that PDST revenue will be decreasing over the course of this plan, due to enrollment levels decreasing: the non-clinical track will sunset in 2020-21 and the clinical track will sunset in 2022-23. This enrollment decrease explains the negative figures above. Financial aid sources will continue to meet or exceed the 33% required for all PDST tuition.

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 Nursing has an in-house Advancement Team dedicated to fundraising efforts that directly benefit students, including those in the MS-NSHL. These efforts include soliciting donations for student scholarships as well as philanthropy to offset operational costs. As an example, the SON received $375,000 in gifts and pledges for named spaces in Betty Irene Moore Hall, the facility in which the MS-NSHL students partake in active learning and clinical skills training. Gifts such as these mitigate some facilities expenses from being passed along to students.

Since the previous proposal was submitted in fall 2018, the SON has successfully raised philanthropic support for two new endowed scholarships for which MS-NSHL students are eligible; one of these has a specific preference for students with demonstrated financial need and interest in working in an underserved area upon graduation. In addition, the fundraising team secured one new current-use scholarship, which was awarded to two MS-NSHL students in 2019-20, and one new endowment (pending as part of an estate), for which MS-NSHL students will be eligible.

As part of the UC Davis Campaign, which goes public on 10/10/2020, the School of Nursing has identified fundraising for student support as one of its key priorities. A menu of related donor options includes the following:

- Endowment scholarships that expand opportunities for the next generation of **change leaders in healthcare education and practice** with a goal of $3,000,000 in student support.
- Endowment scholarships related to **fostering healthy, equitable communities and in social justice and health equity** with a goal of $3,000,000 in student support.

In addition, the School of Nursing has adopted a number of shared-services MOUs benefiting the MS-NSHL 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. These include:

- Financial transactions and accounting: The SON provides funding to the School of Medicine (SOM) finance team for many of its 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 payroll team, and UCDH Human Resources provides infrastructure support to the SON in the areas of recruitment, ELR, benefits, and compensation. This allows the SON to administer staff HR with a single HRBP.

- Information Technology: An MOU with UCDH IT provides FTE support for hardware and software utilized by the SON, including the MS-NSHL students.

- Facilities/simulation operations: An MOU with the Center for Virtual Care provides FTE support for facilities scheduling and management, as well as simulation services used by the MS-NSHL 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 MS-NSHL.

- Financial Aid: The SON provides funding to the SOM financial aid team to support administration of aid packages for MS-NSHL students.

- Evaluation: The SON provides funding to the Health Evaluation team to conduct an arms-length review of success, including admissions, student progress, alumni outcomes and research impact.

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 does not include increases for the final two cohorts of the MS-NSHL program (before it sunsets completely). These two cohorts will graduate by spring 2023.

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

	Enrollment for PDST proposal		
	2020-21	**2021-22**	**2022-23**
Resident	67	48	24
Domestic Nonresident	1	0	0
International	1	0	0
Total	69	48	24

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

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

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

	Actuals	Projections		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2021-22	
Residents				%	$	%	$
Penn State	$22,994	$23,684	$24,394	3.0%	$690	3.0%	$711
UNC-Chapel Hill	$19,322	$19,902	$20,499	3.0%	$580	3.0%	$597
University of Michigan	$32,584	$33,562	$34,568	3.0%	$978	3.0%	$1,007
University of Southern	$61,845	$63,700	$65,611	3.0%	$1,855	3.0%	$1,911
University of Pennsylvania	$69,766	$71,859	$74,015	3.0%	$2,093	3.0%	$2,156
Georgetown University	$59,518	$61,304	$63,143	3.0%	$1,786	3.0%	$1,839
Public Average	$24,967	$25,716	$26,487	3.0%	$749	3.0%	$771
Private Average	$63,710	$65,621	$67,590	3.0%	$1,911	3.0%	$1,969
Public and Private Average	$44,338	$45,668	$47,038	3.0%	$1,330	3.0%	$1,370
University of CA, Davis	$30,473	$30,650	$31,242	0.6%	$177	1.9%	$593
Nonresidents							
Penn State	$38,728	$39,890	$41,087	3.0%	$1,162	3.0%	$1,197
UNC-Chapel Hill	$37,048	$38,159	$39,304	3.0%	$1,111	3.0%	$1,145
University of Michigan	$65,278	$67,236	$69,253	3.0%	$1,958	3.0%	$2,017
University of Southern	$61,845	$63,700	$65,611	3.0%	$1,855	3.0%	$1,911
University of Pennsylvania	$69,766	$71,859	$74,015	3.0%	$2,093	3.0%	$2,156
Georgetown University	$59,518	$61,304	$63,143	3.0%	$1,786	3.0%	$1,839
Public Average	$47,018	$48,429	$49,881	3.0%	$1,411	3.0%	$1,453
Private Average	$63,710	$65,621	$67,590	3.0%	$1,911	3.0%	$1,969
Public and Private Average	$55,364	$57,025	$58,735	3.0%	$1,661	3.0%	$1,711
University of CA, Davis	$42,718	$42,895	$43,487	0.4%	$177	1.4%	$593

Source(s):

Penn State	https://cce.ais.psu.edu/tuition-calculator-ui/#!/
UNC-Chapel Hill	https://nursing.unc.edu/academic-programs/msn/cost-to-attend/
University of Michigan	https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=153&college_school=30&full_half_term=36&level_of_study=38
University of Southern California	https://nursing.usc.edu/fnp-online/tuition-financial-aid/#:~:text=Students%20are%20charged%20tuition%20on,%2497%2C755%20under%20current%20tuition%20rates.
University of Pennsylvania	https://www.nursing.upenn.edu/admissions/tuition-and-fees/masters-post-masters-costs/
Georgetown University	https://finaid.georgetown.edu/graduate/aid-by-program/1920cost-of-attendance/

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

Please note: The MS-NSHL program at UC Davis is a year-round program. Students are required to attend full-time during the summer quarter.

Due to shifting national standards by the American Association of Colleges of Nursing (AACN) and anticipated changes to licensure certification requirements, many schools of nursing are moving away from offering master's level degrees and instead adopting Doctor of Nursing Practice (DNP) FNP degrees. This makes it difficult to find comparators with a Master's-level clinical nurse practitioner track. For instance, the University of Washington and Oregon Health and Science University were public comparators in previous proposals, but both have moved to a DNP. As noted above, UC Davis is planning this transition beginning summer 2022.

Like UC Davis, the public university comparators were chosen because their nursing programs are ranked in the top 50 by U.S. News and World Report and they have a master's-level clinical nurse practitioner track. The same is true for private comparator University of Pennsylvania. University of Southern California and Georgetown University were included as well-regarded private universities whose online modality makes it easily accessible to the same prospective students for whom UC Davis is competing. In addition to student recruitment, UC Davis competes against all the comparator schools listed for 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, the first-year charges for the MS-NSHL will be $30,650 in 2021-22. This fee level exceeds the projected public comparator average of $25,716 by $4,934; it falls below the $45,668 average for all comparator schools (including private schools), however, by $15,019.

The key drivers for nursing program costs are faculty salary and benefits, with staff costs also a significant factor; these 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 registered nurses are all located in California[4] and five of the top-10 paying metropolitan areas in the US for Nurse Practitioners are located in California[5], driving up salary and benefits costs to attract qualified faculty members to teach the next generation of healthcare providers. A comparison between total resident tuition, cost of living index and the mean wage for NPs in each of the comparator school regions below reveals the realities of the marketplace for MS-NSHL faculty. Each of the public schools is located in an area with lower cost of living indices and significantly lower mean salaries for nurse practitioners in the region. This phenomenon not only speaks to the high cost of recruiting and retaining faculty at UC Davis, but also provides an indicator of the high salaries the MS-NSHL graduates can expect to earn.

School/College	Est. cost of 2020-2021 academic year, residents	Cost of Living Index for Region[6]	Mean Wage for Nurse Practitioner[7]
Penn State	$22,994	n/a	$58,390
UNC-Chapel Hill	$19,322	68.85	$64,030
University of Michigan	$32,584	73.83	$74,630
UC Davis (Sacramento)	**$30,473**	**78.45**	**$116,170**
University of Southern California	$61,845	80.56	$95,650
University of Pennsylvania	$69,766	76.76	$82,270
Georgetown	$59,518	85.06	$81,500

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[4] Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes291141.htm

[5] Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes291171.htm

[6] Numbeo: https://www.numbeo.com/cost-of-living/region_rankings.jsp?title=2018&region=019. Please note that the **Cost of Living Index** is a relative indicator of consumer goods prices, including groceries, restaurants, transportation, and utilities. The Cost of Living Index does not include accommodation expenses, such as rent or mortgage. If a city has a Cost of Living Index of 120, it means Numbeo has estimated that it is 20% more expensive than New York, NY (excluding rent).

[7] Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes291171.htm

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

Seeing a gap in nurse leadership in the clinical setting, the Gordon and Betty Moore Foundation founded the UC Davis School of Nursing in March 2009 to specifically focus on closing this gap. What distinguishes the UC Davis MS-NSHL from its comparators is its focus not just on graduating technically-skilled clinical providers, but also on developing nurses who are leaders within healthcare teams. Indeed, the MS-NSHL program has a unique focus on the following:

- **Igniting leadership** through innovative education, transformative research and bold system change.
- **Delivering inter-professional/interdisciplinary education** – health professionals learn multiple perspectives to work and communicate as teams. **MS-NSHL** 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 the communities in which the people live 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 7 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 problem-solve with the entire room using coordinated technology.
- **State-of-the-art simulation spaces** – Betty Irene Moore hall has 15 simulation exam rooms, an 8-bed simulated hospital ward, and task-training space that allows students to learn and practice skills in low-risk settings. These simulation experiences provide a seamless glide path to their real-world clinical placements. In addition, BIMH has a one-bedroom apartment that simulates home-health, specially designed to train students in the nuances of providing healthcare for patients and their family caregivers. For instance, they can simulate caring for people going up stairs, getting in and out of bed, cooking, bathing, using the bathroom, and other activities of daily living. See https://www.youtube.com/watch?v=rff7KuUd2cI for a video of the unique facilities.
- **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. The cumulative graduation rate since the school's first MS-NP cohort matriculated in 2010 is 96.5%[8]. The quality of the program is measured by student success: 100% of alumni in the last three

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[8] 2019 Betty Irene Moore School of Nursing Evaluation report, p5 (Executive Summary)

cohorts who sat for the American Academy of Nurse Practitioners or American Nurses Credentialing Center certification exam post-graduation passed.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)
	2017-18	2018-19	2019-20	Fall 2020*	Publics & Privates***
Ethnicity					
Underrepresented					
African American	10%	6%	4%	9%	13.3%
Hispanic/Latino(a)	14%	16%	17%	16%	9.0%
American Indian	0%	0%	2%	2%	0.6%
Subtotal Underrepresented	*24%*	*22%*	*23%*	*27%*	*22.9%*
Asian/Pacific Islander	26%	20%	38%	26%	7.8%
White	45%	53%	37%	46%	59.7%
Domestic Unknown	5%	4%	2%	0%	9.5%
International	0%	0%	0%	1%	0%
Total	100%	99%	100%	100%	100%
Socioeconomic					
% Pell recipients	45%	46%	49%	n/a	**45.8%
Gender					
% Male	21%	20%	21%	13%	***12%
% Female	78%	78%	79%	87%	87%
% Non-Binary	1%	1%	0%	0%	0%
% Unknown	0%	0%	0%	0%	1%

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Trends:
(Please note that the trends in California nursing school graduates mentioned below refer to the Campaign for Action[9] data between 2011 and 2018, as this constitutes the pipeline for the UC Davis MS-NSHL program; an RN is a requirement for entry.)

The trend in Hispanic/Latino students in the MS-NSHL is on an overall upward trajectory. This is to be expected, as the percentage of California nursing school graduates who constitute the pipeline for this program has risen from 18% Hispanic/Latino in 2011 to 25.7% in 2018.

The trend in Black/African American students in the MS-NSHL is uneven. Since 2011, roughly 5% of California nursing school graduates have been Black/African American. Enrollment of this underrepresented group in the UC Davis MS-NSHL has exceeded this percentage in three of the last four years. The current cohort is 9% Black/African American, a slight increase over the previous two years, possibly as a result of increased partnerships with the Capital City Black Nurses Association (founded by two UCD SON alumni) and the Sacramento Black Nurses Association. Davis also hosted the African American Women's Health Legacy Conference, which has a specific mission to increase the number of African Americans in nursing.

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[9] https://campaignforaction.org/resource/closely-californias-rn-graduates-reflect-states-diversity/. "How closely do California's RN graduates reflect the State's Diversity?" Accessed 9/22/2020.

The trend in Native American/Alaskan Native students in the MS-NSHL is also uneven. This population has decreased from .7% of California nursing school graduates in 2011 to .4% in 2018. The MS-NSHL has had two Native American/Alaskan students in the most recent two cohorts, which equates to 2% of the program. While this may exceed the CA nursing school graduate population figure, this is an area the SON has identified as critical for increasing outreach and pipeline programs, as identified in the school's Equity, Diversity and Inclusion Strategic Plan (see additional detail in V.g).

Comparison:

According to the Bureau of Labor Statistics, the national population of registered nurses, which makes up the pool of potential students for the MS-NSHL program, is 12.4% Black/African American and 7.2% Hispanic or Latino[10] (data for American Indian nurses is not available). The total enrollment of underrepresented groups in the MS-NSHL has been 23% and 27%, respectively, in the most recent two years, exceeding the national average, as published in the 2019-20 edition of the American Association of College of Nursing's *Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* report (see table below).

Demographic data from individual comparator schools are not available; however, the American Association of Colleges of Nursing (AACN) publishes a report of nursing school statistics, which is used as a benchmark for UC Davis. A comparison of AACN statistics to MS-NSHL students is provided in the table below:

Race/Ethnicity Breakdown of students enrolled in master's programs in nursing	AACN average 2019-20[11]	2018 California RN graduates[12]	MS-NSHL students 2020 cohort
Black/African-American	13.34%	4.8%	9%
Hispanic or Latino	9.0%	25.7%	16%
American Indian or Alaskan Native	.6%	.4%	2%
Asian, Native Hawaiian or Other Pacific Islander	7.8%	27.2%	26%
White	59.7%	32.6%	46%
Unknown	9.5%*	4.5%	1%

This is the percentage of students who indicated two or more races on the AACN survey

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[10] Bureau of Labor Statistics, Household Data/Annual Averages/Employed persons by occupation, sex, race. Data is for Registered Nurses. https://www.bls.gov/cps/cpsaat11.htm. Accessed September 20, 2020.

[11] American Association of Colleges of Nursing report, "Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing", Table 11a, "Race/Ethnicity of Students Enrolled from Master's Programs in Nursing, 2010-2019," 2019-20 edition.

[12] https://campaignforaction.org/resource/closely-californias-rn-graduates-reflect-states-diversity/. "How closely do California's RN graduates reflect the State's Diversity?" Accessed 9/22/2020.

The UC Davis Betty Irene Moore School of Nursing lags the national average for Black/African American graduate students. This statistic is consistent with the lower-than-national average of Black/African American RNs in California, since RN licensure is a requirement for the MS-NSHL. The SON's enrollments of Hispanic or Latino, and Asian, Native Hawaiian, or Pacific Islander graduate students exceeds the national average, however; this statistic is related to the higher-than-national-average pipeline of California RNs in these groups. Since 2018, enrollment in the MS-NSHL program has been >95% California residents, with only two international students during that time. Because of the requirement for RN licensure, it is not a program that typically attracts international students.

Strategies for creating a robust level of racial and ethnic diversity:

1. Outreach and recruitment:

The MS-NSHL invests in outreach to prospective students with diverse backgrounds. This includes advertising in the special Nursing Schools edition of INSIGHT into Diversity, Diversity Nursing, Journal for Blacks in Higher Education, Hispanic-Serving Health Professions Schools, and Minority Nurse magazines. The program sponsors the Capital City Black Nurses Association, Sacramento Black Nurses Association, OCA Women in Leadership Conference, and the African American Women's Health Legacy Conference. The program also tables at the National Black Nurses Association, GLMA, California Forum for Diversity in Graduate Education, and National Association of Hispanic Nurses meetings. The local chapter of the Capital City Black Nurses Association was started by two UCD SON alumni, and the association is active in promoting the nursing programs at UC Davis, including offering scholarships for which MS-NSHL students may be eligible. The Sacramento Black Nurses Association also offers scholarships that the MS-NSHL students may be eligible for.

2. Admissions:
The MS-NSHL is committed to building and sustaining a diverse academic community of faculty, staff and students and to ensuring that access to education is open to learners from all segments of society. The MS-NSHL 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 <u>mission and vision of the school</u>, the MS-NSHL 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 MS-NSHL's holistic 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 experiences, attributes 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 diverse cohort of students for each program, whose interests are compatible with the vision of the school in order to leverage the university's strengths in interdisciplinary learning, innovative technology, state-of-the-art evidence-based practice and transformative leadership.

The admissions statement outlining these strategies is clearly displayed on the School of Nursing's website, with the intention of attracting candidates with diverse backgrounds.

3. <u>Inclusion</u>:

A key component to maintaining a diverse academic culture is ensuring an inclusive environment where people from all backgrounds feel comfortable and thrive. The MS-NSHL 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 immersion has been converted to an online program during COVID-19). This includes content ranging from implicit bias training, health equity, diversity and inclusion, sexual violence prevention training, and student safety, 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 MS-NSHL 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 MS-NSHL at the National Association for Hispanic Nurses, GLMA 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 program has a strong history of enrollment of students from low socioeconomic backgrounds, with a trend of Pell recipients in the last three years of 45%, 46%, and 49%, respectively. This is consistent with the 2015-16 national average of 45.8% of first-year graduate students who were former Pell recipients[13].

Data provided by the UCD Financial aid office estimates that 67% of the cohort that entered in summer 2020 were Pell Grant recipients as undergraduates, and self-reported data submitted as part of the scholarship application process for this cohort indicates that 9 of the 24 (38%) are first-generation college graduates.

The school's strategy for promoting access for students from low socioeconomic backgrounds includes the following:
- The GRE is not required as part of the admissions process, as there is evidence it can be discriminatory
- Special emphasis is placed on socioeconomic disadvantage and the desire to serve as a healthcare provider in underserved communities during the evaluation of applications for admissions.
- All Pell recipients in the MS-NSHL receive a minimum non-loan aid package equivalent to 33% of PDST and 33% of tuition.
- MS-NSHL students are eligible for more than 35 scholarships, at least two of which are designated for students with demonstrated financial need.

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

Nursing is historically a female-dominated profession: the population of registered nurses eligible for admission to this degree program is 88.9% female.[14] On average, the Betty Irene Moore School of Nursing achieves slightly greater gender parity than the

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[13] 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.
[14] Bureau of Labor Statistics, Household Data/Annual Averages/Employed persons by occupation, sex, race. Data is for Registered Nurses. https://www.bls.gov/cps/cpsaat11.htm. Accessed 9/27/2020.

national average, using the percentage of registered nurses and the American Association of Colleges of Nursing data as a benchmark.

Gender Breakdown of students enrolled in master's programs in nursing	AACN Benchmark 2019[15]	MS-NSHL 2017-2018	MS-NSHL 2018-2019	MS-NSHL 2019-2020	MS-NSHL 2020-2021 estimated
Male	12%	21%	20%	21%	13%
Female	87%	78%	78%	79%	87%
Unknown	1%	1%	1%	0%	0%

The significant decrease in the number of males in 2020-21 reflects a drop from an average of 4 males in each clinical nurse practitioner track to only 1 in the most recent cohort.

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.

Enrollment in the MS-NSHL is driven by the composition of bachelor's-prepared registered nurses, since this is a pre-requisite for the program. The *Nursing Outlook* article, "Trends in Racial and Ethnic Demographics of the Nursing Workforce: 2000 to 2015"[16] indicates a significant shift in RN education of Hispanic nurses, from 34% who were bachelor's prepared in 2000 to 51% who were bachelor's prepared in 2015. A similar shift in RN education of nurses identifying as "other or multiple" race/ethnicities was reported, from 46% bachelor's prepared in 2000 to 55% bachelor's prepared in 2015.

With significant outreach efforts to underrepresented groups, and given this trend in professional demographics, the Betty Irene Moore School of Nursing expects the composition of the final two years of the MS-NSHL program to trend upward in the percentage of Hispanic/Latinx and multi-racial students, recognizing that with 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. It is expected that the percentage of Pell grant recipients will remain high, given the program's focus on training nurses to provide healthcare to underserved populations. With the relatively small population of male RNs, a significant increase in the average percentage of males in the program is not

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[15] American Association of Colleges of Nursing report, "Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing", Table 9, 2019-20.

[16] https://www.nursingoutlook.org/action/showPdf?pii=S0029-6554%2817%2930642-5. Accessed 9/21/ 2020.

expected, but the SON has implemented changes to its marketing materials to highlight males in the program and male alumni, so that the low number experienced in 2020 is an outlier and not a trend.

In 2019, the Betty Irene Moore School of Nursing began partnering with the UCD undergraduate campus to lead four sessions in the 2-unit course, *Careers in Nursing*. While this effort is specifically aimed at students who are not yet RNs, a goal of the partnership is to diversify the RN profession, which would therefore create a more diverse pool for the MS-NSHL program.

Similarly, the Betty Irene Moore School of Nursing is part of the Health Professions Post-Baccalaureate program, which will launch in January 2021. It is targeted at students who had a low undergraduate GPA that would otherwise disqualify them from nursing school admissions requirements. This 5-quarter program includes test-taking skills, learning strategies, writing skills, volunteer experience and course make-up. It also has a track on health equity, for those interested in a one-quarter internship focused on health disparities, epidemiology and sociology. This program is also targeted for students who are not yet RNs, but will increase the diversity of the pipeline to the MS-NSHL.

The MS-NSHL 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. 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 MS-NSHL has a Diversity and Inclusion Advisory Committee appointed by the Dean and has recently appointed a new Associate Dean for Health Equity, Diversity and Inclusion (see Faculty section, Vg, below). They are responsible for ensuring visibility, accountability and progress towards the school's diversity and inclusion outcomes, which are:

1. **All individuals in the School of Nursing, including those in the MS-NSHL, 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.**

These goals, along with the School's comprehensive diversity statement, are made available on the website and highlighted in promotional/recruitment materials to demonstrate the school's commitment to equity, diversity and inclusion.

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	2017-18 (n=32)	2018-19 (n=33)	2019-20 (n=33)
Black/ African/ African American	12.5%	15.2%	15.2%
Hispanic/ Latino(a)	9.4%	6.1%	6.1%
American Indian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Asian/ Pacific Islander	12.5%	18.2%	15.2%
White	65.6%	60.6%	63.6%
Two or More Races	0.0%	0.0%	0.0%
Other/ Unknown	0.0%	0.0%	0.0%
Percentage by Gender	2017-18	2018-19	2019-20
Female	71.9%	69.7%	63.6%
Male	28.1%	30.3%	33.3%
Non-Binary/Unknown	0.0%	0.0%	3.0%

Ladder Rank and Equivalent Faculty (School or Department)			
Ethnicity	2017-18 (n=8)	2018-19 (n=8)	2019-20 (n=10)
Black/ African/ African American		12.5%	10.0%
Hispanic/ Latino(a)	25.0%	25.0%	20.0%
American Indian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Asian/ Pacific Islander	25.0%	25.0%	20.0%
White	50.0%	37.5%	50.0%
Two or More Races	0.0%	0.0%	0.0%
Other/ Unknown	0.0%	0.0%	0.0%
Percentage by Gender	2017-18	2018-19	2019-20
Female	87.5%	87.5%	90.0%
Male	12.5%	12.5%	10.0%
Non-Binary/Unknown	0.0%	0.0%	0.0%

Please note: 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 campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

Equity, Diversity and Inclusion is a core attribute of the SON[17] and the MS-NSHL. In 2019, the School's Diversity Statement[18] was launched on the website and added to promotional materials to clearly communicate this commitment to prospective faculty, staff, students and collaborators. The SON continues to build a diverse bench of scholars and clinicians who not only reflect the diversity of the topics in the professional field but also diverse backgrounds. The targeted efforts at reaching a diverse pool have begun yielding success. A search launched in fall 2019 added six new women to the faculty, one of whom is Black/African/African-American, one of whom is Mexican/Mexican-American, one of whom is Asian/Pacific Islander, and one of whom is Asian and Hispanic. These hires are not reflected on the table above since offers were extended after the October 2019 census. The SON also added a self-identified gay faculty member. (Unfortunately, faculty who identify as LGBTQIA, veterans and/or who identify a disability are not captured in the above tables. The SON concurs with other programs who have recommended that UCOP consider expanding the categories requested in the table above, to more authentically capture the ways in which diversity is represented among faculty).

In spring 2020, the School of Nursing created a new Associate Dean for Health Equity Diversity and Inclusion and filled the position in July 2020. The new Associate Dean's academic interests are health equity and social justice, and she is a nationally-recognized expert in microaggressions and implicit bias. The Associate Dean partners with the school's existing Diversity and Inclusion Advisory Committee and new Health Equity, Diversity, and Inclusion (HEDI) council to implement the 5-year EDI strategic plan, which includes a heavy focus on anti-racist curricula, and recruitment and retention of a diverse faculty and staff.

Recruitment: The School launched a new ladder rank search for two positions in fall 2020. This search is part of the UC Davis-wide "Advancing Faculty Diversity" grant, which pilots steps to increase the diversity of the applicant pool and faculty overall by:
- Partnering with the VC-Academic Affairs office and Job Elephant to identify new advertising and outreach venues
- Highlighting the importance of the Statement of Contributions to EDI in the search plan and advertising.
- Requiring racial/ethnic and gender diversity among search committee members; including a graduate student on the search committee.
- Orienting search committee members by the VC-Academic Affairs, who partners with the committee to develop a selection rubric focused on contributions to diversity.

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[17] https://health.ucdavis.edu/nursing/about_us/vision.html. Accessed 9/21/2020.
[18] https://health.ucdavis.edu/nursing/diversity_inclusion/full-diversity-statement.html

- Personally contacting eminent nursing scholars and members of under-represented groups to identify URG recruitment targets for the position.
- Conducting blind review to select shortlist candidates. Selection materials for the shortlist are limited to the Statement of contributions to Diversity, Equity and Inclusion and Statement of Research;
- Redacting personal information and institutional information from the CV to further reduce potential bias
- Identifying a confidential advisor to connect with all short list candidates prior to arriving on campus (or via virtual interview, as appropriate) to provide clear instructions of what to expect during the interview process.
- Requesting that shortlist candidates include EDI issues as they relate to teaching, research and scholarship during their presentation/seminar.
- Highlighting the School of Nursing, UC Davis Health and UC Davis's commitments to the core attributes of equity, diversity and inclusion
- Requiring the successful candidate to demonstrate potential or evidence of a strong commitment to the advancement of diversity, equity, and inclusion for historically underrepresented and marginalized student communities, and how this commitment integrates with teaching, research, and service.
- Offering selected candidate(s) a full referral to the Capital Resource Network, a UCD consultation service that assists new employees in finding housing, navigating the campus and connecting to social and professional networks in the area.
- Enrolling selected candidate(s) in the National Center for Faculty Diversity and Development "Faculty Success Program" after their first year of teaching at UCD. This program is intended to "teach tenure-track and tenured faculty the skills they need to increase both their research and writing productivity while maintaining a healthy work-life balance."

For *all* SON faculty searches, including those not part of the grant discussed above, the following apply:
- Advertising and outreach to a diverse and national audience is intentionally identified in the search plan development phase. Leadership and recruitment committee members actively identify, contact and cultivate diverse potential candidates, taking advantage of 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 MS-NSHL, also promotes in conferences programs for the National Black Nurses Association, National Association of Hispanic Nurses, and GLMA (LGBTQ Equality) when recruitments are open during events.

- Beginning in 2020, all new faculty searches (Federation and Senate) require an equity advisor responsible for reviewing the diversity of applicant pools prior to proceeding with interviews, and who are available to advise panel members and department chair.
- The Vice Provost's office maintains workforce utilization analysis reports, which are a considering factor in the search plan development stage. These reports signify hiring goals for the MS-NSHL program.
- All faculty recruitment advisory committees must have diverse representation, and 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 Contributions to 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 equity, diversity, and inclusion does not result, more advertising and outreach will be conducted.

Retention, Inclusion, and Progression
- The SON 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 and during academic advancement case reviews by the Associate Vice Chancellor for Academic Personnel.
- All faculty in the MS-NSHL receive an annual allocation of $2,000 for professional development (temporarily reduced to $1,000 in 2020-21 due to COVID-19 travel restrictions). This can be used for attendance at equity, diversity and inclusion-related conferences or seminars.
- MS-NSHL 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 standardized 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, and changes are implemented as needed.
- MS-NSHL faculty have access to – and are encouraged to join – a wide array of Employee Resource Groups (ERGs). Many faculty members 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.
- MS-NSHL program faculty have access to many 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

such as the Inter-Professional Teaching Scholars Program, UC Davis Schools of Health Mentoring Academy, and Women in Medicine and Health Sciences, in addition to career advancement, leadership development and other learning opportunities.

- The UCD Health Vice Chancellor's Advisory Committee on Faculty Excellence in Diversity (FED) addresses the professional and development needs of URM faculty by facilitating the dissemination of knowledge, skills and resources necessary to achieve successful careers in academic health care. This committee is a resource and provides a network for faculty candidates, new hires and established faculty members, highlighting the unique needs of URM faculty to aid in recruitment, retention and progression at UCD Health.
- The SON launched a 3 day in-person Anti-Racism and Cultural Humility (ARC) program for UC Davis Health personnel in Fall, 2020, sparked by the deaths of African Americans Ahmad Aubrey, Breanna Taylor and George Floyd, to explore how this national moment applies to the well-being of individual health care providers, to relationships between providers, and to the equitable, culturally respectful care of UCDH patients. This training will enhance the capacity of the UCDH workforce to address implicit bias and racism in the academic and clinical settings, and create a more inclusive environment for faculty and other stakeholders. It is instructed by Dr. Jann Murray-Garcia, the co-founder of the concept of Cultural Humility.
- In 2021, the SON launched the I-DARE (Inclusion, Diversity, Anti-Racism and Equity) taskforce. This one-year initiative addresses immediate diversity, equity and inclusion needs, trains future leaders on DEI, and utilizes a standardized needs assessment to develop sustainable school and institutional action plans to advance the overarching UC Davis DEI Strategic Vision goals and the goals of the UCD Health Strategic Plan.

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 diverse, talented students from enrolling in and graduating** from the MS-NSHL program. To this end, **every student offered admission is also offered some form of non-loan aid**. Some students receive scholarships specifically intended to support those with demonstrated financial need. To measure success in meeting this goal, the SON tracks applicants who are offered admission but decline to enroll. A high decline rate tends to indicate that financial aid packages are insufficient. The program's rejection rate is low, however, averaging just 15% in the previous two years. Graduation rates are also high, averaging 96% since the program began, indicating students have sufficient financial support to complete the program.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	26%	31%	41%	34%	45%	44%
Cumulative Debt among Students with Debt	$16,106	$29,998	$33,568	$49,585	$49,741	$67,060

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 MS-NSHL class graduated in 2012, and the table above represents gradual growth in the numbers of students matriculating and graduating each year. With this small sample size, it is difficult to draw trending conclusions, as a single student's circumstance can have substantial impact on the average.

All students in the MS-NSHL 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 was the final group eligible for this funding.

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. The graduating class of 2019 appears to be an outlier; according to the School's records, 4 of the 27 who graduated with debt that year were not California residents during their coursework, and their debt averaged ~$16,500 more than the debt of California residents. Recent Financial Aid Office data for 2020 graduates of the program indicates the average debt of all students who graduated has dropped to $40,210, which would be more in line with previous years.

It is anticipated that indebtedness will remain relatively steady during the period covered by this proposal, growing slightly if graduate tuition is increased UC-wide.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	44%	$67,060	$134,130	7%
Public comparisons	69%	$47,500	$108,130	6%
Private comparisons	69%	$47,500	$119,837	6%

Sources:
UC: Corporate data
Comparison institutions:

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.

For Median Salary at Graduation, 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 $45,000 - 50,000; which is in line with what the historical indebtedness has been, as the 2018-19 graduating class was an outlier. Since this program requires RN licensure, 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 MS-NSHL ensure that students are sought-after in the job market and command competitive salaries when they start working. The job outlook for nurse practitioners in the U.S. is projected to grow 45% from 2019 to 2029, much faster than the average for all occupations.[19] 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 grant or scholarships. Students graduating from this program are prepared for nurse practitioner positions,

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[19] https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm

which earn a median salary of $134,130 in the Sacramento/Roseville area[20]. A debt of approximately $50,000 is considered manageable, given the earning potential of graduates from the MS-NSHL.

Studies have shown that nursing graduates are among the highest earners upon graduation, and they have one of the lowest percentages of median earnings used for debt repayment in the first year post-graduation.[21] As an increase on the PDST is not being proposed, it is believed the MS-NSHL program will continue to meet enrollment goals for a diverse student body during the period of this proposal.

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 MS-NSHL 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. Because the program's priorities are aging, rural, and under-served communities, a high number of students are from underrepresented and rural backgrounds and return to these areas to practice after completing the program.

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 which provide traineeships, scholarships, and loan repayment programs for graduate students in nursing.

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[20] https://www.bls.gov/oes/current/oes291141.htm
[21] http://www.hamiltonproject.org/papers/major_decisions_graduates_earnings_growth_debt_repayment/

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 jobs in clinical practice as a family nurse practitioner are considered public interest careers, as they expand the capacity for much-needed primary healthcare in California. Some of the highest paying Nurse Practitioner salaries in the U.S. are in under-served regions of California, such as Redding, Modesto and Salinas, and many MS-NSHL graduates find jobs in areas such as these[22]. Students can also pursue careers in different public-interest 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 $58,000-$131,000 in the Sacramento region, with those requiring healthcare training expected to be on the upper end of the scale. Full-time Nurse Practitioner positions with the State of California (government) are listed at salaries of $127,300-143,900[23]. Teaching positions are another viable option to students graduating from this program, with Nurse Educator salaries averaging $104,430 in the Sacramento area, according to the Bureau of Labor Statistics[24]. Given the debt load of most students, a public service career path is a viable option. Any students who borrow federal direct loan funding are required to complete an exit loan session with the Department of Education where they are informed of income-based loan repayment plans.

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.

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

In 2019-20, the SON launched new recruitment webinars for prospective students in the MS-NSHL program. In these sessions, prospective students have the opportunity to ask questions about financial aid, expected debt levels and managing debt.

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[22] https://www.bls.gov/oes/current/oes291171.htm
[23] https://www.calcareers.ca.gov/CalHRPublic/Search/JobSearchResults.aspx#kw=nurse%20practitioner
[24] https://www.bls.gov/oes/current/oes251072.htm#st

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.).

COVID-19 impacts:

- As a result of COVID-19, faculty teaching in the MS-NSHL had to quickly pivot all didactic coursework for remote delivery. Zoom accounts were established for all faculty before the stay-at-home orders were issued, and the Associate Dean for Faculty and Student Success immediately repurposed regular "Faculty Education Advancement Sessions" to address creating courses in an online modality and engaging students remotely. The active-learning classroom approach that is one of the School of Nursing's defining characteristics has been replicated in many of the online courses, using virtual breakout rooms. While the transition required a massive effort by SON faculty and staff, students in the class of 2020 were able to complete their didactic coursework on time for graduation.

- The MS-NSHL program maintains a specialized clinical curriculum staff team that supports students during simulation activities to prepare them for clinical experiences and practice. At the onset of the COVID-19 pandemic, this team quickly activated to create an emergency continuity plan to ensure in-person simulation training was not interrupted. They established extensive safety measures, such as health screening, physical distancing and PPE plans, to ensure MS-NSHL students could still meet the clinical training requirements of the Board of Registered Nursing and graduate in normative time. This was a monumental accomplishment as many schools of nursing in the U.S. had to delay simulation activities and thus delay student progress. UCD's MS-NSHL 2020 graduates are now providing much-needed primary care throughout the state of California. Subsequent cohorts have been able to continue their clinical simulation training uninterrupted, with no known exposures resulting from the on-site instruction.

- At the time this proposal is being submitted, the SON is in the process of procuring and implementing new online simulation software that will allow students to gain particular simulated clinical practice experiences virtually. While this will help all students, it is particularly important during COVID-19, when the partner volunteer clinics and hospitals (see bullet below) could shut their doors to the MS-NSHL students at any time. With the Governor's signature of AB2288 on 9/29/2020, this software would allow the students to replace some of their in-person clinical experience hours with simulation experience hours during declared states of emergency.

- In response to COVID-19, student resources have been enhanced. The new virtual student immersion program was launched in summer 2020 and replicated for the incoming cohort in fall 2020. In addition, a section on "Student success in remote education" has been added to the student Canvas site, with a wide array of resources, including wellness and mental health.

- PDST revenue is projected to decline during this proposal period, therefore none of the PDST revenue will be used to cover COVID-19 related expenditures. The SON is temporarily diverting funds from other critical investments in order to cover these costs.

Other items of note:

- One component of the MS-NSHL program that differentiates the Betty Irene Moore School of Nursing from other Nurse Practitioner programs is the clinical experience placements the school arranges with community partners throughout the state. These clinical experiences (practical hours) are necessary for degree completion, but some schools require that students find their own placements. Creating relationships with clinics and establishing no-cost contracts that meet Board of Registered Nursing requirements demands significant resources from SON staff; but more critically, the arrangement is dependent upon volunteer physicians, nurse practitioners and physician assistants throughout California who agree to precept SON students at no cost. Private, competitor schools have begun paying for these precepting services, which has shrunk the number of clinical placements available to UCD students and made it more difficult to get the practical experiences they need to complete graduation requirements. This change in the market also leaves the Betty Irene Moore School of Nursing fiscally vulnerable as it may be required to replace these voluntary clinicians with salaried clinical faculty and/or pay sites to take MS-NSHL students.
- In addition to the scholarship goals mentioned in section III.c., SON fundraising goals for the [UC Davis "Expect Greater" Campaign](#) include support of educational experiences to foster healthy, equitable communities and social justice. Specific goals are in areas that truly differentiate the Betty Irene Moore School of Nursing from other programs and include:
  - Funding the expansion of innovative immersive educational experiences, such as the Central Valley Bus Trip (https://health.ucdavis.edu/health-news/newsroom/bus-tour-connects-uc-davis-health-with-central-valley-communities-gains-national-recognition-/2019/12) and Sacramento Health History tour (https://health.ucdavis.edu/health-news/nursing/how-sacramentos-history-has-shaped-todays-health-care-disparities/2020/05).
    - Goal: $2,500,000 (Program Support)
  - Supporting programs that provide students with transformative clinical education and service-learning opportunities, including clinical rotations in rural and underserved areas. Modelled after the Humboldt County pilot project: https://health.ucdavis.edu/nursing/academics/Course_Distinctions/course_pages/HumboldtCoPartnership.html
    - Goal: $1,000,000 (Program Support)
  - Establishing and naming the Student Success Center, ensuring that students with multiple intelligences and diverse backgrounds will thrive during their SON program and go on to provide critical primary care to underserved populations throughout their careers.
    - Goal: $5,000,000 (Student support/ Program 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 primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

The School of Nursing Dean and Assistant Dean for Administration hosted a virtual town-hall meeting on October 2, 2020, inviting all Year 1 (Y1) and Year 2 (Y2) MS-NSHL students. This date and time was selected strategically in order to attract the highest number from both cohorts of students, as they are managing clinical rotations along with classes. Summary information containing details of the proposal was shared via email with all students in advance (sent September 18, 2020), and students who were unable to attend the town hall were encouraged to submit questions or comments to the Assistant Dean via email or phone. One student chose to attend the town hall. The following questions and concerns were surfaced by students, either via email or at the town hall (*responses provided to students are in italics*):

- "I just wanted to thank you for suggesting this idea on behalf of the NP students. I am an RN actively working with COVID patients during my time in the program. I sincerely appreciate the recognition of our community service and the offering of a financial arrangement as a result. I feel like this shows the support the state university has for its students that are actively fighting for the wellbeing of our area"
- Is it the entire cost of the program that is being proposed to say as-is? *No, only the PDST portion of the program fees is proposed at 0% increases for the next two years. The graduate tuition and other fees are set by the Regents and UC Davis.*
- "I showed up to support the proposal because many fellow students are working and going to school right now…I hope that it passes."
- The program does not provide much flexibility for RNs who want or need to continue to work. *This program was designed many years ago as a full-time program, and faculty recognize that needs and the educational climate have changed. The School is examining how to make the program more flexible through the curricular changes that will be implemented with the new DNP program.*

Overall, the responses were more favorable than anticipated, and no proposal changes were made as a result of student consultation.

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

☒ Plan shared with   Jonathan Minnick, GSA President on 10/23/20.
Campus graduate student organization (i.e., your campus' GSA president)

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

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

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

Consultation with faculty

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

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

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

An overview of the PDST proposal was provided to all SON Faculty via email on September 18, 2020, requesting that faculty pre-read it for discussion at the September 24, 2020, SON faculty meeting. The Dean and Assistant Dean for Administration attended the September 24 faculty meeting to discuss the PDST proposal and answer any questions (an update to the campus and SON school budget for 2020-21 was also presented at this time). There were no questions or comments raised during the meeting, so the faculty were encouraged to send any future questions or comments to the Assistant Dean for consideration. As of the date this proposal was submitted to the UC Davis Budget Office (10/16/2020), only the question below was submitted, so there were no changes made to the proposal as a result of faculty feedback.

Question from faculty feedback. (*The answer provided is noted in italics*)

- **How do these PDST fees compare with the cost of the Physician Assistant (PA) program?** *MS-NSHL students pay $30,473 for one year (4 full-time quarters, including 2020-21 PDST, tuition and student fees) and PA students pay $63,480 for one year (4 full-time quarters, for all-inclusive 2020-21 self-supporting fees). The reason for this difference is that the MS-NSHL receives some State funding, which offsets the cost of delivering the program. The PA program does not receive State funding. It is also important to note that as a self-supporting degree, the PA program fee is market-based.*

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>October 23, 2020</u>.
       Graduate Dean

☒ Plan endorsed by <u>Gary S. May</u> on <u>November 12, 2020</u>.
       Chancellor[25]

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[25] 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 2021

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. 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$6,489	$6,489	$6,489	$6,489	$6,489	$6,489	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$6,489	$6,489	$6,489	$6,489	$6,489	$6,489	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468	3.5%	$480
Campus-based Fees**	$784	$788	$793	$798	$803	$809	0.6%	$5	0.6%	$5	0.6%	$5	0.6%	$5	0.7%	$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)	**$19,843**	**$19,847**	**$20,272**	**$20,721**	**$21,194**	**$21,680**	0.0%	$5	2.1%	$425	2.2%	$449	2.3%	$473	2.3%	$485
Total Fees (Nonresident)	**$32,088**	**$32,092**	**$32,517**	**$32,966**	**$33,439**	**$33,925**	0.0%	$5	1.3%	$425	1.4%	$449	1.4%	$473	1.5%	$485

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

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

The UCI Master of Urban and Regional Planning (MURP) program, housed within the Department of Urban Planning and Public Policy in the School of Social Ecology, provides a rigorous academic foundation to prepare students for future success in urban and regional planning and related career fields. Approved in 1990, the MURP program is a two-year long professional degree program accredited by the Planning Accreditation Board (PAB). The first cohort of MURP students graduated in 1994. Recent graduates secure planning positions in both public (California cities and metropolitan planning organizations, such as the Southern California Association of Governments) and private sectors (planning, design, and engineering firms). In consultation with current students, program graduates, faculty, and planning professionals through meetings and surveys, the program revised its mission statement in September 2020 to the following: "We educate aspiring planning professionals to develop and implement equitable strategies to address complex challenges within a diverse society, translate planning knowledge to improve well-being, and engage communities to build a just and sustainable future." This revised statement and the corresponding strategic goals infuse principles of Diversity, Equity and Inclusion (DEI) throughout the program's professional and community engagement activities and student and faculty recruitment and retention efforts.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

The UCI MURP PDST was initially approved by the Regents in March 2017. The program's initial multi-year plan covered AY 2017-18 through AY 2019-20, and it was granted a one-year extension (with no increase in PDST) for AY 2020-21. Our goal was "to continue as one of the strongest and most highly regarded planning degree programs and to compete against the very best peer programs in the nation, in part by (1) expanding our professional development services, (2) funding substantial fellowship aid to attract the strongest students, and (3) providing both theory and applied, skills-oriented instruction by prominent professors and leading planning practitioners." We used PDST revenue to advance these three goals as follows.

(1) **Expanding our professional development services (linked to program quality):** Over the last three years, we expanded professional development opportunities by creating new programs and enhancing existing events and student services. Specifically, students met and learned from planning practitioners (from public, private, and non-profit sectors) through our Planning Visions & Career Paths lecture/workshop series (created using PDST). We also expanded existing programs, including the MURP career fair, the MURP capstone project presentation day event, and the alumni mentorship program. To achieve this goal effectively, we hired a full-time professional development and student service staff member, the MURP Assistant Director, who assisted in identifying professional development needs, organizing events, and providing various forms of support for successful professional development. With this support, over 90% of our recent graduates obtained professional planning or planning-related positions within 12 months of graduation. Additionally, we now have three active student organizations: the UCI Urban Planning Student Association (our program's longer-term student organization), the Orange County Association of Environmental Professionals (OCAEP) Student Chapter (established in fall 2017), and the Urban Planners of Color at UCI (established in spring 2019), demonstrating an increased vibrancy of the program as well as a robust climate for students as they prepare for careers post-graduation. The program provides PDST-based funding to these organizations to support their student-driven events that expand professional development opportunities such as skills-based workshops, events with planning professionals, and networking opportunities.

(2) **Funding substantial fellowship aid to attract the strongest students (linked to affordability, diversity, and program quality):** We directed a substantial portion of PDST revenue towards increasing student financial aid through fellowships that match what other top programs are able to offer their respective students. The total amount of funding given to incoming students for recruitment increased from approximately $68,000 (the average of fall 2014-2016 cycles) to an average of $176,000 for fall 2017-2019 cycles (these range from $500 to $8,157 per quarter per student). In response to COVID-19, we supplemented PDST financial support with additional block funding (provided by the campus) and allocated $320,000 for fall 2020 recruitment. In this way, PDST supplemental fellowship aid enabled us to maintain a high level of student diversity in the program (please see V. ENROLLMENT AND DIVERSITY STRATEGY for details). Additionally, we have provided an increased amount of support for continuing students by creating or expanding the following programs.

- MURP Diversity in Planning Fellowship Program (expanded): Supporting continuing MURP students who are engaged in activities that promote diversity, equity, and inclusion within our program and in the planning profession.
- NEURUS Student Exchange Program (expanded): Providing a study abroad opportunity (with supplemental fellowships of $3,500 per student) for students who are interested in a wide variety of urban and regional planning issues around the world. This study abroad opportunity was paused during the 2020-21 academic year due to COVID-19 but we plan to resume this program in future years.

- MURP Summer Intern Fellowship Program (created in summer 2018): Supporting MURP students who undertake unpaid or low-paying summer internships by providing modest funding to promote their active participation in professional planning activities and provide support for students interested in public interest careers and community services to underserved populations.

The total amount of support provided through these three programs in the last three years was $116,500, of which approximately 74% was covered by PDST. A majority of the fellowship/support recipients were from underrepresented groups (URG) in the last three years (MURP Diversity in Planning Fellowship Program: 79% URG, NEURUS Student Exchange Program: 100% URG, MURP Summer Intern Fellowship Program: 50% URG). These programs have also contributed to elevating the visibility of the program and enhancing our outreach and recruitment activities.

(3) **Providing both theory and applied, skills-oriented instruction by prominent professors and leading planning practitioners (linked to program quality):** Starting in AY 2017-18, we offered five new skills-oriented courses by hiring three to five planning practitioners in each academic year, while maintaining the high quality of existing courses taught by core faculty members. Student feedback (received through course evaluations as well as other channels, including MURP town hall meetings and annual student surveys) indicates that these new courses enable students to connect with practitioners, gain hands-on experience, and develop additional planning skillsets in site design, site development, sustainable planning, public finance, and other areas key to professional practice. To enhance student learning outcomes, over the last three years, we also provided additional instructional support by hiring a total of five readers/tutors and eleven PDST-funded TAs for selected MURP courses.

With these efforts, our program climbed up three spots to #21 on the list of top graduate urban planning programs.[1] We also maintained the program size with a diverse body of students, while many other planning programs in the U.S. have experienced a decline in recent years, as explained in section III.e. below. In our Alumni Survey conducted in May/June 2020, 79% of respondents indicated that they were "Very Satisfied" or "Somewhat Satisfied" with how the program prepared them for the first two years of their careers. Recent graduates (2014-2019) strongly agreed that the program provides instruction and training on the practice of planning in communities with diverse populations (4.0 on a scale from 1 for "Strongly Disagree" to 5 for "Strongly Agree"). They also agreed that the program promotes awareness and respect for differing beliefs, values and expectations of populations served by the profession (4.1) and that it provides opportunities for student engagement in the planning profession in an inclusive manner (4.2).

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[1] Planetizen Guide to Graduate Urban Planning Programs, 2019. https://store.planetizen.com/collections/guide-to-graduate-urban-planning-programs

During the final weeks of winter 2020, the MURP program shifted to remote delivery of courses and professional development programming in response to the COVID-19 pandemic. All course and events for spring 2020 were shifted to remote delivery, and the program will remain fully remote in fall 2020. PDST funding (supplemented with program block funding) helped ensure the program was able to support students during this period of substantial adjustment and hardship. The program launched the MURP Economic Hardship Fellowship program in 2020 in response to COVID-19 that provides supplemental fellowship funding for students facing financial strain due to lost employment, rapid housing relocations, and family hardship and helps support students who may be at risk of dropping out of the program. In addition, the program's faculty Director, Assistant Director and the Department Chair held several program-wide and small group listening sessions to understand the challenges and strains experienced by MURP students and to support their mental health and well-being through this stressful period. PDST funding also helped ensure the program continued to deliver professional development courses and programming to strengthen student preparation for obtaining internships while in the program and for obtaining planning positions in the public, private, or non-profit planning sectors after graduation. The program's instructors adopted flexible online course delivery modes and took substantial steps to accommodate irregular student schedules as students adjusted to the pandemic and COVID-19. The program continued the PDST-supported summer internship program to provide supplemental funding when conducting unpaid or low-paying summer internships between year one and year two. This effort was particularly important during the pandemic when there were fewer paid internship opportunities, particularly for students interested in public interest careers focused on underserved populations.

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 response to the substantial economic hardship posed by COVID-19, the program proposes no PDST increase during the years of this multi-year plan and proposes a minimal increase in enrollment (one additional student in each of the next three academic years and two additional students in the fourth and fifth years). PDST will be used to maintain our capacity to recruit and retain a strong and diverse student body and to support their success in and beyond the program. By not increasing PDST during the period of this multi-year plan, we will make UCI a more attractive and affordable option for students from low socio-economic backgrounds. We will achieve this goal through:

(1) **Maintaining student support (linked to program quality and diversity):** As noted in section II, we expanded our active student organizations since the implementation of PDST, and our program's three student organizations represent the increasing vibrancy of the program and students' desire to maximize opportunities for outreach, engagement, and professional development/networking. During our first three years of PDST experience (2017-2020), the program welcomed such student involvement and initiative and saw their contribution to building our reputation as a leading planning program. However, we also learned that staff support for student services is necessary to adequately address a widening range of student needs for additional professional training and career development, particularly during COVID-19. Therefore, during the previous multi-year plan period we hired an Assistant Director, and PDST will continue to ensure this full-time staff member conducts outreach activities targeting those from underrepresented groups and low socioeconomic backgrounds, and improves assistance to all students (e.g., counseling meetings with diverse undergraduate students to support their successful preparation for the MURP graduate program and other related career opportunities). Over the course of this multi-year plan, PDST funding will enable us to continue our financial assistance and support of various activities of the student organizations, especially the events that contribute to outreach and recruitment of a diverse student body. In May 2019, for instance, we provided support (funding for the event as well as staff support for the recruitment of the panelists and the event arrangement) for one of our student organizations to hold a career panel and invite Cal Poly Pomona students, some of whom expressed interest in pursuing a master's degree in planning.

(2) **Continuing to provide a well-balanced curriculum (linked to program quality and diversity):** As noted in section II.a., over the last three years, PDST allowed us to hire planning practitioner lecturers to deliver new skills-oriented courses, enabling us to offer an enhanced mix of electives and to better address our ongoing efforts for greater balance between theory and practice. These courses cover essential planning practice topics relating to transportation planning, affordable housing, public finance, site development and design, community engagement and techniques to enhance public participation in the planning process. These courses train students on how to integrate Diversity, Equity and Inclusion (DEI) principles into professional planning practice and responsive approaches for addressing community needs, including those of low-income populations and communities of color. We will continue to improve these skills-oriented courses (five offerings in each academic year) by recruiting leading professionals, retaining high performing instructors, and providing adequate support for instruction. In addition, in response to student and instructor requests, we will continue instructional support for skills-intensive and/or other demanding courses (Teaching Assistant (TA) support for five courses and supplemental workshops and lab support in each academic year). We will continue collecting student input (through town-hall style meetings, student surveys, and other channels, as explained in Part B of this proposal) and exploring ways to better meet evolving demands and interests. As we enter the fourth year of offering these new skills-oriented courses, we will continue to gather information

about how the new courses have contributed to student success and placement and whether they have been particularly helpful to students from underrepresented groups and low socioeconomic backgrounds.

(3) **Continuing aid for recruitment and retention of students (linked to affordability, diversity, and program quality):** PDST will provide fellowship funding that is essential for attracting the strongest students from diverse backgrounds. We will continue to use PDST-based aid to support the retention and successful graduation of students, particularly those who are from low socioeconomic backgrounds, throughout two years of study. Therefore, we will continue the amount of our financial aid for both recruitment and retention of students through multiple channels, including the MURP Diversity in Planning Fellowship and the newly created MURP Summer Intern Fellowship program. By not increasing PDST during the period of this multi-year plan, we will make UCI a more attractive and affordable option for students from low socioeconomic backgrounds. Forty percent of the total PDST revenue will be devoted to student financial aid during each year of the five-year plan.

(4) **Enhancing coordination, communication, and connection**: In response to COVID-19, the program's faculty Director and Assistant Director coordinated closely with the UCI Planning Alumni organization, the three MURP student organizations, and multiple professional planning organizations in the region to prioritize and enhance professional development courses, programming, and student support. The program collected extensive feedback about the program's goals and priorities in our annual student surveys and town hall sessions and in the program's 2020 surveys of program graduates and planning professionals. In summer 2020, the program worked with alumni and student groups to develop and administer a supplemental student survey of all new and continuing students for the 2020-21 academic year in order to identify students' needs, professional goals, and areas for expanded professional skills development. Utilizing feedback received, the program worked closely with these organizations to develop and launch the "Planners Connect" initiative for 2020-21 to provide additional supports in response to COVID-19. This initiative improves alignment and coordination of courses, events, workshops, and programs conducted by the program and by alumni and student groups and professional organizations. The main focus is on mentoring, professional development, and community engagement. It helps build a sense of community and helps students network and prepare for their career. It includes a renewed focus on external communications about program courses and activities, the student experience, and student accomplishments. This will expand the program's networks and connections with program graduates and planning and community professionals and will support outreach and recruitment efforts. For instance, it includes a PDST-supported recruitment video featuring diverse student experiences working on a course-based project with community residents and planners (before COVID-19) to analyze neighborhoods in the City of Santa Ana, a largely low-income, Latinx community. Two MURP students will be supported with PDST funding to support logistical coordination and expanded communications for "Planners Connect." Based on lessons learned from this initiative

in 2020-21, the program will continue to use PDST to enhance coordination, communication, and connection during the remaining years of the five-year plan.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$10,000	$0	$0	$0	$0	$0	$10,000
Benefits/UCRP Cost*	$0	$0	$0	$0	$0	$0	$0
Providing Student Services	$88,830	$0	$2,665	$2,745	$2,827	$2,912	$99,979
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	$150,545	$2,596	$2,596	$2,596	$5,191	$5,191	$168,714
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0	$0	$0	$0
Other (See "Additional Comments" below)	$60,687	$1,900	$405	$468	$1,809	$1,838	$67,106
Other: TA-Ships	$66,300	$1,994	$824	$681	$3,151	$3,037	$75,987
Total use/projected use of revenue	$376,362	$6,489	$6,489	$6,489	$12,978	$12,978	$421,785

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

Additional comments:

"Faculty Salary Adjustments" includes a faculty Director stipend (with no increases to help cut costs), and "Providing Student Services" includes salary and benefits for the Assistant Director (projected with no salary increase in 2021-22 and a 3% increase in remaining years). Forty percent of PDST funding will be dedicated to financial aid each year. "Other" includes costs for five planning practitioner lecturers each academic year (with a 3% increase each year) and marketing, outreach, networking, and professional development event costs. This item includes events organized by our student organizations that contribute not only to their own professional development but also to program marketing and outreach. It also covers our support for students' conference registration, professional membership, and other professional development activities. "Other: TA-Ships" includes funding for a Teaching Assistant for five courses each year (with projected increases in the corresponding fee remissions).

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

The program actively pursues cost-cutting and expense offset opportunities. Our program runs a lean staff model whereby primary support is managed by a single staff Assistant Director. In addition, we have cultivated long-term relationships with local planning agencies, as well as our alumni and other leaders in the field, who have been instrumental in initiating various fundraising efforts and helping to secure two endowments, the Don Owen Water Science & Technology Fellowship and the Ray Watson Fellowship. The two endowments have allowed us to offer a total of $5,000-$10,000 of funding per year to students, freeing up an equivalent amount of PDST for other high-priority program costs, such as expenses for providing student services and offering skills-oriented courses.

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. The program does not propose uneven increases.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	43	44	45	46	47	49
Domestic Nonresident	2	2	2	2	2	2
International	13	13	13	13	14	14
Total	58	59	60	61	63	65

Additional comments:
We expect to see a minimal increase in enrollment (one additional student in each of the next three academic years and two additional students in the fourth and fifth years). It is important to note that the overall size of planning programs in the U.S. has declined substantially since 2010. According to the most recent statistics provided by the Planning Accreditation Board (PAB), (https://www.planningaccreditationboard.org/index.php?s=file_download&id=567), from 2010 to 2018, the total number of students in PAB-accredited master's programs decreased by 26% from 5,432 (in 69 programs) to 4,019 (in 72 programs). This

nation-wide trend poses a challenge and limits our ability to increase the proportion of resident enrollment, but our continuing outreach and recruitment efforts resulted in an increase in applications for fall 2020 and we believe will enable us to maintain the program size in future years. We will continue to pay attention to factors that shape graduate application and enrollment dynamics and make efforts to provide the best possible learning environment in terms of program size and composition.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐   If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
Residents							%	$	%	$	%	$	%	$	%	$
Public																
Univ of IL, Urbana-Champaign	$16,338	$16,828	$17,333	$17,853	$18,389	$18,940	3%	$490	3%	$505	3%	$520	3%	$536	3%	$552
University of Michigan	$32,150	$33,115	$34,108	$35,131	$36,185	$37,271	3%	$965	3%	$993	3%	$1,023	3%	$1,054	3%	$1,086
Univ of IL, Chicago	$20,210	$20,816	$21,441	$22,084	$22,747	$23,429	3%	$606	3%	$624	3%	$643	3%	$663	3%	$682
Georgia Inst of Technology	$18,760	$19,323	$19,902	$20,500	$21,115	$21,748	3%	$563	3%	$580	3%	$597	3%	$615	3%	$633
University of Washington	$17,464	$17,988	$18,528	$19,083	$19,656	$20,246	3%	$524	3%	$540	3%	$556	3%	$573	3%	$590
Private																
Columbia University	$63,473	$65,377	$67,339	$69,359	$71,439	$73,583	3%	$1,904	3%	$1,961	3%	$2,020	3%	$2,081	3%	$2,143
Univ of Southern California	$48,525	$49,981	$51,480	$53,025	$54,615	$56,254	3%	$1,456	3%	$1,499	3%	$1,544	3%	$1,591	3%	$1,638
Tufts University	$39,080	$40,252	$41,460	$42,704	$43,985	$45,304	3%	$1,172	3%	$1,208	3%	$1,244	3%	$1,281	3%	$1,320
Summary																
Public Average	$20,984	$21,614	$22,262	$22,930	$23,618	$24,327	3%	$630	3%	$648	3%	$668	3%	$688	3%	$709
Private Average	$50,359	$51,870	$53,426	$55,029	$56,680	$58,380	3%	$1,511	3%	$1,556	3%	$1,603	3%	$1,651	3%	$1,700
Public and Private Average	$32,000	$32,960	$33,949	$34,967	$36,016	$37,097	3%	$960	3%	$989	3%	$1,018	3%	$1,049	3%	$1,080
UC Irvine MURP	$19,843	$19,847	$20,272	$20,721	$21,194	$21,680	0%	$4	2%	$425	2%	$449	2%	$473	2%	$486
Nonresidents																
Public																
University of Michigan	$48,918	$50,386	$51,897	$53,454	$55,058	$56,709	3%	$1,468	3%	$1,512	3%	$1,557	3%	$1,604	3%	$1,652
Univ of IL, Urbana-Champaign	$31,626	$32,575	$33,552	$34,559	$35,595	$36,663	3%	$949	3%	$977	3%	$1,007	3%	$1,037	3%	$1,068
Univ of IL, Chicago	$28,078	$28,920	$29,788	$30,682	$31,602	$32,550	3%	$842	3%	$868	3%	$894	3%	$920	3%	$948
Georgia Inst of Technology	$33,836	$34,851	$35,897	$36,974	$38,083	$39,225	3%	$1,015	3%	$1,046	3%	$1,077	3%	$1,109	3%	$1,142
University of Washington	$30,295	$31,204	$32,140	$33,104	$34,097	$35,120	3%	$909	3%	$936	3%	$964	3%	$993	3%	$1,023
Private																
Columbia University	$63,473	$65,377	$67,339	$69,359	$71,439	$73,583	3%	$1,904	3%	$1,961	3%	$2,020	3%	$2,081	3%	$2,143
Univ of Southern California	$48,525	$49,981	$51,480	$53,025	$54,615	$56,254	3%	$1,456	3%	$1,499	3%	$1,544	3%	$1,591	3%	$1,638
Tufts University	$39,080	$40,252	$41,460	$42,704	$43,985	$45,304	3%	$1,172	3%	$1,208	3%	$1,244	3%	$1,281	3%	$1,320
Summary																
Public Average	$34,551	$35,587	$36,655	$37,754	$38,887	$40,054	3%	$1,037	3%	$1,068	3%	$1,100	3%	$1,133	3%	$1,167
Private Average	$50,359	$51,870	$53,426	$55,029	$56,680	$58,380	3%	$1,511	3%	$1,556	3%	$1,603	3%	$1,651	3%	$1,700
Public and Private Average	$40,479	$41,693	$42,944	$44,232	$45,559	$46,926	3%	$1,214	3%	$1,251	3%	$1,288	3%	$1,327	3%	$1,367
UC Irvine, MURP	$32,088	$32,092	$32,517	$32,966	$33,439	$33,925	0%	$4	1%	$425	1%	$449	1%	$473	1%	$486

Sources:

Georgia Inst of Technology (Master of City & Regional Planning): http://www.bursar.gatech.edu/student/tuition/fy21_mcrp.pdf; Based on "12 or more hours"; Semester costs include tuition ($8,455 R, $15,993 NR) and mandatory fees minus health insurance ($925 for R and NR); Doubled semester costs to represent annual costs.

Univ of IL, Chicago (Master of Urban Planning and Policy, MUPP): https://apps.registrar.uic.edu/tuition/grad/graduate-tuition-fall-2020-spring-2021; Based on costs for Range 1 (12 or more hours); Semester costs include tuition ($5,935 R, $12,369 NR), tuition differential ($2,500 for R and NR), mandatory fees minus health insurance ($1,100 for R and NR), and additional fees ($570 for R and NR); Doubled semester costs to represent annual costs.

Univ of IL, Urbana-Champaign (Master of Urban Planning): https://registrar.illinois.edu/tuition-fees/tuition-fee-rates/g-tuition-rates-2021/ (tuition); https://registrar.illinois.edu/tuition-fees/tuition-fee-rates/g-additional-expenses-2021/ (fees); Annual costs include "graduate base" ($13,176 R, $28,464 NR) and fees minus health insurance ($3,162 for R and NR).

University of Michigan (Master of Urban and Regional Planning): https://ro.umich.edu/tuition-residency/tuition-fees (Select "2020-2021" for "Academic Year", "College of Architecture and Urban Planning" for "College/School", "Full Term", and "Graduate"); Semester costs include full-time term tuition ($15,861 R, $24,245 NR) and mandatory fees (no health insurance) ($214.19 for R and NR); Doubled semester costs to represent annual costs.

University of Washington (Master or Urban Planning): https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/ (Select "Annual", "Seattle Campus", "Masters", and "Urban Design and Planning").

Columbia University (Master of Science in Urban Planning, M.S.UP): https://www.arch.columbia.edu/admissions/financial-assistance/ (Select "2020-2021 Tuition and Fees"); Annual costs include "Combined Tuition and Fees" minus "Health Insurance".

Tufts University (Master of Arts in Urban and Environmental Policy and Planning, and Master of Science in Environmental Policy and Planning): https://asegrad.tufts.edu/tuition-and-aid

Univ of Southern California (Master of Urban Planning): https://classes.usc.edu/term-20203/tuition-and-fees/ (fall 2020) and https://classes.usc.edu/term-20211/tuition-and-fees/ (Spring 2021); Total annual costs include $47,880 tuition ($1,995 unit base x 24 units, a full time load) and $645 mandatory fees ($90 application fee, $55 new student fee, $200 student services fee, and $300 MURP lab fee).

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 current list includes a total of eight institutions (five publics and three private schools) sharing common ground in terms of curriculum, accreditation status, and student pools. Our program is currently ranked #21, up from #24 in the 2017 ranking.

We developed an initial list of nine comparators (six publics and three private schools) in preparation for our PDST proposal approved in March 2017. We since updated the list first by replacing two aspirational private comparators (MIT and Cornell) with more comparable schools (Columbia and Tufts). These two new schools were selected based on this year's application data, which allowed us to identify our real competitors in terms of student recruitment, as well as their national rankings (#19 and #16).

Additionally, we excluded a public institution (Rutgers), which can be seen as an aspirational program because it is #3 in national rankings.[2]

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

The UCI MURP program is committed to maintaining an affordable program. With this proposal to not increase PDST, our MURP program's total cost for residents will remain below the average for residents at public comparison institutions. We will also maintain our comparative cost advantage for nonresidents over the planning time period. As shown in the table, our program's cost is well below that of all three private comparison institutions for both residents and nonresidents.

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

The UCI MURP program is currently ranked #21, up from #24 in the 2017 ranking.[1] While we share common characteristics with the comparison institutions, we provide unique opportunities for students to develop their professional careers by taking advantage of the rich planning opportunities/resources available in Orange County and the UCI School of Social Ecology's strong commitment to community service. With its broad spectrum of cities and suburban areas which are becoming increasingly diverse, Orange County allows our students to experience urban planning in action and get involved in the creation of more inclusive and sustainable communities through their capstone and other projects (recent capstone project topics include "Nourish Your Hood: Feeding South Central's Unhoused," "Addressing Displacement through Ethnic Business Cooperatives," and "Student Housing Issues at the University of California, Irvine"). Our well-balanced curriculum, combined with support from alumni and other community leaders, enables students to translate their planning knowledge and skill sets to community well-being. We also promote the value of student-faculty interactions by providing an inclusive learning environment with a lower student/teaching faculty ratio relative to other programs (i.e. a ratio of 6.29:1 at UCI vs. an average of 7.41:1 at our five public comparators, and an average of 6.46:1 at our three private comparators).[1] Sample student responses to the annual MURP student survey illustrate ways that students benefit from our low student/teacher ratio. In response to the annual survey question, "Any other factors that contributed to your selection of UCI's program in particular, that were not included in the options above?," one student stated that "[u]nlike some of the other schools I was admitted to, the UCI faculty showed a great interest in me." Another student mentioned a professor's "accessibility and willingness to explain what planning is and how it can be used to give back to my community." In addition, our program is

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[2] Planetizen Guide to Graduate Urban Planning Programs, 2019. https://store.planetizen.com/collections/guide-to-graduate-urban-planning-programs

recognized as one of the most diverse accredited planning programs in the United States – ranked 10th in the nation and 2nd in California.[3]

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	2.0%	2.0%	4.0%	5.1%	8.3%	4.2%
Hispanic/Latino(a)	20.0%	29.0%	34.0%	33.9%	6.9%	9.3%
American Indian	4.0%	0.0%	0.0%	0.0%	0.7%	0.3%
Subtotal Underrepresented	*26.0%*	*31.0%*	*38.0%*	*39.0%*	*15.9%*	*13.8%*
Asian/Pacific Islander	23.0%	14.0%	20.0%	22.0%	7.7%	8.8%
White	23.0%	20.0%	16.0%	23.7%	51.8%	40.4%
Domestic Unknown	7.0%	4.0%	2.0%	1.7%	0.8%	4.1%
International	21.0%	32.0%	24.0%	13.6%	23.8%	32.8%
Total	100.0%	101.0%	100.0%	100.0%	100.0%	99.9%
Socioeconomic						
% Pell recipients	65.0%	47.0%	62.0%	N/A	N/A	N/A
Gender						
% Male	64.0%	52.0%	36.0%	39.0%	49.2%	38.0%
% Female	36.0%	48.0%	64.0%	61.0%	50.8%	62.0%
% Non-Binary	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Some of the figures in the table may not appear to sum correctly due to rounding.

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[3] Planetizen Guide to Graduate Urban Planning Programs, 2019. https://store.planetizen.com/collections/guide-to-graduate-urban-planning-programs

Sources: UC ethnicity, socioeconomic status: UC Corporate data; Estimated Fall 2000 data obtained from Office of Institutional Research (OIR), UC Irvine.
Comparisons are based on the most recent available published program information (Data source: Planetizen, 2019):
Public: the average of the following five institutions: Georgia Institute of Technology; University of Illinois at Chicago; University of Illinois at Urbana-Champaign; University of Michigan; University of Washington
Private: the average of the following three institutions: Columbia University; Tufts University; University of Southern California

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

The overall racial and ethnic diversity of our student body is one of the strengths of the UCI MURP program. Our program is recognized as one of the most diverse accredited planning programs in the United States – ranked 10th in the nation and 2nd in California.[4] Students from underrepresented groups (URGs) accounted for approximately 38% of the total number of students in AY 2019-20, up from 26% in AY 2017-18. Campus data for fall 2020 indicate the program has increased URG representation to 29%. The average URG percentages of our public and private comparators in 2017-18 were 16% and 14%, respectively.[4] The aggregated URG percentage increase is mainly attributable to Chicanx/Latinx students. Although these percentages increased in 2019-20, the percentage of enrolled students from other URG populations, including African American (4%) and American Indian (0%) students, has remained low. Campus data for fall 2020 indicate the program slightly increased its percentage of African American students from 4% to 5%. To place these enrollment trends within the regional context, the program's percentage of URGs exceeds Orange County's percentage of URG residents (36%;),[5] which includes 34% Hispanic/Latino(a) and 2% African American residents. For comparison, the program's percentage of URGs in 2019-20 is higher (49%) when calculated as a percentage of domestic students (citizens and permanent residents).

We will use PDST funding to continue outreach and recruitment efforts to maintain and increase the representation of all URGs in our program, particularly for African American and American Indian populations, as explained below.
  (1) As stated in previous sections, we expanded our MURP Diversity in Planning Fellowship Program, and each fellow has participated in program outreach and recruiting events. We also participated in the Idealist Graduate Recruitment Fairs and the California Forum for Diversity in Graduate Education and invited prospective students to our Diversity in Planning

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[4] Planetizen Guide to Graduate Urban Planning Programs, 2019. https://store.planetizen.com/collections/guide-to-graduate-urban-planning-programs
[5] 2014-2018 American Community Survey

workshop (held in conjunction with the School's Graduate Preview Day event) to promote the MURP program to potential applicants from diverse communities of color. Additionally, we developed an on-going MURP Ambassadors program, organized and run by our dedicated MURP staff member. Student ambassadors answer prospective student questions and engage in outreach activities. We select a diverse group of students as Ambassadors so that prospective students from all backgrounds can connect with and find answers from current students who can relate to their concerns. We will continue to expand these existing initiatives and reach out to recommendation letter writers and professional planners, including those in the Conference of Minority Transportation Officials (who are in a good position to refer more URG students to the program).

(2) We will continue to develop new outreach and recruitment channels. We will examine current opportunities for more customized outreach to specific PAB-accredited and relevant source schools in the area to familiarize diverse potential candidates with the master's program opportunities. Local PAB-accredited schools, including California State Polytechnic University-San Luis Obispo and California State Polytechnic University-Pomona, attract a very diverse participant pool in general and particularly among African American and Hispanic constituents. We will network with the aforementioned Southern California CSU campuses along with others (specifically Cal State Northridge, Long Beach, and Fullerton where we have alumni as faculty and student alumni advisors); reach out to individual HBCUs (including Coppin State and Bowie State where we have faculty connections) and connect with past or current UCI HBCU grant recipients to identify additional outreach and recruitment contacts in relevant disciplines on HBCU campuses; and explore new outreach/networking opportunities among underserved communities (including tribal colleges and AANAPI serving institutions) to ensure our program attracts a diverse student body of future planning professionals. In addition, the program plans to consult with faculty in the School of Social Ecology who were awarded a HBCU grant and have successfully recruited graduates of HBCUs into their graduate program and explore the possibility of applying for funding for an HBCU/MURP internship program. Furthermore, as a federally designated HSI campus, we will explore ways to harness the UC-HSI Doctoral Diversity Initiative to expand state-wide pipelines to graduate education in urban and regional planning at UCI. The MURP program will also engage with the American Planning Association (specifically its five divisions focused in diversity areas, including one supporting interests of African Americans) as well as our program alumni and regional professional planning organizations to increase program visibility and develop new support mechanisms for students from URGs.

PDST funds will enable us to continue this two-fold strategy and thus create a more robust level of diversity that will allow us to ensure our graduates are prepared to serve the increasingly diverse communities of Southern California and beyond.

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 exceeded 60% in 2019-20. In addition, 59% of domestic students who joined our program in fall 2019 reported that they are first generation college students and initial program data indicates this first generation percentage is 59% for fall 2020. We will make efforts to continue to attract students from low socioeconomic backgrounds in various ways. Specifically, we will continue to use a holistic approach when providing financial aid that considers economic hardship in making funding decisions to enable these students to join our program. In addition, we will continually seek ways to enhance the diversity and inclusive excellence of our program and to identify potential challenges that can arise for low income and underrepresented populations. We have learned that it is very important to conduct individual outreach and guidance with prospective students during the earliest stage of recruitment, but these efforts are time-intensive. This plan includes outreach events and communications to promote the MURP program to potential applicants from a diverse range of academic, geographic, and life experiences including applicants who are first generation college students or from underrepresented communities of color and/or disadvantaged communities. In addition, we will work to retain students (including those from URGs and low socioeconomic backgrounds) by monitoring student progress and financial hardship while in the program and by continuing the MURP Economic Hardship Fellowship program (implemented in 2020 during COVID-19) which allocates supplemental fellowship funding to students who face financial hardship and may be at risk of dropping out of the program.

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

Although our student composition with respect to gender shows a higher level of variation over years, the percentage of female students increased substantially over the last two years (from 36% in 2017-18 to 64% in 2019-2020), which may be in part attributable to an improved gender balance in our faculty composition, reported in section V.f. The availability of more female faculty mentors can help foster a more representative learning environment for all students and can be an important consideration for female applicants when seeking a professional degree. The average female percentages of our public and private comparators in 2017-18 were 51% and 62%, respectively. We support all students and our goal is to create an inclusive learning environment in which all students can thrive and benefit from the diversity of our student body. Related to this, one of our student groups organized a LGBTQ+ workshop for MURP students in June 2019, focused on gender and sexual orientation diversity in the planning

profession facilitated by a leading LGBTQ+ planner and scholar of color who has over 30 years of experience in conducting public outreach to low-income communities of color in Southern California. (Our staff organized the logistics for this workshop and the program supported it with funding. We believe that student-led efforts tend to be most effective, and we provide funding and support in order to ensure that they can come to fruition.) In addition, recently MURP faculty participated in a series of workshops on strategies to identify and address potential implicit bias in our teaching, mentorship, and professional activities in order to promote safe and engaging learning environments and strengthen gender and racial parity in the MURP program. We will continue to support such activities and organize additional workshops as appropriate to meet the evolving needs of students for diversity and gender parity. We believe our continuing efforts will enable us to maintain a mix of students in regard to gender and other indicators. We will enhance our student/alumni surveys to monitor our progress and work to adjust our efforts based on those outcomes.

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 maintain a well-balanced student composition. Our increased and continuing efforts, as described above, to create an inclusive learning environment will make it possible to grow the proportion of students from underrepresented groups and Pell Grant recipients. We aspire in the final year of the plan to increase representation of each underrepresented group of students in our program. In terms of gender distribution, recent nationwide statistics (about the student composition in the PAB-accredited graduate planning programs) indicate that there has been an increasing trend of female students in accredited planning programs, although the percentage of female professionals has remained under 50% in the field (43%, according to the American Planning Association 2018 Planners Salary Survey). We expect our gender distribution to also reflect the nationwide 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.) 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 (Department of Urban Planning and Public Policy)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	19.0%	17.4%	21.7%
	International	0.0%	0.0%	4.3%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	23.8%	26.1%	17.4%
	International	0.0%	0.0%	0.0%
White	Domestic	52.4%	47.8%	52.2%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	4.3%	4.3%
	International	0.0%	4.3%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	4.8%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		38.1%	34.8%	43.5%
Male		61.9%	65.2%	56.5%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (Department of Urban Planning and Public Policy)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	23.5%	21.1%	25.0%
	International	0.0%	0.0%	5.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	23.5%	26.3%	20.0%
	International	0.0%	0.0%	0.0%
White	Domestic	52.9%	52.6%	50.0%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		41.2%	36.8%	40.0%
Male		58.8%	63.2%	60.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

In 2019-20, 30% of the ladder rank faculty of the Department of Urban Planning and Public Policy were Hispanic/Latino(a) (including both domestic and international faculty), which aligns with the strong representation of Hispanic/Latino(a) students in the MURP student body. However, no faculty members are African American or American Indian, and our program is invested in trying new or modified strategies to encourage a deviation from this status quo. We continue to seek to ensure the recruitment and retention of

diverse faculty, as described below. Faculty members from URGs have been a critical component of our ability to increase outreach to, recruit, and train future planning professionals from URGs. Although faculty recruitment is conducted at the Department level in conjunction with the School of Social Ecology Dean's Office, diversifying the faculty who support the MURP program will remain a high priority. In 2017-18, we successfully increased the gender balance of our faculty which has positively affected the MURP student experience and the MURP program's ability to train all of our MURP students (who come from a wide range of backgrounds) in strategies for serving California's increasingly diverse population in their future careers. Our faculty will continue ongoing efforts to prioritize recruitment of faculty from other underrepresented groups by utilizing related school and campus outreach/recruitment resources and by continuing our practice of targeted outreach. Specifically, the Department and School will continue to advance the recruitment and retention of a diverse faculty by (1) building strong candidate pools through direct outreach to potential candidates and publicizing positions across a range of media outlets, (2) seeking candidates through the UC Presidential Postdoctoral Recruitment Program, (3) consulting with the internal Social Ecology Faculty Equity Advisor, and (4) conducting targeted communication and outreach to the Society of Black Urban Planners and the Planning and the Black Community Division of the American Planning Association. We will also continue our active engagement with UCI's Office of Inclusive Excellence for the recruitment and retention of diverse faculty. The Department's faculty regularly evaluates our progress on these strategic faculty recruitment and retention goals during our annual faculty retreat and monthly faculty meetings.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Our primary goal is to make the UCI MURP accessible to all (prospective) students regardless of financial need. More specifically, we seek to (1) recruit highly qualified, academically talented students from diverse backgrounds, (2) assist these students in succeeding in the program and securing desired employment post-graduation by providing continuing assistance, and (3) ensure that financial need will not constitute a barrier to economically disadvantaged students. In order to achieve these goals (and maintain the relative affordability of our program compared to other top planning schools), we will continue to devote 40% of the total PDST revenue to student financial aid using a holistic approach, taking into account both merit-and need-based qualifications, that assesses eligibility for financial aid by considering economic hardship, contributions to the program's diversity, and potential for contributions to the planning profession and underserved communities. Ensuring continued financial aid and supportive student services will enable us to recruit and retain highly qualified students who might otherwise be recruited elsewhere, or not able to attend graduate school due to financial hardship. These efforts will also allow those students to focus on coursework and their professional development. This will provide increased opportunity for those students to succeed academically and engage in skill building and networking opportunities during their master's program and remain competitive in the job market.

We will evaluate our performance with respect to program affordability in multiple ways, as listed below.
1) Continue to track the number of admitted students from low socioeconomic backgrounds who matriculate and graduate.
2) Analyze student loan statistics provided by UCOP and the US Department of Education to ensure that the financial aid strategy is reducing trends of indebtedness in the program, and monitor how we compare against other planning schools.
3) Continue monitoring performance using other indicators, such as the total amount of fellowships provided, the percentage of students receiving fellowships and their distribution, and the percentage of graduates employed within one year of graduation in a professional planning job or planning-related job.
4) Enhance alumni surveys to monitor our progress and identify effective ways to make our programs more accessible and inclusive.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	38%	74%	33%	74%	41%	53%
Cumulative Debt among Students with Debt	$38,212	$55,066	$40,142	$38,833	$43,944	$50,785

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 substantial degree of variation over years, which is partly attributable to the relatively small program size (~60 students) and annual fluctuations in cohort size. We began charging PDST in fall 2017, and the currently available data above do not yet reflect the longer-term impact of PDST, given annual fluctuations and only two years of data available since the establishment of our PDST. On average, 55% of graduates in the four years before the implementation of PDST (2013-14 through 2016-2017) had debt compared to an average of 47% of graduates in the two years after the implementation of PDST. The average annual cumulative debt before the implementation of PDST was $43,063 and the average after the implementation of PDST was $47,365. As stated in our original PDST proposal (approved in 2017), we expect that the addition of PDST to the program may lead to an increase in the overall indebtedness of our graduates. However, our mean federal loan debt of borrowers, $39,058 (Source: US Department of Education College Scorecard's "Most Recent Data by Field of Study," https://collegescorecard.ed.gov/data/) has remained lower than those of our public and private comparators (an average of $48,400 at our five public comparators and an average of $65,094 at our three private comparators), and we believe that we will be able to maintain this comparative advantage of the program because we will continue our financial support for both incoming and continuing students.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	53%	$50,785	$63,207	11%
Public comparisons	NA	NA	NA	NA
Private comparisons	NA	NA	NA	NA

Sources: UC: Corporate data
Comparison institutions: Not available

Additional comments: Information on debt and salary of comparators is not available. Also, we do not have detailed information on the salary of graduates at the time of graduation. The above figure for the Median Salary at Graduation ($) was estimated based on the best available sources of information as listed below. Given that some of our graduates have prior professional experience and that the Master's degree contributes to increasing salaries, this estimate can be seen as a conservative estimate.

$63,207 = $96,060 × 0.658

- The annual mean wage for the Urban and Regional Planners in the Los Angeles-Long Beach-Anaheim, CA metropolitan area was $96,060. (Source: US Bureau of Labor Statistics, https://www.bls.gov/oes/current/oes193051.htm, accessed 9/2/2019).
- In 2018, the entry-level planners' salary (< 3 years of experience) was approximately 65.8% of the median planners' salary ($52,000/$79,000) in the United States. (Source: American Planning Association, https://www.planning.org/salary/summary/, accessed 9/2/2019).

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 think the job prospects for our graduates are positive (the US BLS projected that the employment of Urban and Regional Planners would grow faster than average, and showed that Los Angeles-Long Beach-Anaheim, CA was one of the top paying metropolitan areas for this occupation[6]), we will actively monitor this issue. We will continue to allocate 40% of PDST to student financial aid. We also plan to supplement this support with aid from other sources including graduate block funding and other resources. As mentioned earlier, our loan debt indicators often fluctuate due to the small program size.

In our Alumni Survey conducted in May/June 2020, program graduates were asked to rate how satisfied they were with "the value of the program to your career relative to your level of student loan debt upon graduation." The average rating for respondents who graduated in 2018 or 2019 *after* the implementation of PDST (12) was 3.9 (on a scale from 1 "Very Unsatisfied" to 5 "Very Satisfied).

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[6] US BLS Occupational Outlook Handbook: https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm and https://www.bls.gov/oes/current/oes193051.htm#st

This rating was 4.2 for those working in the private sector and 3.7 for those working in the public and non-profit sectors. The average rating for respondents who graduated in 2013-2017 *before* the implementation of PDST (34) was 3.8, with a rating of 3.7 for those working in the private sector and a rating of 3.9 for those working in the public and non-profit sectors. These results indicate a high level of satisfaction among surveyed graduates regarding the value of the program relative to the debt incurred and that the level of satisfaction increased slightly after the implementation of PDST perhaps because of the additional professional development and skills-oriented courses and workshops.

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 MURP Summer Intern Fellowship Program was created in 2018 to provide support for students interested in public interest careers and in providing planning and community development services to underserved populations. In this program, students receive supplemental funding when conducting unpaid or low-paying summer internships between year one and year two. The supported internship sites include municipal government units (e.g., Anaheim, Costa Mesa, Pomona) and other organizations (e.g., East LA Community Corporation, LISC AmeriCorps Housing Initiative, THRIVE Santa Ana, Inc.). Our MURP Diversity in Planning Fellowship Program has also contributed to providing opportunities for students to be engaged in a range of public interest activities.

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?

According to the Summary of 2018 Planners Salary Survey Results provided by the American Planning Association, the salary levels were $76,000 and $83,200 for public and non-public sectors, respectively. The salary levels were found to vary more substantially by regions, but California was ranked second highest (only after the District of Columbia) in terms of median salary[7]. Although this public-private salary gap is fairly narrow, our fellowship programs support students seeking public sector careers and could help close this gap for our graduates. For example, the MURP Summer Intern Fellowship Program enables some students to gain valuable professional experience in lower-paying public sector internships. Such public sector work experience can enable these students to be more competitive on the public sector job market after graduation and obtain relatively higher paying job placements which

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[7] Annual mean wage of urban and regional planners, by state, May 2019: https://www.bls.gov/oes/current/oes193051.htm#st.

could enable them to reduce their debt. As described above, graduates working in the private, public and non-profit sectors indicated a high level of satisfaction with "the value of the program to your career relative to your level of student loan debt upon graduation" in the 2020 MURP Alumni Survey. Although those who graduated before the implementation of PDST who worked in the public and non-profit sectors were a bit more satisfied than those who worked in the private sector (3.9 vs. 3.7), graduates after the implementation of PDST who work in the public and non-profit sectors were a bit less satisfied than those who worked in the private sector (3.7 vs. 4.2). Although these average ratings indicate that graduates in all three sectors were satisfied overall with the value of the program relative to debt incurred, the program will continue to monitor the debt burden of graduates in light of the COVID-19 economic downturn. In particular, we will pay attention to potential disparities that could emerge for graduates entering either the public or the non-profit sectors.

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

We will continue to provide information about our aid programs during our recruitment activities and to encourage prospective students to contact the program director/staff with any questions. Given that many of our applicants learn about the program through internet searches, we include information on the cost of attendance as well as financial aid options. Our website outlines several ways that one can finance the cost of earning a Master's degree and provides direct links to various (internal and external) funding opportunities. For prospective applicants, we also provide a video recording of the school's information session, which covers financial aid issues. We will continue to update and add new information to support informed decision-making. Additionally, as stated in sections V.b. and V.c., we plan to reach out early in the application process to students in need and expand recruitment, including through a coordinated effort with specific CSUs and HBCUs with which we have alumni and faculty ties. We also plan to invite prospective students to our workshops and other student-led 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 provide available information, when requested. We also encourage students to take into account the debt and financial aspect of the program and make informed decisions in comparison with other planning schools. However, we do not post the detailed debt or salary figures on our website due to the limited availability of such data and the possibility of misleading prospective students.

VII. OTHER

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

N/A.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* **requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).**

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☒ Other (please describe): Annual student survey, MURP suggestion box, meetings with student representatives (see description in IX.b)

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

Student consultation has been conducted in various ways, as summarized below, to gather student feedback and address student concerns during the MURP PDST decision making. The program regularly communicates back to students through the following forms of consultation regarding how their feedback was used to shape the program's priorities, course offerings, and programming.

(1) <u>Scheduled town-hall style meetings:</u> Since the inception of PDST, we have conducted student consultation through our annual MURP Town Hall and new MURP Student Orientation meetings. This year, our MURP Town Hall meeting was held on May 12, 2020 using an online Zoom format. All students were invited and thirteen students attended. The MURP Director discussed the main purpose of PDST, the MURP program's needs, and past and planned uses of the revenue, including new courses and other forms of professional development support and how these offerings were developed in response to student feedback and to achieve the goals of excellence, access, inclusion, and affordability. The Director also explained there was no expected increase in PDST levels in 2020-21. Students did not provide feedback or raise concerns about PDST. Most of the discussion focused on the transition to remote learning in spring 2020 and plans for remote learning in fall 2020. Students expressed appreciation for the program's PDST-supported Economic Hardship Fellowship program that provides supplemental funding for students facing financial distress because of COVID-19 and for the Summer Intern Fellowship Program for students who undertake unpaid or low-paying summer internships. In addition to this Town Hall meeting, the program director shared PDST information during the New MURP Student Orientation on September 29, 2020. Twenty-seven incoming students (100% of the fall 2020 cohort) attended the orientation (with ten continuing student representatives), and they were provided an opportunity to better understand PDST (specifically, what PDST is, why we charge it, why we propose PDST will not increase, and how the revenue is used) and to express their opinions. There was no concern raised at the meeting, but we will continue collecting student feedback.

(2) <u>Annual MURP student survey</u>: The MURP Town Hall meeting was followed by our annual online student survey in May-June 2020 in which 30 students (including both continuing and graduating students) participated. Students expressed their support for current professional development and diversity efforts, including career fairs, internship opportunities, and additional exposure and contact with professionals. We are utilizing this feedback to adjust priorities for 2020-21 professional development services and programming.

(3) <u>MURP suggestion box and other channels of consultation</u>: In June 2019, we installed a physical MURP suggestion drop box to make it possible for students to provide their feedback in an anonymous form. We received only one suggestion in this drop box before campus switched to remote instruction during the end of winter 2020. This suggestion stated, "there should be more practitioners teaching class". In response, we continued to actively recruit planning practitioners to teach PDST-funded courses. After the switch to remote instruction in late winter 2020, the program created an anonymous virtual "drop box" using Google Forms that students can use to provide any feedback in an online anonymous format. The link to this form was shared with MURP students via email. We have not received any suggestions from this virtual drop box. We will continue to offer a physical and a virtual MURP suggestion box for students to provide anonymous feedback. Additionally, the MURP Director has continued to meet with student representatives to gather their opinions on a regular basis (at least once per quarter) and explore ways to support student activities and expand professional development opportunities. The program actively evaluates ways to incorporate feedback from student evaluations and instructors for PDST-funded courses to maximize student learning outcomes and to ensure the curriculum is teaching the skills needed for our graduates to be competitive in the job market.

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

☒ Plan shared with _____AGS President Connor Strobel_____ on ____October 5, 2020_____ .
    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:

1. I support the program's decision to not increase PDST at this time.

2. Section III Part 1. Having staff support can be effective, but could I have some clarification as to why there is a MURP specific staffer needed, as most schools have these positions that effectively serve multiple programs? Thinking about how the school might help defray the cost would allow for increases to student aid or other investments.
3. The representation of Latinx students in the program compared to both public and private competitors is impressive. However, I see that African American students are underrepresented, especially compared to peer programs. While expanding recruiting channels might be an effective strategy, have the program directors reached out to current African American students and African American applicants who declined offers of admission? Input from those groups have consistently been insightful.
4. I would align myself with the suggestions made by UPSA's President.

Re #2, the program relies on multiple staff members in the department to support the program in a variety of important areas including course scheduling, event logistics, faculty and lecturer coordination, communications, and fiscal management. This helps defray costs so that the PDST-funded MURP Assistant Director can focus directly on supporting the success and professional development of MURP students. This level of dedicated staff support is necessary to fully prepare graduates to be competitive in the job market and to recruit and maintain a strong and diverse student body.

Re #3, although it can be difficult to get responses from accepted applicants who decline admission to our program, we will continue to conduct this outreach and to gather feedback which could help us recruit and respond to the needs of African-American applicants and students.

☒ If applicable, plan shared with   Urban Planning Student Association (UPSA) on September 27, 2020.
   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 full draft of the multi-year plan was shared with the President of the Urban Planning Student Association (UPSA) on September 27, 2020. He shared the plan with the UPSA student leadership board and gathered student feedback about the plan. The MURP Director and Assistant Director met virtually with the UPSA President and two other board members on October 2, 2020 to explain the plan in detail and solicit additional input. The UPSA President and board members discussed the feedback received (they did not provide written feedback). Students were positive about the plan and expressed appreciation that it proposed no PDST increase to ensure the program remains an attractive and affordable option for students from low socio-economic backgrounds. They praised the support provided to students by the MURP Assistant Director, particularly during COVID-19, and encouraged the program to

explore ways to provide the Assistant Director with additional support. In response, the program appointed two MURP "Planners Connect" Ambassadors (supported by PDST fellowships) for AY 2020-21 who will support the Assistant Director with external communications and the logistics and coordination of professional development activities with students, alumni and professional organizations. Students also shared they felt the program had been very responsive to student feedback regarding PDST. Specifically, they stated that the PDST-funded professional development courses offered in AY 2020-21 directly responded to student interests and requests. They also suggested ways that the UCI Planning Alumni organization could enhance its annual mentorship program given uncertainties regarding internships and the job market due to COVID-19. In response, the program shared that the MURP Director and Assistant Director met twice with the UCI Planning Alumni board in summer 2020 to improve coordination and support their expansion of their mentorship program. They also shared that one of the MURP "Planners Connect" Ambassadors had already begun providing support to this alumni-led program by helping with logistics and the recruitment of planning professionals and program graduates to mentor MURP students. Students also praised the program's successful efforts to increase the percentage of students from URGs from 26% in AY 2017-18 to 38% in AY 2019-20 and supported the program's efforts to expand outreach to and recruitment of more African American students. They recognized the strong representation of Latinx faculty, and encouraged the department to continue efforts to recruit full-time African American ladder faculty. They recommended that the program expand outreach to African American professional planners in the region to increase the possibility of recruiting African American professionals to teach PDST-funded professional development courses. UPSA board members also expressed their willingness to continue supporting outreach and other initiatives to achieve the program goals.

Consultation with faculty

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

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

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

PDST goals and expenses have been extensively discussed through quarterly meetings of the MURP Steering Committee (MSC), which is currently composed of five appointed full-time faculty members, including the program director and the department chair. Specifically regarding PDST increases, during its quarterly meetings in 2019-20, the full committee discussed whether to propose a PDST increase for the next five years and unanimously recommended no annual PDST increase to ensure continued program quality while responding to the COVID-19 economic hardships faced by students. In addition, the MSC has provided feedback on the selection of PDST-funded course offerings and the development of new initiatives to achieve our vision of inclusive excellence more effectively. Other faculty members in the department were informed about the committee's recommendation of no annual PDST increase at the virtual departmental faculty retreat on September 28, 2020, while other PDST issues and initiatives have been shared with them on a more regular basis through the MURP program updates at monthly faculty meetings. Faculty have consistently supported PDST programs, courses and initiatives. During the retreat, faculty unanimously supported that the draft plan does not increase PDST to ensure the program remains an attractive and affordable option for students from low socio-economic backgrounds. The faculty discussed that if the program's financial needs changed during the five-year planning period because of a shift in external economic conditions (labor market improvements, inflation, etc.), then the program could submit a revised plan to request an increase in PDST in the future in response to unexpected rising costs. We will continue collecting faculty input to ensure that the MURP PDST decisions are made in a way to promote the program's access, affordability, excellence, and inclusion.

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 Gillian Hayes_____ on ___October 5, 2020_____ .
　　　　　　　　　Graduate Dean

☒ Plan endorsed by _____Chancellor Howard Gillman_____ on ___November 13, 2020_____ .
　　　　　　　　　Chancellor[8]

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[8] 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 2021

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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$12,795	$12,795	$12,795	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$12,795	$12,795	$12,795	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$784	$788	$793	0.6%	$5	0.6%	$5
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***	$1,579	$1,579	$1,579	0.0%	$0	0.0%	$0
Total Fees (CA resident)	**$27,728**	**$27,732**	**$28,157**	0.0%	$5	1.5%	$425
Total Fees (Nonresident)	**$39,973**	**$39,977**	**$40,402**	0.0%	$5	1.1%	$425

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments: No increases are requested for this multi-year plan. The UCI Masters Entry Program in Nursing (MEPN) commences with the 10-week summer session. Fees noted in the "Other" section of the fees table above includes summer fees for the first quarter (summer) of the program.

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

Irvine's Masters 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 MEPN in 2017-18. A MEPN graduate is eligible to sit for the National Council Licensure Examination (NCLEX) and to become licensed as Registered Nurses (RNs) in the state of California. MEPN graduates are also eligible for certification as a public health nurse upon qualification of the national licensing examination. The program enrolls 20 students per year (40 students total). Both California and the U.S., more broadly, are projected to experience a shortage of RNs that is expected to intensify as Baby Boomers age and the need for health care grows. "According to the *United States Registered Nurse Workforce Report Card and Shortage Forecast: A Revisit* published in the May/June 2018 issue of the *American Journal of Medical Quality*, a shortage of registered nurses is projected to spread across the country between 2016 and 2030. In this state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West" (https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage). 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 and address the specific needs of the underserved. Specifically, through the educational focus on Public Health Nursing competencies, our students train to: (1) adapt nursing care to individuals, families, and groups based on cultural needs and differences, (2) use concepts, knowledge, and evidence of social determinants of health in delivery of services to individuals, families, and groups, and (3) utilize information technology to understand the impact of the socials determinants of health on individuals, families, and groups (Council of Public Health Nursing Organizations). To address these competencies, our students complete a variety of clinical activities with community organizations including Home for Refugees, Illumination Foundation, and El Sol Science and Arts Academy in Santa Ana. Further, as part of the SON strategic plan mission, vision and goals, expanding diversity of faculty whose research drives healthcare change is first and foremost, as is attracting diverse students, in all programs, who will lead health care in the 21st century. As a function of the new standing Excellence in Diversity Committee (EDC), a newly crafted mission and vision statement on diversity was crafted and will be inserted into our curricula and on the SON website. The U.S. Bureau of Labor Statistics (2019) reported an average salary of $113,240 for RNs in California, which is the highest in the country (https://www.bls.gov/oes/current/oes291141.htm). In addition, RNs in California have the highest employment level in the country and the LA/Long Beach/Anaheim metropolitan area boasts the second highest employment level in the country, behind the New York/Newark/Jersey City metropolitan area.

Please note that in June 2018, the UCI Sue & 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 established. In 2017-18, there was overlap between the last class of the FNP students and the MEPN students. In the current 2020-21 academic year, there are only MEPN students in the M.S. 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, highlighting how goals have been affected due to COVID, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan pertained to 2019-20 through 2020-21 and requested 5% increases in PDST for both years. We proposed using PDST funds to achieve the following overarching goals:

1. **Advance the use of simulation in clinical learning.** We proposed to w*rite or purchase new simulation learning cases*, *support faculty to implement simulation cases*, and *provide annual software subscriptions for our students* to utilize during their educational program, and throughout their simulation practice sessions. We successfully achieved this goal in the following ways:

   a. ***Writing or purchasing new simulation learning cases*** – In spring 2020, when California was placed on a Stay-at-Home order, all of our affiliated hospital training sites restricted access to student learners. This forced us to shift 195 direct patient care hours to simulation (in-person and virtual). Therefore, in spring 2020, we utilized 44 simulation scenarios, which was a significant increase over our planned utilization of 15 simulation scenarios. During fall 2020, 50% of the clinical component of Pediatrics was conducted through simulation scenarios, which was equivalent to 45 clinical hours at the bedside. During fall 2020, 30 clinical hours of Obstetrics were conducted through simulation. These included scenarios that focused on improving clinical reasoning and implementing care for a diverse population of clients. This is an area we plan to further develop as we are able to provide more in-person simulations. For the purpose of training the MEPN students with simulation scenarios, additional faculty were hired to support education requirements. PDST funds were used to support these recruitments along

with simulation materials. With winter 2021 and the designation to Purple Tier in California, we have been notified of additional restrictions for nursing students at the hospitals. While we do not know what the future holds as far as student restrictions, our experience with preparing alternative clinical experiences and simulations will be valuable as we navigate the future.

b. ***Support for faculty to implement simulation cases*** – With the increase of simulation in learning, the School appointed an SON faculty to serve as the Simulation Coordinator. The administrative component of salary/benefits was supported by PDST funds. This faculty member worked with faculty to create, run, and evaluate the effectiveness of each simulation scenario. This requires significant expertise in the curricular topic, simulation theory and practice, as well as current nursing and medical practice. With this dedicated person, we implemented innovative and clinically-relevant teaching strategies and technology to all of our simulation cases. In addition, PDST funds were used to recruit clinical instructors from each of the specialty areas to assist with facilitation of the cases.

c. ***Providing annual software subscriptions for our students*** **–** MEPN students were given membership to a two-year subscription to Osmosis which is used as pre-work for their simulations, as well as throughout the program, to augment their understanding of pathophysiology and pharmacology. This membership also supported students even after their graduation as they prepared for their NCLEX test. PDST funds also were also utilized to purchase an e-Assessment Technologies Institute (ATI) EHR (Electronic Health Record) Tutor, which is documentation software that models the patient medical record. This program is being implemented in simulation as well as the classroom to increase the fidelity of the simulations and to support their professional development.

In addition to providing the above-mentioned software subscriptions, we proposed improving Nursing Informatics curriculum throughout the program. This goal remains in progress. While implementing the EHR Tutor software has brought us closer to fully achieving this goal, we are increasing Informatics Theory into the curriculum. Over the previous two years, our Pre-Licensure Committee has been revising key elements in our curriculum to streamline and enhance informatics content in clinical practice.

2. **Advance the skill level of our students to meet our communities' needs.**
We have nine Nurse Practitioner (NP) Faculty who practice in the ambulatory sites within UCI Health. The sites include two Federally Qualified Health Centers (FQHCs), Walk-in Centers, and the UCI Student Health Center. The MEPN students train under the guidance of the NP faculty and clinic RN staff. MEPN students participate in numerous community outreach events as part of their learning objective for community health nursing and toward their Public Health Nursing Certificate.

They provide school screenings at bilingual Title 1 K-8 schools at El Sol Academy, a charter school in Santa Ana, and hold annual flu education and immunization clinics in Santa Ana. Over the last two years, students participated in seven community health clinics, two homeless outreach health events, and 14 geriatric-focused In-Home Supportive Services (IHSS) Caregiver Support workshops. In spring 2020, we utilized PDST funds to purchase COVID-19 videos and educational materials available in English, Spanish, and Vietnamese. In terms of expansion of our goal to enhance diversity, we have been using PDST funds to host an annual Future Health Champions event where approximately 50 low-income, Latinx middle school students come to UCI for a day of science and hands-on healthcare workshops. In summer 2019, we held two, week-long camps for 56 high school students. This camp introduces the nursing profession to high school students through hands-on clinical experiences in our lab. Eleven full scholarships were awarded to underserved students. A number of students have emailed us reporting being accepted into nursing schools throughout California.

With the onset of the pandemic, our traditional clinical experiences shifted and were adjusted. We were focused on serving the most vulnerable in our communities, as many of them did not have the support infrastructure affected by the stay-at-home order. Our students and faculty assisted our local schools during their emergency distance learning by providing daily health education sessions targeted for grades K-4. We met the needs of local refugee families by connecting them with resources for Wi-Fi and healthcare. We helped those admitted to the hospital by providing "virtual visits" to inpatients at UCI Medical Center who were not able to have families at their bedside. Lastly, we connected with and found resources for local vulnerable older adults and dementia patients who were without family or community resources during the COVID-19 Stay-at-Home Orders.

Listed below are additional examples of how the program utilized PDST funds to make additional strides in the areas of affordability, diversity, and quality during the course of our last multi-year plan:

Affordability: On average, 83.2% of students received some level of financial aid from PDST funds, with the average annual per-student amount being $4,825.71. In addition to financial aid, over the last two years, $13,000 in scholarship funds were awarded to MEPN students. With the contribution from PDST funds to support nursing totes, scrub uniforms, and software subscriptions, our students were able to focus their concerns on academic endeavors.

Diversity:
<u>Faculty</u> - Since the last PDST report prepared in October 2018, the school has implemented five strategies listed below and described in further detail in Section V.g.

Strategy 1. Develop an Excellence in Diversity Committee (EDC).
Strategy 2. Increase outreach, recruitment and retention of diverse members of the associated academic faculty and support staff.
Strategy 3. Grow the faculty pipeline.
Strategy 4. Continue to develop the role of Chief Diversity Officer in assuring broad faculty searches in consideration of diverse candidates.
Strategy 5. Assess and enhance the climate for diversity in the SON.

Students – The percentage of enrolled students from all underrepresented groups (URGs) range from 40-45% each year. We experienced a modest increase in the number of African American students enrolled from 5% in 2018-19 to 10% in fall 2020. In order to achieve effects in this area, we revised our admission application rubric in order to ensure that all applicants were evaluated holistically. The effects of this change will be monitored for further necessary adjustments. For example, while volunteer experience in a healthcare environment is helpful prior to beginning a nursing program, we recognized that this opportunity may not be possible for those students who work to help support their family. Therefore, the score associated with this element was minimized. In addition, all members of the application review committee were required to complete the UC Learning Center Implicit Bias training prior to reviewing applications. As mentioned previously, some of our efforts were negatively affected by the pandemic and the cancellation of events we had planned to attend. For example, our attendance at the California Diversity Forum's faculty panel related to Health Sciences was cancelled. However, we have been in contact with the planning committee and plan to attend at next available date. In order to fully achieve our desired student diversity, we will continue to implement the strategies mentioned above and revise these strategies as needed (see Section III & V for further details).

Quality: While we are a young program, the National Licensing Exam (NCLEX) pass rate for first time test takers in our first cohort (who graduated in 2019) was 94.74%. Our class of 2020 has a 100% pass rate (BRN has not posted 2020-21 rates yet). The required standard pass rates for our accrediting bodies is >80%, which we have exceeded for all graduates to date.

In addition to the above goals, the table in section III.b. below includes incremental costs from FY19 for the faculty salary, benefits, and instructional support staff escalated at 3% annually. Instructional equipment, such as iPads, nursing skill task trainers, simulation equipment, and hospital beds, will be maintained, repaired, and replaced to ensure instructional integrity.

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 impact of COVID-19 has been costlier for nursing schools due to the closure of healthcare facilities to student learners, and in spring 2020, much of our in-person clinical learning shifted to alternative modes. Despite these circumstances, however, we are proposing to hold PDST fees flat for the next two years due to the financial impact that COVID-19 has had on our students. We are confident that we will still be able to support our goals and our students during the course of this multi-year plan.   Increases from faculty merits/promotions and other cost of living adjustments will be absorbed by the School's reserve funds. In addition, we are modifying some of our prior plan goals in response to the COVID-19 pandemic. Our goals are as follows:

1. **Increase the quality of our simulation program**
   There are still many courses in which simulation needs to be implemented along with continuous quality improvement and evaluation of the simulation program. For example, developing simulations scenarios that address the increasing need for students to work with refugee families, understand the effects of racism in healthcare, and social determinants of health as they apply to population-based healthcare. In addition to the simulation coordinator, the school has plans to recruit a simulation director who will lead program analysis and evaluation, quality improvement, and support for faculty, students, and staff. Financial support for this FTE will be maintained through the School's core funds since the position will support both the Bachelor of Science and the MEPN pre-licensure programs.

2. **Advance the skill level of our students to meet community needs**
   Due to the changes made in our clinical experiences related to COVID-19, we are working with our community partners to understand their needs. Over the next PDST cycle, we would like to meet with our community partners and understand and explore what their changing needs are and how the innovations we have made can be sustainable. For example, instead of our students completing home visits, our students called seniors to provide support and resources for their emotional and physical well-being. We also worked closely with our community partner, Home for Refugees, to work with their clients who experienced challenges with internet access, healthcare resources, and educational challenges when the initial Stay-at-Home order was announced. Most recently, the SON has been an integral partner in vaccinating our community members aged 65+. Students and faculty have volunteered weekends to help with this effort and plan to continue as the need remains.

These initiatives, and a culture of service within our school, can help us to attract students from a variety of backgrounds and who have a passion for serving communities in need. We will use the next two years to further dialogue with our community partners about these and other initiatives and how we can highlight these efforts in marketing. This was extremely well received and we feel that this can be a sustainable program. We will use the next two years to further dialogue with our community partners about these and other initiatives.

3. **Increase student diversity**
Only one cycle of MEPN admissions data reflects the implementation of the new holistic review process. While small but real improvements were seen in the percentage of students identifying as African American (from 8% to 10% in the last year), as presented in detail in Section V, we believe that it is critical for us to continue to improve this goal and make further adjustments once we have more information. The prelicensure program requires in-classroom attendance for completion of clinical courses and clinical bedside hours.   During the COVID year, we received a few declinations in admissions from students who informed us they were not able to move closer to campus.   The students who declined were identified as URGs.

4. **Expand outreach efforts**
To meet the goal of increasing student diversity, we will also be expanding outreach efforts by maximizing virtual event opportunities, led by a new staff member dedicated to student retention, outreach, and inclusiveness. With COVID-19, recruitment of students has gone virtual, which has the benefit of being more accessible to large numbers of students with varied backgrounds and geographic areas. We plan on attending virtual graduation recruitment fairs (Mt. St. Mary's and hopefully attending a rescheduled California Forum for Diversity in Graduate Education). We are also increasing our on-campus internal pipeline by partnering with organizations on campus that cater to URGs in STEM education and providing specialized nursing workshops and advising.

5. **Support wellness events for the healthcare professions**
Multiple live, in-person wellness and social events were planned for AY 2019-20 but COVID-19 interrupted some of these plans. Therefore, we are working to transform these programming opportunities into a virtual platform for student and faculty safety, and to address the current climate in healthcare and education. Specifically, events are being planned that address nursing burnout, COVID-19 fatigue, and population health education during the COVID-19 pandemic.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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).

<div align="center">

Proposed Use of Incremental PDST Revenue

</div>

	Total 2020-21 PDST Revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Total Projected PDST Revenue in Final Year
Faculty Salary Adjustments	$212,238	$0	$0	$212,238
Benefits/UCRP Cost*	$91,262	$0	$0	$91,262
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$4,400	$0	$0	$4,400
Instructional Equipment Purchases	$16,000	$0	$0	$16,000
Providing Student Financial Aid	$168,900	$0	$0	$168,900
Other Non-salary Cost Increases	$4,000	$0	$0	$4,000
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$15,000	$0	$0	$15,000
Total use/projected use of revenue	$511,800	$0	$0	$511,800

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

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

The COVID-19 pandemic has placed a financial burden on the shoulders of our nursing students due to employment layoffs, decreased workplace hours and unemployment within their families. Philanthropy has secured two donors committed to supporting our pre-licensure students. The long-established **Susanne Renee Leider Memorial Endowment** continues to support eligible MEPN students willing to share the importance of compassionate care. Additionally, **The Feizel and Dorothy Waffarn Scholarship** awards $5,000 to one student annually (over a two-year period). Giving Day 2020 was dedicated to supporting the lab fees of MEPN students and as a result, 60 donors gave nearly $25,000 to sponsor Nursing Totes, which contain all essential items needed for a successful Fundamentals Lab. All lab fees were covered by the generous gifts from Giving Day. Philanthropy will continue to champion the stories of our students and their challenges during this COVID-19 period and we hope to engage our donors through more events such as this.

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

N/A

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	39	39	39
Domestic Nonresident	1	1	1
International	0	0	0
Total	40	40	40

Additional comments:
Due to California's BRN legal requirements for pre-licensure programs, in-classroom and clinical bedside participation is required. The SON considers all eligible international applications.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐   If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Residents							
Ohio State University (Public)	$38,787	$39,950	$41,149	3%	$1,163	3%	$1,199
University of Arizona (Public)	$33,000	$33,990	$35,010	3%	$990	3%	$1,020
University of Texas, Austin (Public)	$18,469	$19,023	$19,594	3%	$554	3%	$571
Columbia University (Private)	$90,332	$93,042	$95,833	3%	$2,710	3%	$2,791
University of Pennsylvania (Private)	$75,450	$77,714	$80,045	3%	$2,264	3%	$2,331
Johns Hopkins University (Private)	$63,192	$65,088	$67,040	3%	$1,896	3%	$1,952
Public Average	$30,085	$30,988	$31,918	3%	$902	3%	$930
Private Average	$76,325	$78,615	$80,973	3%	$2,290	3%	$2,358
Public and Private Average	$53,205	$54,801	$56,445	3%	$1,596	3%	$1,644
UC Irvine MEPN	$27,728	$27,732	$28,157	0%	$4	2%	$425
Nonresidents							
Ohio State University (Public)	$75,295	$77,553	$79,880	3%	$2,258	3%	$2,327
University of Arizona (Public)	$39,750	$40,943	$42,171	3%	$1,193	3%	$1,228
Univerisity of Texas, Austin (Public)	$34,750	$35,792	$36,866	3%	$1,042	3%	$1,074
Columbia University (Private)	$90,332	$93,042	$95,833	3%	$2,710	3%	$2,791
University of Pennsylvania (Private)	$75,450	$77,714	$80,045	3%	$2,264	3%	$2,331
Johns Hopkins University (private)	$63,192	$65,088	$67,040	3%	$1,896	3%	$1,952
Public Average	$49,932	$51,429	$52,972	3%	$1,498	3%	$1,543
Private Average	$76,325	$78,615	$80,973	3%	$2,290	3%	$2,358
Public and Private Average	$63,128	$65,022	$66,973	3%	$1,894	3%	$1,951
UC Irvine MEPN	$39,973	$39,977	$40,402	0%	$4	1%	$425

Additional Comment: The tuition and fees for the first year of required curriculum for each program were used in this comparison. Each school, with the exception of Johns Hopkins University, required a summer session as a part of the first year curriculum, so the summer term was included in the annual first year charges.

The Ohio State University Tuition and Fees: The Ohio State University Graduate-Entry Nursing Program is similar to UC Irvine's MEPN program in that it prepares students with non-nursing bachelor's degrees to gain licensure as an RN in a graduate-level nursing program. The Ohio State University calculates academic year tuition and fees based on units according to the table provided on the registrar's website (https://registrar.osu.edu/FeeTables/Graduate_Fees_for_Autumn_2020_Spring_2021.pdf). The Ohio State University calculates summer term tuition and fees according to the table provided on the registrar's website (https://registrar.osu.edu/FeeTables/Web_SU20_Fee_Table/GRAD/GRAD_Master%20of%20Science%20in%20Nursing.pdf)
The information about course scheduling and the units provided in these two sources were used to calculate estimated costs of the first year of coursework, including the required summer term, which contains pre-licensure material comparable to the UC Irvine MEPN program.

University of Arizona Tuition and Fees: The University of Arizona MEPN program is a 15-month, 56 semester unit program that includes two summer sessions and a full academic year of coursework (https://www.nursing.arizona.edu/mepn and https://www.nursing.arizona.edu/sites/default/files/MEPN%20Plan%20of%20Study.PDF). Graduate tuition rate was calculated according to the Bursar Office's tuition and fee calculator (https://tuitioncalculator.fso.arizona.edu/#/) for the Summer 2020, Fall 2020, and Spring 2021 terms.

University of Texas at Austin Tuition and Fees: The University of Texas at Austin offers an "Alternate Entry Master of Science in Nursing (AE-MSN)" pre-licensure nursing program. The first year of coursework starts with a required summer session. UT Austin details tuition and fees broken down by school and credit hours per semester during the regular academic year (https://utexas.app.box.com/s/8nw4ph1ci5yfghknizgnv5jdm4es6p9y). It also details tuition and fees broken down by school and credit hours per semester during the required summer session (https://utexas.app.box.com/s/nz1y6ce6rrelete96nuql4oocgik8715). The "Texas One Stop" Office at UT Austin lists current rates and tables (https://onestop.utexas.edu/managing-costs/cost-tuition-rates/tuition-rates/). The information about the tuition and course scheduling for the first year in the program, including the first required summer session, was used to determine the tuition and fees listed.

Columbia University Tuition and Fees: The Columbia pre-licensure "Masters Direct Entry Program for Non-Nurses" is a 15-month program. According to the posted tuition and fee information, the program includes a required summer term in addition to the fall and spring terms (https://www.nursing.columbia.edu/academics/academic-programs/masters-direct-entry-program-non-nurses/mde-tuition-and-fees). The stated "Tuition" and "University Fees" (https://www.nursing.columbia.edu/academics/academic-programs/masters-direct-entry-program-non-nurses/mde-tuition-and-fees) were included in the comparison.

University of Pennsylvania (Penn) Tuition and Fees: Penn's pre-licensure "Direct Entry BSN-MSN" program is unique in that graduates earn both a Bachelor's Degree in Nursing (BSN) and a Master's Degree in Nursing (MSN), after having already received their Bachelor's Degree in a non-nursing program prior to admission. The tuition and fees for the program listed in the chart apply according to the sample plan of study provided here: https://www.nursing.upenn.edu/academics/accelerated-options/course-requirements/sample-plan-of-study/. Information about the tuition and course scheduling for the first year in the program, including the first required summer session, was used to determine the tuition and fees listed above. See the following site for more details: https://www.nursing.upenn.edu/admissions/tuition-and-fees/accelerated-costs/.

Johns Hopkins University Tuition and Fees: The Johns Hopkins pre-licensure Masters Entry program is a two-and-a-half year, 72 semester unit program. The program offers courses during the regular academic year and does not require summer sessions to complete. It should be noted that this was the only program in the comparison that did not require a summer term. The information about annual tuition and fees on the program information page (https://nursing.jhu.edu/academics/programs/pre-licensure/masters-entry/) was used to determine the tuition and fees listed above. The Matriculation Fee, Health Insurance, and Health Fees were not included in the Tuition and Fees comparison as these types of charges were not detailed and included in Tuition and Fees posted by comparison schools.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 for specific reasons. First, all comparator Schools were chosen because they offer a Masters entry level pre-licensure program. First, resource needs in a pre-licensure program are higher due to BRN regulations and requirements for supervision and oversight (e.g. student to instructor-mandated ratios). Second, all three public institutions were selected as they are large, public tier-1 research institutions with long-term, well-performing and recognizable brands in nursing pre-licensure education. Third, the University of Arizona, UT Austin, and UCI are located in the Southwest region and draw students

from a similar geographic region. Lastly, our selection for both public and private institutions was also based on NCLEX scores (NCLEX is an exam required by pre-licensure nursing programs to gain licensure as RNs). Schools selected for comparison reported NCLEX-RN first-time pass rates ranging from 94.20% (Columbia) to 100% (UT Austin). The NCLEX-RN first-time pass rate for UCI's MEPN program in 2019 (Cohort #1) was 94.7%.

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

UCI's in-state resident total annual charges for the first year of the program are less than the average public resident first-year charges of the selected comparison schools. UCI's in-state resident total charges for the first year of the program are less than those of 2/3 of programs chosen for the comparison. The only public program with in-state resident first-year total charges less than UCI is UT Austin, probably due to a lower cost of living. UCIs nonresident total charges for the first year of the program are less than the average public nonresident first-year total charges of the selected comparison schools. UCI's nonresident total charges for the first year of the program are substantially less than The Ohio State University, comparable to University of Arizona ($39,973 compared to $39,750 in 2020-21), and slightly more than UT Austin ($39,973 compared to $34,750). UCI's first year total charges for in-state residents and out-of-state students were less than all private institutions selected for comparison. In looking at projected fees and increases for our program and our comparator programs in academic years 2021-22 and 2022-23, we anticipate that the comments will still hold true. We still anticipate that both our resident and nonresident tuition and fees will be below projected average tuition for both public and private comparators in future years.

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

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. None of the comparator programs have this focus; 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 this focus on nursing science and providing evidence-based care, graduates of the UCI MEPN program are 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 table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2019-20)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	3%	8%	5%	10%
Hispanic/Latino(a)	32%	41%	42%	35%	8%	11%
American Indian	0%	0%	0%	0%	0%	0%
Subtotal Underrepresented	*32%*	*41%*	*45%*	*43%*	*13%*	*21%*
Asian/Pacific Islander	36%	19%	21%	23%	7%	13%
White	30%	31%	21%	25%	77%	60%
Domestic Unknown	3%	6%	12%	10%	3%	N/A
International	0%	3%	1%	0%	0%	<1%
Total	100%	100%	100%	100%	100%	94%
Socioeconomic						
% Pell recipients	35%	53%	60%	N/A	N/A	N/A
Gender						
% Male	9%	11%	13%	20%	17%	13%
% Female	91%	89%	87%	80%	83%	87%
% Non-Binary	0%	0%	0%	0%	<1%	0%
% Unknown	0%	0%	0%	0%	0%	0%

Ethnicity Data Sources: UC ethnicity - UCOP Data; Sources for our comparators are detailed below
Socioeconomic status: UC Corporate data

*Each private comparator did not have ethnicity categories available that matched UCOP categories. For example, both Columbia and Johns Hopkins University had a "two or more" category separate from other ethnicity categories in addition to an "unknown" category listed in the sources below. Johns Hopkins was the only private comparator program to provide program-specific ethnicity data. Their program reported that their "two or more" category accounted for 3.7% of students and "Unknown" accounted for <1%. Penn did not provide detailed ethnicity data and Columbia was only able to provide data for the entire School of Nursing graduate student population. As a result, the ethnicity categories in the Private Comparator column do not add to 100%.

Comparison institutions: Public Universities - The Ohio State University: https://www.osu.edu/osutoday/StatisticalSummary2018.pdf, University of Texas-Austin: https://reports.utexas.edu/statistical-handbook, University of Arizona: https://diversity.arizona.edu/diversity-statistics-reports. Note, we did not use diversity data from the University of Arizona in our average since they reported past ethnicity data as "less than 10." Private Universities - University of Pennsylvania (https://www.nursing.upenn.edu/about/at-a-glance/), Columbia University (https://opir.columbia.edu/sites/default/files/content/Statistical%20Abstract/opir_enrollment_ethnicity.pdf), Johns Hopkins (https://provost.jhu.edu/wp-content/uploads/sites/4/2020/07/2020-Report-on-Grad-Student-Composition.pdf p 23).
Note, Johns Hopkins was the only private university to break down ethnicity information by program; the individual ethnicity statistics are provided by Johns Hopkins only. We did not include a breakdown of ethnicities for the private schools, as Penn reported URG as a number instead of breaking it down by ethnicity. The average URG for Penn and Columbia matched that for Johns Hopkins (using the ethnicity categories provided in the table).

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Over the past three years, our percentage of students from URGs has grown in some areas, dropped in others, but totaled around 40%. The percentage of African American students has increased since 2017 and is on par with our public competitors. Our goal is to continue this trajectory with the continued efforts to grow the pipeline. In AY21, student affairs will be recruiting an additional student affairs advisor dedicated to outreach and pipeline growth. This position will recruit applicants from underserved communities, including Native American, Asian Pacific Islander, African American, and Latinx. Fall 2020 admission cycle led to some lower Hispanic/Latinx numbers than in previous years, and, per student communication, was mainly due to COVID-19.

In 2019, the MEPN admissions committee revamped the admissions process to create a more equitable admissions rubric which took away some potential barriers for underrepresented or low socioeconomic status students. UCI SON faculty participating in application review were required to complete implicit bias training. The admissions committee underwent several conversations regarding barriers to admission, and practiced grading applications to gain consistency among readers. Some examples of rubric changes include removing the point options for only certain languages such as Spanish or Vietnamese, as this disadvantaged certain ethnic groups and unfairly rewarded others. Instead, the points were re-weighted and all second languages were considered. Points were also re-weighted for hospital volunteer hours, as it was noted that students who are caretakers or work full or part-time do not always have the time or access to be able to volunteer. All points and questions were reviewed to make sure students who held certain privileges were not given unfair advantages over other students who did not have the same access. We found that this admissions change improved the diversity not only in ethnicity, but in backgrounds and stories of our incoming class, and created a more equitable admissions process.

We understand that in order to admit a diverse cohort of students, the pool of applicants must be diverse as well. Part of our recruitment strategy has been to educate and begin creating pipelines, as well as increase our outreach. In 2019, we began targeted recruitment for the MEPN program at Cal State Universities, many of which are Hispanic Serving Institutions, holding nursing-specific information sessions. We also began a partnership with the California Alliance for Minority Participation at UCI to begin holding educational events and specific advising to students from low income and diverse socioeconomic backgrounds at UCI, encouraging them to pursue a MEPN at UCI. This group consists of African American students as well as other ethnic groups. In 2020, the School of Nursing began a relationship with the California Alliance for Minority Participation (CAMP) on campus. This program serves underrepresented student populations in the STEM fields on campus. Through our partnership, we have provided pathways to nursing workshops and advising specifically for their students, in an effort to cultivate relationships and build a pipeline of diverse population groups who are currently underrepresented in the MEPN program demographics, including individuals identifying as men, African American, Indigenous, Pacific Islander, and Hispanic/Latino.

Finally, we received funding in 2020-2021 for a new Student Affairs Officer position, which will help to support the retention and engagement of our undergraduate students, and will also serve to continue outreach efforts on campus and in the community to build a pipeline from diverse communities into UCI SON. Recruitment ideas include reaching out to Veteran Services, who serve a high population of male students, to create relationships with current undergraduate students and advise them on prerequisites for applying to the MEPN program after graduation, reaching out to fraternities and ethnic organizations on campus to hold information sessions, and creating relationships with diverse organizations outside of UCI to start pipeline programs aimed at recruiting ethnically diverse candidates and men. The goal is to educate the community on the need of healthcare workers, encourage students of all genders to consider nursing at a younger age, and engage current college students who are considering entering a MEPN 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?

We have seen a steady increase in students coming to our program from low socioeconomic backgrounds in the past few years. In 2019-20, of the students who completed the FAFSA to be eligible for need based scholarships, 50% had $0 estimated family contribution (EFC), with the average EFC being $7,052. The highest return to aid given to those with EFC in 2019-20 was $7,600. Of the incoming 2020-21 cohort, 47% have $0 EFC, while 58% have less than $1,000 EFC, and the average EFC is $6,781. The return to aid in 2020-21 is $7,100 at the highest, noting the increase in students both attending and completing the FAFSA from 2019-20 to

2020-21. Understanding the financial needs of our students, we give back more than one-third in return to aid to the students, using a financial model to assist those with the most financial need.

We have searched for additional job opportunities and in 2020 were successful in partnering with the School of Biological Sciences to provide some MEPN students teaching assistant positions for a few foundational biology courses. These teaching assistant positions cover the tuition remission, minus the professional development fee, which is tremendously helpful. In addition, the SON administration has made a concerted effort to solicit more scholarship opportunities for MEPN students, with a recent donation to support a MEPN student at $5,000 for two years. While donations and scholarships are not our main focus in supporting high financial need students, it is a welcomed gift we can use to help our students.

In terms of recruiting students from low socioeconomic backgrounds, the SON has begun several pipeline efforts. In 2019-20, the Student Affairs Office held programs and provided additional online support in the way of virtual advising and virtual walk-in hours to prospective students, in an effort to spread the reach. We created a "Successful Pathways to Nursing" presentation to assist the community in finding different ways to becoming an RN, if the MEPN was not an option. During the AY 20-21, the SON established new scholarships for MEPN students. We currently do not use Pell recipient information; however, moving forward we can use it during the scholarship review process as another metric to help determine financial need and serve as a recruitment tool.

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 56 students who attended, 11 students were supported with full scholarships. This highly requested camp was not offered in Summer 2020 due to the COVID-19 pandemic.

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

The American Association of Colleges of Nursing (AACN) reported 13% of students in Master's degree nursing programs were Men (https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity). Please note that the AACN data includes information for all Master's Degree nursing programs and is not limited to pre-licensure Master's degree nursing programs. This

information is summarized in the table below. In AY 19-20, our program reflected this same percentage of male students; our private comparators reported this same percentage, and our public comparators noted a slightly higher percentage of male students (17%). The percentage of male students in 2020 is currently 20%, reflecting a steady increase. With the hiring of our new student affairs advisor, we hope to continue this growth by targeting our marketing towards male prospective students and creating relationships with organizations that could yield more male applicants.

While our male students haven't expressed feelings of discrimination or discomfort being a minority in nursing, we make an effort to connect our male students with our male faculty and assign them to male clinical instructors when possible who serve as role models in the field. As our number of male students increases, we plan on working with our Nursing Science Student Council student organization to suggest the inclusion of a men in nursing position, where the student can outreach to male students and create programming geared towards more inclusion.

In our current 20-21 cohort, we have 8 men consisting of 2 White, 1 African-American, 2 Hispanic/Latino, 1 Vietnamese, and 2 male students who declined to state their ethnicity with the Registrar's Office. Of the two who declined to state with the Registrar's Office, one self-identified as American Indian or Alaska Native in their application with the Graduate Division. We are unsure why they chose to disclose their ethnicity at the time of application but not with the university once matriculated, however this change would have increased our American Indian population. We are interested in continuing to increase our diversity both in ethnicity and in gender, and in addition to more targeted marketing and recruitment efforts, we are developing recruitment scholarships we can use to increase the yield of our top male applicants, after they are admitted through our holistic review process.

Gender Breakdown of Master's Students in Nursing	AACN Report on *2018-2019 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing**	Public Comparators 19-20	Private Comparators 19-20	UC Irvine MEPN Students 19-20
Male	*13%*	*17%*	*13%*	*13%*
Female	*87%*	*83%*	*87%*	*87%*
Unknown	*N/A*	*<1%*	*N/A*	*0%*

*https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity

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 our URG numbers to continue to rise. With all of the targeted programs and outreach mentioned, we have created system structures for broadening our MEPN applicant pool. Our program focuses on serving the community and emphasizes the importance of understanding diverse patients. Structures are in place to continue to diversify our students and maintain the current recruiting efforts to increase males in nursing. Student need will most likely continue to rise in light of the COVID-19 pandemic, and we will maintain close communication with our students and frequently assess the extent to which they are supported. We plan on using scholarship money to recruit our top admitted students to coming to UCI, with the possibility of matching competitive offers. We also plan on developing scholarships for Asian Pacific Islander and Native American students. With the rise in financial support, we suspect our enrollment of Pell grant recipients will increase, as we will be able to offer more financial support to students in need.

In addition, we plan to provide additional scholarships via the Dean's Excellence Fund to establish a scholarship to attract diverse students with focus on API and Indigenous students. We will inquire about possible and legal partnerships through UCI's AANAPISI status as well as develop specific resource webpages to counsel potential applicants about additional financial sources of competitive grants and awards

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)		2017-18	2018-19	2019-20		Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		2017-18	2018-19	2019-20		*Ethnicity*		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.0%	0.0%	3.8%		Black/ African/ African American	Domestic	0.0%	0.0%	7.1%
	International	0.0%	0.0%	0.0%			International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.3%	4.0%	3.8%		Hispanic/ Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%			International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%		American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%		Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	15.8%	16.0%	23.1%		Asian/ Pacific Islander	Domestic	37.5%	36.4%	35.7%
	International	5.3%	0.0%	0.0%			International	12.5%	0.0%	0.0%
White	Domestic	73.7%	68.0%	61.5%		White	Domestic	50.0%	54.5%	50.0%
	International	0.0%	4.0%	3.8%			International	0.0%	9.7%	7.1%
Two or More Races	Domestic	0.0%	0.0%	0.0%		Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%			International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%		Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%			International	0.0%	0.0%	0.0%
Percentage by Gender		2017-18	2018-19	2019-20		*Percentage by Gender*		2017-18	2018-19	2019-20
	Female	94.7%	88.0%	88.5%			Female	87.5%	81.8%	78.6%
	Male	5.3%	12.0%	11.5%			Male	12.5%	18.2%	21.4%
	Non-Binary/Unknown	0.0%	0.0%	0.0%			Non-Binary/Unknown	0.0%	0.0%	0.0%

Fall 2020 Faculty data not included in the current table are as such: data for teaching faculty for 20-21 is 7.1% Black/ Non-Hispanic, 25% Asian/Asian American, 3.5% Hispanic, 64.3% White, Non-Hispanic. Data for ladder rank faculty for 20-21 is 15.4% Black, non-Hispanic, 30.8% Asian/Asian American, 53.8% white, Non-Hispanic.

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

We described a number of strategies in our last multi-year plan. Below we report on the implementation of these strategies. Preliminary data show our strategies are beginning to achieve small but real advances towards some of our desired outcomes:

The number of African American teaching faculty members has increased gradually from 2018 to 2020 (not shown in the table above). Additionally, the School's Asian/Pacific Islander teaching faculty increased gradually in the same time period. The school's Hispanic teaching faculty remained the same.

We recruited one African American nurse scientist in 2018-19 and the Dean recruited a second African American nurse scientist during AY 2019-20. This new hire joined the faculty in July 2020, though these data are not included in the above table. We also reported in our last multi-year plan that we recruited one Latinx Clinical Nurse Faculty member who is progressing well through the ranks. This faculty member is a vital member of our clinical faculty who provide culturally-sensitive care in our Federally Qualified Health Centers (FQHCs), and are the training grounds for the majority of our students. These FQHCs, also provide 20% of the primary care for Orange County's vulnerable individuals.

While our African American faculty are beginning to increase, and currently compose 15% of ladder rank faculty, we are woefully inadequate in representing Latinx and American Indian ladder rank faculty, and in representing all three URG faculty subgroups on the clinical side. Moreover, we realize our expected outcome for URG faculty is far from our goals of increasing Latinx, African American, and American Indian faculty. Additions to the SON faculty will fulfill open FTE faculty lines that are school-wide and not just for MEPN.   We recognize that we need to continue to strengthen significantly our efforts to bring in more African American, Latinx, and American Indian faculty across the faculty lines.

During the last two years, we were successful in encouraging American Indian faculty to apply to open FTE in our SON. For example, in our applicant pool in which we hired our first African American senate faculty, the pool was mixed with men and other URG faculty. However, our selected applicant was the strongest among the group and met curricular needs of our MEPN program as well. Similarly, in the pool where we hired our second African American faculty, there were American Indian, Latinx and male candidates; our selected candidate was again the strongest. In another search, while we had a strong American Indian applicant, the candidate was retained by his university, despite our more favorable package. We are currently in an open search for a DNP Director position and a new ladder rank search will start shortly for two Associate/Full positions. We are hoping to participate in the Campus Inclusive Excellence Program as well. These searches will help us increase our total numbers of Latinx, African American and American Indian faculty through a multi-pronged approach as outlined below.

The strategies below highlight what we have accomplished and plans for the future to strengthen our efforts to recruit African American, Latinx, and American Indian faculty by leveraging additional School and campus resources.

1. At the Campus level, we are harnessing campus resources and particularly those of the Office of Inclusive Excellence.   For example, the Dean was successful in hiring our second African American faculty member by competing for and receiving the Chancellor's Inclusive Excellence Award , a $50,000 award ($40,000 from OIE and $10,000 from the dean of SON); this collaboration occurred with the Vice Chancellor for Equity, Diversity, and Inclusion/Chief Diversity Officer. This will successfully launch our new faculty hire in her career, along with intensive mentorship. Further, a number of our faculty and staff are attending workshops on the campus related to Anti-Black Racism, and Strategies for Diversity and Inclusion. A few of these faculty teach in the MEPN program and are involved in the hiring process and sit on the Diversity Committee.

Strategy 1. Develop an Excellence in Diversity Committee (EDC). In 2020, the School of Nursing received support to have a dedicated Equity Advisor (EA), rather than have one person shared across Nursing, Pharmacy, and Public Health. This will significantly strengthen and ensure the activities we listed above. In addition, faculty voted to transform the existing Dean's Excellence in Diversity Committee (EDC), launched in September 2019, into a standing school governance committee to be placed into the school's bylaws, in August 2020. The Chair of the committee is the EA, a campus trained faculty with an expanded set of goals including faculty recruitment, development, and retention, of which the committee will facilitate efforts. The committee includes HS Clinical and Senate faculty, as well as student representation, and had its first formal meeting as a standing committee in October 2020.

Strategy 2. Increase outreach, recruitment and retention of diverse members of the associated academic faculty and support staff. These efforts began with the Dean's EDC and are now housed in the standing EDC, which will begin its work this year. A number of strategies are being discussed; several of these include:

- The EA is a standing member of all convened search committees for all faculty hires. In our Search Committee, the EA carefully reviews the diversity statements of all candidates to ensure that diversity is a significant strength in the candidates being considered.
- The members of the EDC, now raised to the level of a SON standing committee, are assisting the search committee in forwarding names of stellar diverse applicants.
- Our Search committee has developed an evaluation scoring grid to ensure qualities of every applicant are systematically captured.
- We have ensured that Implicit Bias training is completed by every Search committee member.
- Our campus has offered a plethora of implicit bias workshops, diversity seminars, and Allyship courses which many of our faculty have attended. Our plan, is to offer a number of School-based discussions to follow a planned climate survey.

- The EDC will ensure that our job announcement calls and ads are constructed to clearly demonstrate our core values of equity, inclusion, and diversity. To build our professional networks with diverse entities, these ads are posted in African American (i.e., National Black Nurses Organization), Hispanic (i.e., National Hispanic Nurses Association) and American Indian (I.e., National Alaska, Native American Nursing Organization) nursing organizations and other key societies that feature underrepresented and diverse faculty. In addition to advertising, we will have key faculty present on sponsored programs to gain visibility and attract potential recruits.
- We continue to build upon our roster of key national organizations that promote diverse candidates. The EDC and key leaders of the faculty have personally reached out to these diverse faculty, and have had conversations about the opportunities that await at the UCI School of Nursing.
- The EDC is focusing on identifying and nominating diverse PhD nurses for the Chancellor's and Presidential Post-Doctoral Fellowships.
  In addition, for all identified candidates, we plan to host these candidates in SON to interest them in all the benefit that the SON can offer.
- The EDC is reaching out to diverse alumni of Schools of our own and other UC Schools of Nursing. Moreover, we are focusing on other UC-HSI and UC-HBCU Initiative opportunities to broaden graduate student pools.

Strategy 3. Grow the faculty pipeline. This strategy involves both expanding our existing efforts in recruiting diverse students into our undergraduate and graduate programs as potential future nursing faculty and newly developed structures and processes. Our school's Student Affairs committee worked with campus admission department in 2019 to re-conceptualize the holistic review process to reduce potential barriers for admitting URG students, and remove criteria that might provide a systematic barrier to diverse recruitment. SON's PhD program which started in fall 2013 and the DNP program which started in fall 2018 will serve as a pipeline for future academic nurse leaders. Since these programs are still young and have graduated less than a dozen students, it will take time to grow the pipeline. To encourage and support the alumni to return for a doctoral degree, we offer financial support in their respective programs.   The PhD program offers a four-year tuition guarantee along with TA/GSR opportunities. The DNP Program offers a 9% return-to-aid for all students, along with scholarships for UC nurses, alumni and URG students.

Strategy 4. Continue to work with the College of Health Sciences Associate Vice Chancellor for Health Equity, Diversity, Inclusion (AVC-HEDI) The Associate Vice Chancellor for Health Equity, Diversity, Inclusion (AVC-HEDI) will lead the development and execution of strategic initiatives designed to promote diversity, equity, and inclusion across UCI Health Affairs (UCI Susan and Samueli College of Health Sciences (COHS), UCI Health, and health institutes and centers). The AVC-HEDI will lead efforts to develop strategic and measurable outcomes for health affairs as it relates to DEI., guide the strategic direction of activities across health affairs, amplify

campus interventions, and accelerate achieving inclusive excellence goals for undergraduates, graduate students, residents, faculty and staff of the COHS.

Strategy 5. Assess and enhance the climate for diversity in the SON. The other strategies above are all aligned with the goal of recruiting diverse faculty into the school. It is also necessary to retain diversity through mentorship and support structures. These include the EA and Decade Mentor roles; these faculty work informally with all faculty to support their needs, academically and otherwise, especially in this COVID pandemic year. For example, with an emphasis of wellbeing to combat COVID-19-related issues, and with awareness that some faculty may be more affected by COVID than others, the EA is working directly with faculty to ensure they are aware of and can access UCI-based initiatives. Several examples include 'stop-the-clock,' leave of absences, child care support, etc. The Associate Dean launched a New Faculty Orientation and faculty roundtable structure, to both orient new faculty to the schools' structures and processes, and to provide a formal and consistent forum for discussion of emerging challenges or questions about teaching, research, or service. The roundtables are a structure to directly provide faculty with the resources coming from the school and from UCI campus regarding mentorship, training opportunities and general wellbeing (i.e. work-life balance). The AD has also led the process of a year-long dialogue with all faculty about the existing bylaws, with the goal of re-examining the school's governance structure to identify and dismantling structures that contribute to white privilege. As a component of the merit/promotion process, faculty also discuss their commitment to diversity in their Inclusive Excellence statement. Each merit/promotion review is evaluated with a review of the faculty's support for creating a climate of student inclusivity. Finally, our research structures include a research director who serves as mentor to new faculty in writing papers and grants to ensure their successful advancement in their trajectory to tenure. SON faculty also join forces with successful student-focused diversity programs run by the School of Medicine, such as Leadership Education to Advance Diversity - African, Black, Caribbean (LEAD-ABC) in 2019, originally designed to develop physician leaders to serve the needs of ABC communities, as well as the successful model Program in Medical Education for Latino Communities (PRIME-LC) established in 2003. By bringing these program to the level of the College of Health Sciences (CoHS) and include our three additional Schools/Planned School, the SON can incorporate these strategies to benefit the future MEPN nurse leaders. The UCI Campus also provides additional classes such as the Black Thriving Initiative, which broaden the understanding about the individual and institutional approaches to improving climate.

The evaluation plan to measure effectiveness of the strategies include the following:

a. We will monitor quarterly measures of this group's success in expanding outreach and recruitment strategies for SON. These include monitoring the number of new contacts made within diverse professional associations, opportunities set up to present at organizations for underrepresented health professionals, outcome in terms of timely merits and promotions for diverse faculty, insertion of mission and vision statements in our curricula, etc.

b. While SON would continue to examine traditional markers of successful recruitment of diverse new faculty, we also would monitor changes in the composition of our faculty applicant and faculty short-listed candidates by gender and by racial/ethnic backgrounds, among other means to determine our progress in attracting a more diverse talent pool to UCI SON opportunities.

c. SON will annually inventory data to identify key source schools of our MEPN and overall SON entrants, adjusting our strategies based on these analyses in order to broaden outreach to similar, new schools and programs where we may advance awareness, visibility, and recruitment success.

d. The AVC-HEDI will help SON ensure that all search committees receive best practice presentations concerning diversity recruitment and retention strategies compliant under Proposition 209, and that 100% of search committee members complete implicit bias training before their committee service.

e. The SON dean and equity advisor will partner with the Office of Inclusive Excellence to continually increase response rates associated with key climate surveys (e.g., Unit Equity Reviews conducted within SON staff, faculty and graduate students, and UCI Climate Survey of all SON and UCI students, faculty and staff). Moreover, the SON dean and leadership will host town hall discussions with UCI's Chief Diversity Officer to discuss results, identify key priorities for SON, and engage SON members in implementation of refined DEI 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?

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 Expected Family Contribution (EFC) provided through FAFSA. One of our goals is to maintain the same level of support for each financial aid recipient during their two-year period. The school allocates one-third of the PDST funds as return to aid. This portion is distributed through the graduated scale according to the student's EFC. Students with an EFC of 0 receive the highest return to aid, with students reporting a higher EFC receiving less return to aid. In the case of the 2nd year MEPN student, if the allocation is less than the prior year, the School adds additional PDST funds to maintain the same level of support for both years. In addition to tuition/fees, the student is required to purchase lab supplies. Through the generous giving of our donors this year, all lab supplies for MEPN students were covered by philanthropic gifts. In the table below, we've tracked EFC trends since the program started in 2017. The number of students submitting a FAFSA has increased, which means we are able to identify more student need. The number of students reporting 0 EFC has increased from 10 in 2017 to 17 in 2021, and the average EFC had dropped, indicating we have more students with higher need now. More of our students are receiving return to aid now than in previous years (88% in 2020 compared to 74% in 2017), and thus the average award amount has

decreased as we've kept our allocation to one third. In order to address this, we are continuously evaluating student need and are creating new scholarships in addition to the return to aid, to help our high need students and to help with the increased indebtedness. In order to measure success in our financial aid efforts, we will track debt of our graduating students and continue to track EFC trends.

	Enrolled	# w/No FAFSA	# w/Zero EFC	# EFC>0	EFC Total	Average EFC	# Receiving Aid	% Receiving RTA	RTA Total	Average Award
2017-18	34	7	10	17	$424,105	$24,947	25	74%	$130,800	$5,232
2018-19	37	7	15	15	$333,967	$22,264	28	76%	$150,780	$5,385
2019-20	38	8	15	15	$216,280	$14,419	30	79%	$160,830	$5,361
2020-21	40	4	17	19	$244,122	$12,849	35	88%	$168,900	$4,826

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	44%	81%	80%	72%	86%	79%
Cumulative Debt among Students with Debt	$80,532	$44,534	$40,751	$38,295	$43,410	$79,271

Source: The UCI Office of Financial Aid and Scholarships.

Additional Comments: Please note, 2019 was the first graduating class of MEPN students. The increase in debt aligns with the type of students in our program. In the previous Nurse Practitioner program, students were entering as seasoned nurses making a competitive nurse salary. In the MEPN program, students are entering as recent college graduates, ranging from unemployed to employed in a variety of fields with differing incomes. As our school grows, the goal is to reduce the debt for MEPN students through donor scholarships and school scholarships generated from external revenue sources such as Self-Supporting Degree programs.

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 year of the MEPN program was 2017-18. That was also the last year of the FNP program, and we saw an increase in indebtedness compared to our FNP program since the graduating cohort consisted of students from two different Masters programs. Our FNP program was for RNs, who were seeking a degree to be advanced practice clinicians, researchers, or educators. These students already had experience as RNs, and had worked professionally earning a nurse's salary prior to enrollment. Our

MEPN program is a pre-licensure program, in which students are training to become nurses. By not earning a nurse's salary prior to enrollment, they typically need to take out more loans or seek out more financial assistance than FNP students. New RNs have a lower income potential than the nurse practitioners from our previous program, so we are aware that they may graduate with more debt and take longer to recover. For this reason, we are continuously trying to identify additional financial aid opportunities. Since we are not requesting an increase in PDST funds for the next two years, we anticipate that indebtedness levels will remain stable. In the midst of the COVID pandemic, the nursing profession has been brought to the forefront and we have seen a wave of new donors who are touched by our students, their learning, and the School's commitment to training them. An example of this was our Giving Day pledge in which 60 donors within 24 hours covered all of the lab expenses for the MEPN students. We are actively reaching out to our community donors to continue this type of support through new scholarships and fellowships.

Our students have been successful in passing the NCLEX exam (currently at a 100% pass rate) and obtaining RN positions. The median salary stated below is for California RNs grads. The US Bureau of Labor Statistics (2019) reported an average salary of $113,240 for RNs in California, which is the highest in the country (https://www.bls.gov/oes/current/oes291141.htm).

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
UCI MEPN	79%	$79,271	$71,857	16%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:
UC: UCI Office of Financial Aid and Scholarships,
https://www.salary.com/tools/salary-calculator/new-graduate-registered-nurse/irvine ca?edu=EDLEV5
Comparison institutions: N/A

Additional comments: Competitor data could not be found for graduate student debt.

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 Bureau of Labor Statistics for 2019 (https://www.bls.gov/oes/current/oes291141.htm#st), California nurses have an annual mean salary of $113,240. 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 also have a Community and Population Health concentration, which tends to 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 obtain 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 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 underserved populations due to their curricular focus on Community and Population Health. Specifically, our students are required to take multiple courses that prepare them for this work. Throughout the curriculum, students are learning how to care for underserved populations 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 people, and families, where they engage with community members and mentors to complete service projects aimed at improving health disparities.

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, salaries are comparable between public and private sector RN positions. With the consistent focus on preparing our graduates for working with underserved populations, they would be highly sought after for positions in the public sector, which pay an average of $65,725 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 significantly more than entry-level positions, averaging $76,008 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 promote our financial aid programs via our website, information sessions, and outreach events. The scholarship application is tied to the graduate application and applicants are encouraged to apply for scholarship opportunities, virtually through our online information sessions, and in-person at recruitment events and university career fairs and information sessions. We discuss our return to aid program to prospective applicants as well by encourage students to submit a FAFSA explaining the possibility of funding.

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

The website and marketing materials provide information to prospective students regarding average debt and median salary of nurses, as well as options for financial aid. Additionally, during the recruitment outreach and application period, faculty and staff provide clear information and are prepared to address prospective students' questions and concerns. We discuss the earning potential and median salary at our information sessions, as well as the increased need for nurses and current job market. We also encourage the pursuit of additional education such as a DNP, which can significantly increase earning potential, particularly if they move into the nurse practitioner field.

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.).

COVID-19 had a significant impact on our ability to implement many of the strategies and programs we had planned, as we had to quickly adjust to remote teaching and move away from in-person clinical rotations as the hospitals closed to student learners. Due to the highly regulated nature of nursing, we were required to submit many forms and requests to the Board of Registered Nursing (BRN), as well as to UCI to make adjustments, which unfortunately took many faculty and staff hours away from moving forward as much as we had wanted. COVID also had an impact on our MEPN admissions cycle. COVID-19 caused a great deal of uncertainty, especially financially in our prospective students. Some students were very transparent that being able to live at home and attend a local program (not UCI) would permit them to save a significant amount of money on housing and support their families.

We are choosing to submit a proposal of 0% increase to PDST for two years as we believe COVID-19 has had and will have a significant effect on student finances. We believe that in two years, the financial impact of the pandemic on our state and our nation will provide additional details that will support our decision-making regarding program finances. The additional two years will also allow us to analyze data from the goals above and to pivot strategies if needed. The SON will utilize reserves from other fund sources to accommodate cost increases in the program.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☒ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

On Monday, September 28, 2020, our Pre-licensure Program Director and Director of Student Affairs met with all of the first year MEPN students at a fall kick-off event and let all 19 incoming MEPN students know there would be no increase in professional fees for their cohort. We discussed how professional fees support hiring lab instructors, Osmosis, totes, and other events for them. The students did not have any questions or feedback, and we offered the opportunity for them to email us with any questions or concerns.

Our student consultation for our last multi-year plan is as follows. On Monday, December 2, 2019, the Assistant Dean, Pre-licensure Program Director, and Director of Student Affairs met with the first year MEPN students to inform them of the 5% increase in PDST fees for 2020-21. This was held at an event where we provided snacks and a therapy dog as a relaxation and support program. There were 8/20 students present for this discussion. We reviewed how current PDST funds were being utilized: hiring open lab instructors for Foundation, Osmosis for both years of their program, Totes, IPAD and simulation activities, and wellness events. The Assistant Dean asked the students if they had any suggestions on how the school could better support their learning as well as their mental health. The students said they appreciated the open lab hours and were happy to participate in wellness events as long as it

was convenient with their schedule. They also liked community health fair events in which they could learn and support the community. These are the other suggestions the students provided:

- Massage Chair for students to schedule "breaks"
- Snacks in the lounge during midterms/finals (e.g. ramen, crepes, bars)
- Swag (cap, sweatshirt, long sleeve shirt)
- License frame for incoming students
- Events (cooking lab, care package for supporters)

A survey was sent to the first year MEPN students on 12/19/19 and 14 students responded. Below are the survey responses:

Q1 - There will be a 5% increase in the PDST fees next academic year (2020-2021), which was approved by the UC Regents. What additional supplies, events/programs would you like the School of Nursing to offer to help support you in your academic journey?
- With this substantial increase, it would be nice to give each nursing student a tablet.
- Provide tutor, scantrons (supplies), have nurses come and talk about their fields, wellness coach that teaches us how to manage stress, planners, calendars,
- No increase would be great but otherwise books, NCLEX prep
- iPads
- Community health volunteer events
- I'd prefer if our PDST fees paid for our scrubs and stethoscopes. It would be fun to have a mixer with other student groups besides just the MEPNs.
- Have up-to-date textbooks at the UCI library under course reserves (specifically pathophys) for individuals who want to use the book on campus but don't have a book. Have a panel of nurses to come in and explain what they do so we can look at all the different nursing routes we can take. Resume/interviewing workshop tailored for nurses, especially for when we apply to jobs after graduation.
- More tote bag supplies (tendon hammer), maybe an event to explore all fields of nursing we could enter and what certificates we could get after
- Scantrons, snacks

Q2 - Will a proposed 5% increase in the Professional Degree Supplemental Tuition (PDST) next academic year ($580.00) affect your decision to return next year?

- This is a lot of money for what seems like something that won't be a help to the students; however, I either pay this fee or let all of my efforts so far to get into nursing school go to waste. Therefore, I will stay enrolled.
- I am disappointed in the fact that tuition continues to increase; however, I am invested in completing my program so I have to return
- No, but I'm not too happy with the idea of paying more money.
- No but it is not ideal
- No, but it will be difficult
- Yes
- No, the fee increase will be a financial burden though.
- Yes
- no I already planned to go next year but I'm happy to hear about that

Q3 - We are dedicated to your mental health and wellness. Are there any wellness activities you would like to see? Previous examples include therapy dogs, meditation, healing touch, healthy food during midterms/finals, etc.

- Access to healthier food all quarter long, because it's important every day.
- Luncheon during midterms/ finals, massage chair, test scantrons, Starbucks gift cards, resting/ recharge area, designated study rooms.
- Healthy food during midterms
- Healthy food
- Healthy food during exams
- Yoga, dogs, meditation
- Lunches during midterm season between classes, fun team building exercises like the obstacle course at the ARC. Smoothie socials and dogs at the same time. Yoga session after our class.
- I like all those ideas but would also suggest that less pressure and intimidation factors are used on us. The school encourages mental health and stress free but then threaten our spot in the program by holding unrealistic/unfair standards that drive stress levels up. No amount of healing touch, dogs or free food will take away the constant stress.
- Dogs and food are always good. I am also very sure we would appreciate massages for stress relief

Q4 - If we were to purchase School of Nursing "swag," what items would you like to see? Examples include hats, hoodies, shirts, totes

- Hats, hoodies, totes, shirts

- Hoodies and shirts
- Shirts
- Hoodies with personalized names
- Hoodies
- Caps/beanie; shirts and we can all put our sizes down before ordering, UCI nursing coffee or travel mugs
- Shirts, bags, hats, water bottles, etc.
- hoodies, long sleeve shirt, maybe a stethoscope carrier, or enamel pins.

Q5 - Please provide any additional information you would like for us to know.
- I think events should ideally be between classes or immediately after we finish our last class. If there is an hour gap, people will most likely want to go home after a long day.

After listening to the responses from students, we implemented Study Snacks events, where free food was available in the Student Affairs office for students to grab during weeks 8-10 of winter quarter. We also provided walk-in advising and referrals to on campus resources that could help students manage stress, or whatever else they needed. We found that this event began to increase the trust students had in the Student Affairs office for support and guidance, and the students vocalized their appreciation for the nutrition. We also gave out branded UCI SON water bottles and tote bags to incoming MEPN students in fall 2020 after hearing they would appreciate some branded items to showcase their pride in their program and school. In addition, we paid for the nursing scrubs for all students, which was requested based on student feedback. Because wellness is of utmost importance, we had planned more "Kookies with Kuma" events where we bring in Kuma the therapy dog, and provide a relaxing space with snacks, as well as a healing touch event, and an essential oil event, however all in-person programs were cancelled due to COVID and we were unable to implement them. We are currently brainstorming virtual events, and plan on implementing a voluntary group wellness program. In addition to these stress-related efforts, we implemented a "Student Success Workshop Series" aimed at assisting students with study skills designed for nursing, nursing exam preparation, tips for NCLEX-style questions, and clinical preparedness activities. These topics are known to be the ones most students cite when discussing their stress. In addition, after COVID affected our plans for in-person education, we added topics related to the strengths and challenges of remote learning and time-management during remote learning. These workshops have been well-attended by students and the feedback has been extremely positive. We feel these efforts will help us to guide our students toward academic success and professional standards while minimizing their feelings of intimidation.

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

☒ Plan shared with _____AGS President Connor Strobel_____ on ___October 5, 2020_____ .
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:

1. I support the program's decision to not increase PDST at this time.
2. I noticed that the faculty increased its representation of African American professors from 0 to 2 (the use of percentages I found misleading). However, there was no increase in Hispanic/Latinx faculty (currently at 0), and I don't believe I saw any comment on how they are planning to begin remedying that. I'd like to know the programs target increases during the 3-year proposal for each underrepresented faculty community. That way we can have better accountability. *The percentages were updated to reflect actual FTEs. Therefore there was an increase of two African American professors. There is one Latinx faculty and the SON acknowledges the School needs to improve on this. In section V.g., more detail has been added to goals.*
3. Other than having a few events with food and an occasional therapy dog brought to campus, I'm not convinced the sentiments of the students in the program meaningful informed the application, nor was there explanation as to why the program directors opted not to adopt the student recommendations. *While the MEPN program is no longer requesting 5% annual increases to the PDST rates, the program has implemented providing food, events, nursing swag, and paying for scrubs as suggested in the student feedback.*
4. I noticed that the students were consulted with the original 5% increase idea, but not when it was changed to 0%. While I don't suspect an objection, I think it would be appropriate/expected for the program to have emailed the students with an update and to have allowed them to respond with feedback. *The proposal has been updated to include the consultation date with the students that the program is now proposing 0% rate increases for 2021-22 and 2022-23.*

*School responses in italics

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

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

Consultation with faculty

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

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

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

On September 23, 2020, the program's Assistant Dean presented the proposal to the SON Faculty. The proposed action of 0% increase for two years with explanation of the rationale was provided. A review of how funds were utilized over the course of the prior plan was also provided. It was also communicated that the request for a two-year plan instead of a five-year submission was due to the changing climate of COVID-19. With the full impact of the pandemic still unknown, the SON has prioritized supporting student success during a time in which our student's financial and mental well-being is strained. In two years, we would like to have the opportunity to reassess the climate of the School in comparison with that of the state and nation. All of the faculty were supportive of this proposal. A question that was raised included, "What is the long-term impact if after two years there is no tuition

increase." The Assistant Dean responded that reserves from other fund sources would be used, if cost-savings and philanthropy support could not make up the difference between sources and uses.

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 Gillian Hayes   on   October 5, 2020   .
                          Graduate Dean

☒ Plan endorsed by   Chancellor Howard Gillman   on   November 13, 2020   .
                          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 Fall 2021

<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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$8,478	$8,478	$8,478	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$5,298	$5,298	$5,298	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$459	$463	$468	0.9%	$4	1.1%	$5
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***							
Total Fees (CA resident)	**$21,507**	**$21,511**	**$21,936**	0.0%	$4	2.0%	$425
Total Fees (Nonresident)	**$30,572**	**$30,576**	**$31,001**	0.0%	$4	1.4%	$425

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments:
The proposal reflects no increase to PDST fees for a period of two fiscal years (FY2022 and FY2023).

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

The UCLA Art Program was established in 1960, when the arts in Los Angeles were beginning to blossom. The MFA in Art program first implemented PDST in 2011. As one of the leading programs for training visual artists, the UCLA MFA in Art program is ranked #1 by the 2020 U.S. News & World Report. The department is committed to promoting equity, diversity, and inclusion in art through professional art education in a public research university. This commitment informs our mission, values, strategic plan, and operations. It attracts diverse, highly motivated students who are encouraged to engage society's challenges and envision positive change. With internationally recognized faculty, the program has remained competitive for decades as a leading professional art training program. The program focuses on individual studio-based visual art practice and has six areas of study: Ceramics, Interdisciplinary Studio, New Genres, Painting and Drawing, Photography, and Sculpture. The normative time from graduate admission to award of the degree ranges from six quarters (New Genres, Photography, and Sculpture) to nine quarters (Ceramics, Interdisciplinary Studio, and Painting and Drawing).

The MFA in Art program at UCLA encourages the development of students as artists in the social context, and in their life experiences. Our students are also provided with the tools they need to creatively express themselves, and are responsible for some of the most provocative and enduring expressions of culture. Each graduate student is provided a private studio at the department's off-campus graduate arts studios, which encourages both independent work and community engagement. The off-campus studios add to the program's quality, visibility, and vitality, and also prepare students for careers as practicing artists. The program has a distinguished alumni community including artists and educators who have positively contributed to their fields. Many of our graduates have embarked on successful exhibitions or teaching careers. Alumni have a significant presence in major gallery and museum exhibitions nationally and worldwide. Since 2008, 28 alumni have been selected for Whitney Biennial exhibitions, at least nine have received Guggenheim Fellowships, and one has received a MacArthur Fellowship. Indeed, UCLA MFA alumni who are recognized as notable artists comprise a very long list (see the department's alumni webpage: http://art.ucla.edu/alumni/index.html).

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

In 2017, the Department of Art's 2-year PDST plan was approved for FY2018-19 and FY 2019-20 with no increase in both resident and nonresident fees. This plan was approved for a one-year extension to FY 2020-2021. For 2019-20, PDST revenues were used to support the goals described below.

Recruit diverse student cohorts that contribute to a socio-economically and geographically diverse student body – The department continued to attract strong, motivated and talented cohorts representing diverse social and cultural perspectives. The diversity of the program has improved from 20% URM in 2017-2018 to 40% URM in Fall 2020. In addition to the program's faculty of professional artists and resources, students have been drawn to the program's approach to individual development of emerging artists. The program's full coverage of tuition and fees in FY 2020-21 for all graduate students has positively impacted access for URM applicants as well as low-income students.

PDST revenue used to support goal: $194,870

Build an equitable learning and working environment and provide opportunities to learn from diverse perspectives and practices – PDST revenue was used to bring nationally and internationally acclaimed artists and theorists to the program. PDST funds also supported our Visiting Artist Lecture Series (https://www.art.ucla.edu/events/index.html). This series, curated and programmed by our graduate students, provided students with invaluable experiences in public and educational discourse with cutting-edge artists, scholars, and curators viewed by faculty and students as most relevant to their experiences and challenges.

The MFA supported the UCLA Equity, Diversity, and Inclusion mission to "Build an equal learning, working, and living environment, by holding ourselves accountable to our professed ideals." The department strongly values diversity in both demographics (gender, ethnicity, religion, social economic status, etc.), perspectives, and practice. In all, the UCLA MFA in Art program provided students with the opportunity to explore and learn from diverse perspectives and practices in the field of contemporary art.

PDST revenue used to support goal: $16,697

Provide opportunities to exhibit creative work and research – The program provided opportunities to exhibit work and research. Student exhibitions are one of the primary ways of showcasing student work to peers, faculty, and the community. Twice a year, the department hosts a student-led exhibition at the Margo Leavin Graduate Arts Studios called Open Studios (https://www.art.ucla.edu/gallery/gradstudios.html), that is open to the neighboring community. PDST funds were used to support two graduate-student curated biennial exhibitions, which alternate every fall in our public gallery on campus. These exhibitions provided students with invaluable experience in curating, which a number of our graduates turned into full-time positions post-graduation. These opportunities provided students with access to the broader art community and enabled them to build relationships with curators, galleries, collectors, and other working artists and to expand their networks locally and internationally.

PDST revenue used to support goal: $7,467

Provide students with the necessary resources and facilities that support the creation of meaningful research – The program provided students with the educational tools and facilities they needed to express themselves meaningfully in the social context in which they lived and worked. Operational and administrative expenses comprised one of biggest uses of our PDST revenue, which allowed the program to provide students with the space and materials needed to do their work. These expenses included career and work-study staff salaries and benefits, instructional equipment and materials, and ongoing costs of operating the facilities.

PDST revenue supported a portion of new equipment, studios, and expanded educational spaces at the recently renovated Margo Leavin Graduate Arts Studios (MLGAS) in Culver City, which completed construction in Fall 2019. The renovation project incorporated feedback from students, faculty, and staff on needed enhancements to resources and facilities for our student artists. The renovation transformed and expanded the 21,200 sq ft facility by 26,800 sq ft.

PDST revenue used to support goal: $154,525

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 MFA in Art program is not proposing increases for this multi-year plan, which spans FY 2021-22 to FY 2022-23. Our goals for revenue generated by our current PDST levels are to:

- Continue efforts to recruit diverse student cohorts that contribute to a socio-economically and geographically diverse student body;
- Provide students with the necessary resources and facilities that support the creation of meaningful research;
- Build an equitable learning and working environment and provide opportunities to learn from diverse perspectives and practices;
- Provide opportunities to exhibit creative work and research.

By maintaining the current PDST levels, the program will be able to provide financial stability to students, remain competitive with both public and private peer institutions, and allow the program to achieve its goals. The above goals support the growth and quality of the program, advance the program's commitment to Anti-racism, Equity, Diversity, and Inclusion (AEDI), and ensure affordability and access through return-to-aid.

The program will continue to review on an annual basis our student, faculty and staff populations to evaluate our progress and identify areas that need improvement with a strategic recruitment plan that incorporates the department and school's AEDI efforts. Our program goal is to build a student and faculty population that reflects the demographic, background, and experiences of our local, national, and global artistic community. As a part of the department's AEDI plan, recruitment from our California State University campuses has been initiated in order to recruit first-generation and diverse college graduates. Additionally, the department is currently rebuilding the program's website in order to improve the information and resources available to prospective students. The funds from the PDST will be used to contract a web designer and programmer to finalize the development, launch, and maintenance of the site.

Furthermore, the revenue from the PDST fees supports the improved equipment and educational spaces which are used for student exhibitions, research, and for creative activities. The funds currently support the newly renovated facilities, including state-of-the-art equipment for our six areas of study: Ceramics, Interdisciplinary Studio, New Genres, Painting and Drawing, Photography, and Sculpture. Recent renovation projects were undertaken to support the needs of the graduate students and to bring our facilities up to a level appropriate for the most highly ranked graduate program at UCLA.

In summary, without the approval to continue the current PDST levels, the department would not be able to continue to support important resources for students, including student-curated exhibitions, new technology, and return-to-aid for the students with the most need.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0
Benefits/UCRP Cost*	$11,280	$0	$0	$11,280
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$33,000	$0	$0	$33,000
Instructional Equipment Purchases	$71,408	$0	$0	$71,408
Providing Student Financial Aid	$151,360	$14,832	$0	$166,192
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	$267,048	$14,832	$0	$281,880

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

Additional comments:
The COVID-19 pandemic has impacted the department's continuing and new student enrollment (see section III.e) and projected PDST revenue for FY2020-21. Five out of the 16 admitted incoming students requested year-long deferrals, and one continuing student requested a year-long Leave of Absence due to COVID-19. The department is projecting full enrollment for the 2021-22 academic year, but with continued uncertainties around COVID-19, enrollment in graduate education in the Arts remains broadly uncertain.

The proposed FY2021-22 PDST revenue will support our graduate students through return-to-aid, equipment and supplies, and a portion of the salary for the manager of the graduate studios as well as student employees providing operational support. The manager is responsible for coordination of operational plans and additional accommodations for our students who are learning, creating, and conducting research in-person and remotely. Given the uncertainty of the course of the pandemic over the coming years, our plans remain flexible and focused on supporting students.

PDST expenditures in FY2019-20 included revenue generated through PDST fees ($274,816) plus carryforward revenue of approximately $74,000, which allowed for a 52% return-to-aid in FY2019-20. Funds were also used to purchase additional equipment to support remote learning. Some students have transitioned from working in mediums requiring larger spaces and equipment, which are currently not accessible or available during COVID, to digital and electronic media which can be used in remote environments. Additional cameras, lenses, computers, scanners, projectors and printers have been purchased to accommodate this need.   With the previous year's carryforward expected to be fully expended in FY2021-22, previously funded areas such as student exhibitions, visiting lecturers, and student support staff workers have been redirected to directly support students' scholarship and to maintain time-to-degree expectations that have been disrupted by COVID-19 and the transition to remote learning. Student exhibitions and visiting lectures could not take place in its traditional in person format due to the current restrictions on gathering and travel. Both activities have transitioned to virtual experiences and freed up funds to support remote learning and student aid. The department is also using available gift funds to maintain the goal of providing opportunities to exhibit work and conduct research and creative activities.

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 decision to keep the PDST fee flat between FY2018-19 and FY2019-20 was based on extensive feedback from student, faculty, and external evaluators during the Department's required 8-year program review, conducted in 2016. They conveyed that any increase to the PDST fee would negatively contribute to long-term debt for artists whose income is highly unpredictable (refer to

section VI.b and IV.c for more detail). To avoid PDST increases, the program has continued fundraising efforts, and the Department has established a goal to continue raising funds and to seek out new opportunities for need-based scholarships. The School of the Arts and Architecture and the Department of Art have been successful in securing additional gifts in 2019-2020 (detailed below).

The Department continues to proactively seek philanthropic gifts to improve support for students and faculty. The following prominent gifts and endowments enable the Department to improve the MFA program with no increase in PDST fees:

Amount	Purpose
$20M	Gift to renovate and name the Margo Leavin Graduate Art Studios
$2M	Lynda and Stuart Resnick Endowed Chair in Art (the first endowed chair in the School of the Arts and Architecture)
$1M	Resnick Foundation gift (2010-14) to support graduate and undergraduate student financial scholarships
$1M	Gift to name the Alice and Nahum Lainer Family Gallery
$500K	Frankenthaler Foundation to suport graduate study in Painting
$500K	Gift to renovate and name the Lynda and Stewart Resnick Photography Lab
$25K	UCLA Arts Council Endowment that generates $25K annually to support scholarships
$25K	Martha Alf Foundation to support graduate study in Painting
$7,500 (annually)	Smith Endowment to support scholarships

In addition to the philanthropic gifts listed above, the department has also secured annual gifts of $14K (Levinson) and $14.5K (Hayman) specifically for graduate scholarships. Since the PDST implementation in FY2011-12, the Department has increased scholarship support by 34%. In response to COVID-19, overall student aid was increased to 52% in 2019-2020, which includes both scholarship and PDST return-to-aid.

For FY2020-21 and throughout the COVID-19 pandemic, PDST funds will support the program's goal of funding all graduate students' tuition and fees in order to continue ensuring equity in access. This past year, the program has used a combination of departmental and Graduate Division scholarship allocations. Several students have also received GOFP funding through the Graduate Division. PDST funds will continue to be supplemented by departmental scholarships and campus awards.

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 proposes no increase to the PDST fee in this 2-year proposal.

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	24	22	22
Domestic Nonresident	5	10	10
International	7	8	8
Total	36	40	40

Additional comments:

Future enrollment is expected to maintain a steady state of 40 students; however, enrollment plans may continue to be impacted if COVID-19 persists. The program will continue to recruit a diverse graduate student population from resident, domestic nonresident, and international pool of prospective applicants.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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**			
	2020-21	**2021-22**	**2022-23**	**2021-22**		**2022-23**	
Residents				%	$	%	$
Rutgers University	$23,307	$24,006	$24,726	3%	$699	3%	$720
Univ. Of Texas, Austin	$14,142	$14,566	$15,003	3%	$424	3%	$437
VA Commonwealth Univ.	$17,050	$17,562	$18,088	3%	$512	3%	$527
CalArts	$52,850	$54,436	$56,069	3%	$1,586	3%	$1,633
Columbia Univ.	$67,364	$69,385	$71,466	3%	$2,021	3%	$2,082
Rhode Island School of Design	$54,890	$56,537	$58,233	3%	$1,647	3%	$1,696
School of the Art Institute Chicago	$54,900	$56,547	$58,243	3%	$1,647	3%	$1,696
Yale University	$41,124	$42,358	$43,628	3%	$1,234	3%	$1,271
Public Average	$18,166	$18,711	$19,273	3%	$545	3%	$561
Private Average	$54,226	$55,852	$57,528	3%	$1,627	3%	$1,676
Public and Private Average	$40,703	$41,924	$43,182	3%	$1,221	3%	$1,258
Your program	$21,507	$21,511	$21,936	0%	$4	2%	$425
Nonresidents							
Rutgers University	$40,880	$42,106	$43,370	3%	$1,226	3%	$1,263
Univ. Of Texas, Austin	$27,216	$28,032	$28,873	3%	$816	3%	$841
VA Commonwealth Univ.	$31,078	$32,010	$32,971	3%	$932	3%	$960
CalArts	$52,850	$54,436	$56,069	3%	$1,586	3%	$1,633
Columbia Univ.	$67,364	$69,385	$71,466	3%	$2,021	3%	$2,082
Rhode Island School of Design	$54,890	$56,537	$58,233	3%	$1,647	3%	$1,696
School of the Art Institute Chicago	$54,900	$56,547	$58,243	3%	$1,647	3%	$1,696
Yale University	$41,124	$42,358	$43,628	3%	$1,234	3%	$1,271
Public Average	$33,058	$34,050	$35,071	3%	$992	3%	$1,021
Private Average	$54,226	$55,852	$57,528	3%	$1,627	3%	$1,676
Public and Private Average	$46,288	$47,676	$49,107	3%	$1,389	3%	$1,430
Your Program	$30,572	$30,576	$31,001	0%	$4	1%	$425

Source(s): *All listed programs are two-year MFA programs*
Cal Arts: https://art.calarts.edu/programs/art/mfa
                                    https://calarts.edu/tuition-and-financial-aid/tuition-and-fees/tuition-fees-estimated-expenses
Columbia University: https://arts.columbia.edu/visual-arts

https://arts.columbia.edu/tuition/first-second-year-mfa-students

Rhode Island School of Design: https://www.risd.edu/about/

https://www.risd.edu/student-financial-services/estimated-costs/

Rutgers University: https://www.masongross.rutgers.edu/art-design/programs/mfa

https://scarlethub.rutgers.edu/financial-services/cost-of-attendance/rutgers-students-cost-of-attendance

School of the Art Institute Chicago: http://www.saic.edu/t4/academics/graduatedegrees/mfas/

http://www.saic.edu/tuition/figure-your-costs/post-bacc-graduate-student-budget

University of Texas, Austin: https://onestop.utexas.edu/managing-costs/cost-tuition-rates/

https://tuition.utexas.edu/rates/graduate

Virginia Commonwealth University: https://finaid.vcu.edu/apply/cost/

https://accounting.vcu.edu/tuition/fees/

Yale University: http://art.yale.edu/Program

https://www.art.yale.edu/about/resources/financial-aid/tuition-fees-general-expenses

UCLA Office of the Registrar: https://sa.ucla.edu/RO/Fees/Public/public-fees

US News and World Reports: https://www.usnews.com/best-graduate-schools/top-fine-arts-schools/fine-arts-rankings

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

1. They are highly ranked nationally in graduate fine arts program rankings, including *US News & World Report*.
2. They were identified by Senate faculty as comparable in quality, scope, and mission. Faculty from these institutions are often sought for external faculty review letters.
3. In anecdotal interviews with applicants and current students, these institutions were identified as top-choice for students.
4. Faculty from these institutions are comparable to the program's based on their level of accomplishment(s) as professional artists, scholars, and educators.

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

The 2020-2021 UCLA MFA in Art tuition and fees are comparable with the public comparator institutions, falling slightly above the average for resident students, while our program's costs are lower than all of the private peer institutions. Of all public and private institutions, the UCLA MFA in Art program's tuition and fees are lower than six out of the eight peer institutions for residents and seven out of eight peer institutions for nonresidents. Artsy's 2017 ranking of the top art schools in the United States describes the UCLA MFA in Art program as "Ivy League quality at state school prices" (https://www.artsy.net/article/artsy-editorial-15-top-art-schools-united-states).

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

The Master of Fine Arts (MFA) program at UCLA continues to be highly ranked by peer institutions as reflected in the 2020 U.S. News & World Report where, for 2020, the program was ranked #1. The UCLA Art MFA program is committed to providing professional art training within the context of one of the top public research institutions in the country. The program provides students with small class sizes and is housed in a 48,000 square foot campus and each student has their own, private studio space. This interaction between the studio and classroom creates a close-knit intellectual community that furthers critical thinking and creative growth, which is essential to a successful art program. According to Artspace, the MFA in Art at UCLA provides a rich educational experience: "UCLA is much cheaper than some of the Ivy league options out there while offering a totally comparable experience in terms of the quality of its programs. It also is renowned for its highly competitive 'New Genres' program, which immerses students in installation, video, film, audio, performance, and digital work, plus 'hybrid and emerging art forms.'" The program is further distinguished by its location in the heart of Los Angeles, a diverse city with a thriving world-class art environment that supports five exceptional art museums, numerous non-profit institutions, and a broad range of commercial art galleries.

Funding provided by the UCLA Art Council allows the program to bring prominent guest artists to visit classes and distinguished artists to campus annually. The Art Council was established to provide enrichment for the Art Department by making it possible to bring in distinguished scholars and creative artists to engage in instruction, symposia, lectures, and studio visits with graduate students. The Department also hosts a Visiting Artists Lecture Series, coordinated by graduate students who present lectures with specific themes and core groups of students who act as respondents. Lecture series speakers represent internationally acclaimed artists and theorists from various disciplines, including architecture, film, art, and art history and often also meet with students individually.

The newly-renovated, award-winning UCLA Margo Leavin Graduate Art Studios greatly enhances the program, with improved studio spaces and new and expanded facilities for fabrication, exhibitions, lectures and seminars all housed in one cohesive building. The new facility also includes an apartment for visiting artists, which will significantly improve our capacity to attract artists from around the world and to introduce our students to prominent and current practitioners in the field. The off-site studio space not only provides students with focused, independent, experimental space, but also gives students hands-on experience as professional artists with setting up their own work-spaces and establishing their own work rhythms. The New Wight Gallery is one of the primary locations on the UCLA campus for visual arts, as a venue for exhibiting student work and as a forum for discussion. Graduate students organize a biennial exhibition of graduate-level artwork selected from on-site studio visits to a number of the most prestigious art schools and university art departments in North America and abroad. MFA exhibitions take place in the New Wight Gallery throughout the academic year.

Another distinguishing feature of the program is its relationship to the School of the Arts and Architecture's three public units: UCLA Hammer Museum, UCLA Fowler Museum, and the Center for the Art of Performance at UCLA. The three public units are major resources for students in the Department of Art as well as the broader UCLA community. Also, the University's many resources include several special archives and collections. The Arts Library contains more than 300,000 volumes in the fields of art, art history, architecture, architectural history, design, and related areas, as well as a comprehensive collection of artists' books. The Boni Collection in Library Special Collections in the Charles E. Young Research Library is an outstanding collection of historical photographic prints, literature, and related material. Additionally, the UCLA Library subscribes to Artstor (www.artstor.org), an online database providing access to more than one million images of art, architecture, and other culturally significant objects spanning pre-history to the present day.

Finally, and perhaps above all, the UCLA Department of Art MFA program is known for its faculty of world-renowned artists. On any given day, the work of our faculty enlivens museums, galleries, performance venues, lecture halls, public spaces, and more—both at home and abroad. Their creative and scholarly contributions explore the complexities of the human condition, asking essential questions of our time while expanding the potential of creativity and the depth, diversity, and real-world impact of the arts. The 2019-2020 academic year and the start of the 2020-21 academic year has not been different. Professor Catherine Opie has 14 exhibitions currently on display around the world starting in the fall. Professor Opie was also a honoree at the Hirshhorn New York Gala (https://hirshhorn.si.edu/event/hirshhorn-new-york-gala-2019/). Distinguished Professor Lari Pittman opened his comprehensive retrospective of 20 years of work at the Hammer Museum titled, _Lari Pittman: Declaration of Independence_ (http://www.arteviste.com/arteviste/a-review-of-lari-pittman-declaration-of-independence-at-the-hammer-museum-los-angeles). Rodrigo Valenzuela had 11 exhibitions on display around the world and Rodney McMillian had 5 exhibitions. Jennifer Bolande, Andrea Fraser, Silke Otto-Knapp and Rebecca Morris also had

shows within this period. With the combination of state-of-the-art facilities and renowned artist faculty, the program has attracted the most talented students and produced a rich alumni population.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	13%	2%	13%	16%	9%	10%
Hispanic/Latino(a)	8%	15%	23%	24%	9%	9%
American Indian	0%	0%	0%	0%	1%	0%
Subtotal Underrepresented	*20%*	*17%*	*36%*	*40%*	*19%*	*19%*
Asian/Pacific Islander	8%	12%	10%	10%	7%	7%
White	38%	34%	28%	29%	53%	49%
Domestic Unknown	3%	7%	8%	5%	7%	10%
International	33%	29%	18%	16%	15%	15%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	27%	46%	87%	N/A	N/A	N/A
Gender						
% Male	48%	41%	41%	39%	42%	41%
% Female	53%	59%	59%	61%	58%	60%
% Non-Binary	0%	0%	0%	0%	0%	0%
% Unknown	0%	0%	0%	0%	0%	0%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data; https://tableau.uclanet.ucla.edu/
Comparison institutions: U.S. Department of Education, National Center for Education Statistics, IPEDS, Spring 2019, Fall Enrollment component (provisional 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

The enrollment of students from underrepresented groups (URG) backgrounds has ranged from a low of 17% to high of 36% in the last three years, with an increase to 40% in Fall 2020. Data from 2017-18 to 2020-21 reflect an upward trend in African American and Chicanx/Latinx students. Compared to other public and private institutions, UCLA shows higher URG student enrollment, particularly in the 2020-21 year. The proposed use of the PDST revenue will continue to strengthen the program's efforts to provide robust financial packages that will attract and support a diverse student population. Financial support and will continue to be a priority for the program as financial challenges due to COVID-19 are impacting current students.

The diverse resident and nonresident student population allows for a collaborative environment that encourages a range of experiences and perspectives in our students' work. As a result, diversity continues to be a primary consideration in the recruitment and selection of our graduate cohort. Recruitment efforts often extend beyond the academic environment. For example, faculty are regularly invited to speak and serve as visiting artists at colleges and universities throughout California, the United States, and internationally, where they actively recruit talented, promising undergraduates from diverse backgrounds. Faculty also receive and seek out recommendations about exceptional candidates from their colleagues at other institutions since they interact with students outside of the classroom in professional field environments such as galleries, museums, non-profit exhibition spaces, public lectures, and through art publications.

The Department uses a holistic admissions approach in which reviewers consider all available information in order to get a full picture of what an applicant can bring to the program. This helps correct for implicit bias and ensures equity in application reviews. In addition to the standard UC application, applicants are required to submit a supplemental application that includes their artistic portfolio. The applicant's portfolio is considered first and foremost, with reviewer's evaluating the formal, technical, and conceptual quality of each applicants' artistic production, the content of the work, the depth and rigor of their research, and their potential for further artistic and intellectual engagement and growth. Faculty also consider how the applicant will contribute to the overall diversity of the program vis-a-vis their individual research interests and personal and professional experiences as conveyed through their portfolio and applicant statements. In this way, diversity is considered across a range of factors including, but not limited to,

how candidates are exploring issues of race, ethnicity, gender, age, class, religion, language, sexual orientation, abilities/disabilities, socioeconomic status, and geographic regions through their art and research.

The holistic admissions approach also includes selecting students with a wide variety of approaches to making and thinking about art, including abstraction, figuration, performance, installation, site-specific intervention, feminist critique, institutional critique, queer practice, critical race theory and practice, and decolonial practices, among others. We are able to ascertain the unique qualities applicants will contribute to the program through careful review of their essays, portfolios, interviews, and references. Throughout this process, we also keep in mind potential candidates for the UCLA Graduate Opportunity Fellowship Program (GOFP) (https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/graduate-opportunity-fellowship-program-gofp/) with the goal of identifying and recommending at least one candidate from each of the six areas in our Department. These fellowships are for entering students pursuing terminal or professional master's degrees who represent a range of backgrounds or contribute to the diversity of the program. The intent of this fellowship is to provide access for students who might otherwise find it difficult or impossible to successfully pursue graduate study. In 2018-19, five out of 14, and in 2019-20, four out of 10, entering students received UCLA GOFP awards.

The UCLA Arts Office of Enrollment Management, in close partnership with UCLA Enrollment Management, heads all recruitment and outreach initiatives to prospective students, families, counselors, teachers, educators, and general public. The office attends five to ten national and regional conferences annually to share and obtain professional development on equity, inclusion, and anti-bias issues in the arts. The school frequently presents on college and career choices in the visual and performing arts to raise awareness about how students can successfully participate in the economy with an arts degree/training.

UCLA Arts also works closely with the Graduate Division's Diversity and Inclusion Programs in early academic outreach to underrepresented populations to encourage consideration of the arts and cultivation of creativity; campus initiatives include: the Vice Provost Initiative for Pre-College Scholars (VIPS), Academic Advancement Program (AAP), and the Center for Community College Partnerships (CCCP).

Finally, the Department has established specific goals in the AEDI Action Plan related to recruitment and outreach: visit and engage with Cal State Universities, Historically Black Colleges and Universities, and Community Colleges; partner with existing and newly established EDI programs at UCLA.

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?

Access for students from low socioeconomic backgrounds is very important to the program. Although graduate students are not eligible for Pell Grants, percentages of former Pell recipients among graduate students can offer insight into the accessibility of graduate education for those from low-income backgrounds. Due to the department's expanded effort to recruit from underrepresented and low-income communities through a holistic admissions process, the percentage of our undergraduate students who received Pell grants as undergraduates grew from 27% in 2017 to 87% in 2019. This increase in enrollment reflects our commitment to providing access for students from low socioeconomic backgrounds.

To continue to recruit a higher percentage of students from lower socioeconomic backgrounds, the department increased its outreach to first generation graduate students by partnering with campus initiatives including the Graduate Division's Diversity and Inclusion Programs in early academic outreach. This allows the program to reach underrepresented populations through local California State Universities by providing information about the arts and arts education as a pathway to a professional career and the cultivation of creativity. In addition, the program continues to support incoming students who are eligible for Graduate Opportunity Fellowship Program (GOFP) funds. Students from diverse backgrounds that are currently underrepresented in graduate education are especially encouraged to participate in the program. The intent of this fellowship is to provide access to higher education for students who might otherwise find it difficult or impossible to successfully pursue graduate study. For the Fall 2020 admission cycle, of the 16 students in the admitted cohort, 11 candidates were identified as eligible and nominated for consideration for GOFP support; however, six students deferred due to COVID-19. Four candidates of the ten entering graduate students were offered and received UCLA GOFP awards.

The Department has made significant and effective efforts to foster diversity in socioeconomic status through a holistic application review process which allows the faculty to attend more broadly to diverse student histories and experiences. There is a deep faculty commitment to provide as much return-to-aid from PDST as possible and to work with staff in Development to identify additional financial aid for students.

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

The percentage of female-identified students in our MFA program has increased over the last 4 years, from 52.5% (2017-18) to 59% (2019-20). There have been fluctuations over time, given the relatively small student population. In 2014-15, the program was 54% male-identified. The following year, the program was split 50/50 and in 2015-16, the percentage of female-identified students increased to 57%. In the current (2020-21) academic year, female-identified students represent 61% of our cohort, which is comparable among levels of our comparators from public institutions (58%) and private institutions (59.5%). The program will continue to evaluate its gender demographics and promote gender parity within the program as compliant with Proposition 209. Additionally, enrollment for the current academic year includes non-binary identified students (however, the data is not available for the fall) which will also inform the program's strategy to ensure 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.

The department expects to improve the number of underrepresented students, students who receive Pell Grants, and gender parity. Our goal is to continue to increase these percentages to better reflect the diversity in California. However, the MFA program remains committed to a small cohort and a highly competitive recruitment process which has yielded a 3% acceptance rate. Although future enrollment remains uncertain due to COVID-19, the program has continued to demonstrate a positive trend in improving student diversity. The program faculty and the school remain committed to selecting and supporting a diverse student cohort.

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)		2017-18	2018-19	2019-20
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	4%	3%	3%
	International	0%	0%	1%
Hispanic/ Latino(a)	Domestic	7%	6%	3%
	International	0%	1%	1%
American Indian	Domestic	1%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	5%	5%	8%
	International	5%	9%	6%
White	Domestic	53%	50%	50%
	International	12%	8%	9%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	10%	13%	16%
	International	3%	5%	3%
Percentage by Gender		2017-18	2018-19	2019-20
Female		46%	47%	58%
Male		46%	45%	36%
Non-Binary/Unknown		8%	8%	6%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	9%	9%	8%
	International	0%	0%	0%
Hispanic/ Latino(a)	Domestic	9%	9%	0%
	International	0%	0%	0%
American Indian	Domestic	0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	0%	9%	15%
	International	0%	9%	8%
White	Domestic	56%	36%	46%
	International	18%	18%	15%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	9%	0%	0%
	International	0%	9%	8%
Percentage by Gender		2017-18	2018-19	2019-20
Female		47%	45%	62%
Male		53%	55%	38%
Non-Binary/Unknown		0%	0%	0%

Sources:
UC: Corporate data

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

The program is committed to building a more diverse faculty by addressing anti-bias, equity, diversity, and inclusion, as well as casting a wide net to draw a competitive and diverse pool of candidates from Los Angeles and beyond. In addition to adding to the breadth and diversity of the MFA program and curriculum, the Department of Art anticipates that the strategies outlined below will attract and encourage a broader pool of applicants for future ladder appointments. With a small ladder faculty population of 13 FTE, every faculty hire and retirement has the potential to significantly change the overall demographics of the department.

During the most recent PDST plan (FY2018-19 to FY2019-20), the Department successfully completed three ladder faculty searches. Four of the last five ladder faculty hires improved the diversity for the faculty; these hires self-identified as Asian/Pacific Islander or Hispanic/Latinx. These hires reflect our program's efforts to conduct faculty search briefings and to have conversations with faculty search committees and their chairs. However, it is important to note that recent faculty retirements also negatively impacted faculty diversity. The most important factor in ensuring success in recruiting another Latinx faculty members is approval of new searches to replace our retiring faculty members.

The Dean's Office has required all academic departments to assess any deficiencies and gaps and to identify a short- and long-term targeted strategy. This includes the following strategies:

- Review of diversity data and benchmarks for the field in which we are recruiting;
- Form a diverse search committee and collaborate with the School's equity advisor (i.e. Associate Dean for AEDI);
- Participate in anti-bias training (by search committee members);
- Create an equitable, diverse and inclusive call that frames diversity of thought and scholarship as an asset, explicitly stating our unequivocal commitment to diversity and inclusionary practices;
- Cast a wide net by advertising the call across a diverse network of local, national, and international listservs, websites, and associations.

The Department of Art adopted the above strategies to build a more diverse roster of adjuncts, lecturers and visiting artists by drawing on the strong pool of candidates locally, nationally, and globally. It is vital that these efforts be matched to diversify the ladder faculty. The department's efforts to expand the roster of lecturers and visiting artists/instructors will build the pool of applicants for ladder faculty appointments in the future. In November 2020, a senior faculty member will retire and the department intends to engage in an open, diverse, and inclusive search to further increase the diversity of the ladder faculty.

All faculty position descriptions include UCLA's Affirmative Action statement and emphasize the department's commitment to equity, diversity, and inclusion to enhance and increase the number of diverse candidates in the applicant pool. The program's recent faculty searches have yielded diverse applicant pools, with candidates who may not have considered applying in the past, and have shown more enthusiasm in their responses. Committees are acutely aware that diversity is an asset to the program.

The department also views mentorship as an important component to faculty recruitment and retention. The department actively connects new faculty with senior faculty mentors and provides information and resources on school- and campus-wide support, including orientations and grants and on-campus organizations. New faculty are also supported with course releases during their first year. Our goal is to assist new faculty in becoming active and fully engaged members of the University community and to help support their research.

Following the murder of George Floyd on May 25 and uprisings in response to systemic racism and anti-Blackness, the School of the Arts and Architecture established the AEDI Commission (see section VII), charged with developing action plans and strategic goals to transform the school into a more equitable and welcoming organization for all members of our community. Students, staff and faculty are engaged in the Commission as it prepares recommendations for the school.

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 program is to ensure affordability and accessibility for all graduate students. The Department's goal is to fully cover tuition and fees for all graduate students by securing new scholarships. Until we can cover all students' tuition and fees, our measure of success will be the percentage of students fully funded. Additionally, we are proposing no increase to PDST levels for the next two years to limit the financial burden for all students, especially students with the highest financial need. This will allow the department to better compete with our public and private comparators, particularly for applicants from lower-income backgrounds which includes those from underrepresented groups. As a measure of our success on improving access and affordability, the program has managed to steadily decrease the percentage of students graduating with debt and their cumulative amount of debt. As a result, over time, the program has lowered the level of students' indebtedness post-graduation.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	69%	69%	67%	63%	40%	35%
Cumulative Debt among Students with Debt	$47,670	$50,522	$46,806	$44,522	$42,813	$33,325

Sources:
UC: data from the Corporate Student System
https://visualizedata.ucop.edu/t/Public/views/PDSTApprovalProcessData/Debt?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=n

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 indebtedness of graduate students in the program has steadily declined since 2014 from $50,522 to $33,325 in 2018-19. Our current proposal to maintain the current PDST levels for two additional years will allow the program to continue providing robust financial packages and resources to need-based students. In the short-term (at minimum the next two fiscal years), we anticipate a significant financial burden for our students with employment challenges, loss of access to campus resources, and increased insecurity due to COVID-19. Due to COVID-19, we anticipate the trend of indebtedness for our students may increase given loss of income from creative and service industries and cancelled residencies and exhibitions. Maintaining the current PDST levels will allow us to maintain a steady state in tuition and fees and return to aid a higher percentage of PDST revenue.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	35%	$33,325	$38,470	12%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:
UC: Corporate data and U.S. Bureau of Labor Statistics, Occupational Employment and Wages, May 2019 on the Internet at https://www.bls.gov/oes/current/oes271012.htm#nat
Comparison institution data not available

Additional comments:
"Median Salary at Graduate" data is from the U.S. Bureau of Labor Statistics (BLS) for Independent Arts, Writers, and Performers. Despite a thorough search for reliable data for comparable public and private institutions, we were unable to locate this information. However, further analysis of the Corporate data and U.S. Bureau of Labor Statistics from May 2019 reports that California remains one of the top states with the highest employment level for "craft artists" with an annual mean wage of $44,780 -

$64,850. The comparable institutions identified in section IV.C reside in states reporting an annual mean wage of $33,610-$37,810 (University of Texas, Austin; SAIC - Chicago) and $37,920 - $44,140 (Rutgers University). The other institutions do not reside in states with reported data on employment or mean wages.

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.

UCLA MFA graduates regularly share achievements and sustainable careers post-UCLA. In addition to active arts practices, our graduates also teach at all educational levels and work in many other sectors in the arts, including curators, museum administrator, and other not-for-profit organizations. Other UCLA MFA graduates have found employment in a range of niche endeavors where the need for sharp creative talent overlaps with some aspect of the culture field at large.

Similar to other creative fields and professions, a terminal degree from a highly ranked program does not guarantee employment or financial stability. A macro view of the visual arts profession can be precarious for prominent and actively-exhibiting artists. Similarly, most academic positions in the arts are occupied by contingent faculty positions that are on the lower end of the academic pay scale, with average salary estimated at $58,000. Independent artists, painters and illustrators earn, on average, $37,410 annually (see https://mfadegree.org/average-salary-earned-with-an-mfa-degree/). Based on data collected through the U.S. Bureau of Labor Statistics, the annual mean wage for "Independent Artists, Writers and Performers" is estimated at $38,470. (See https://www.bls.gov/oes/current/oes271012.htm).

Based on the estimates noted above, the average debt of $33,325 accumulated by 33% of our students in 2018-19 produces an estimated debt repayment of 12% of the estimated median salary of our graduates. From the program's perspective, it is difficult to assess whether the estimated debt repayment is manageable for our graduates. Average estimated salary data alone is not sufficient without understanding housing, geographic, and employment status of our graduates. Due to these figures, the program is committed to prioritizing return-to-aid and targeting development efforts to increase scholarships and awards.

To assist in financial and career planning, the School of the Arts and Architecture's Office of Student Services encourages students to seek counseling and advice from the UCLA Financial Aid and Scholarships Office (https://www.financialaid.ucla.edu/Contact-Us/Our-Staff). Graduates who accumulate educational debt and move into full-time careers working for government agencies or nonprofit organizations may take advantage of the Public Service Loan Forgiveness Program (PSLF). A Federal program created to encourage careers in public service, PSFL incentivizes graduates 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). PSLF offers income-driven repayment plans that set monthly student loan payments at an amount that is intended to be affordable based on income and family size.

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.

While the program does not offer targeted internships or incentive programs to promote public interest careers, all of our graduate students serve as Teaching Assistants (TAs) for our undergraduate classes, bringing them into contact with many young students who have overcome tremendous challenges to be students at UCLA. In addition, graduate students have opportunities for TAships in the UCLA Visual and Performing Arts Education (VAPAE) program, as well as internships and student employment at the School of the Arts and Architecture's three public arts units (Hammer Museum, Fowler Museum, Center for the Art of Performance at UCLA). These experiences inspire many of our graduate students in far-reaching ways. Many of our graduates gravitate toward public service careers at public and nonprofit arts institutions, community arts organizations, and educational institutions. The Department encourages student interest in public service careers by inviting visiting faculty and lecturers who work in these areas and by offering opportunities to curate public programs (biennial and theme exhibitions, visiting artist lecture series, etc.). These opportunities allow students to hone their skills in communications, time management, program logistics, problem solving, and other skills that are conducive to a successful career in the public arts field. These careers provide stability for professional artists whose income from their creative work can be unpredictable.

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 of our graduates gravitate toward public service careers in public arts institutions, museums, community arts organizations, and educational institutions. These careers provide stability for professional artists whose income from their creative work can be unpredictable. Our program seeks to ensure public service careers are viable options for our students by keeping financial support high and anticipated student debt low.

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

The Department posts information about average annual support packages for graduate students on its website, which is available to all prospective students, as well as in the College Art Association Directory. We also share information regarding funding opportunities and average annual support with prospective students in our weekly information sessions. Working with the School of the Arts and Architecture's Communications Office, the Department of Art recently developed detailed sample funding scenarios to include with selected candidates' "admit letters" to explicitly address the quarter-by-quarter distribution of awards and TA salary and remission, and approximate balances owed. These sample scenarios are later supplemented with individually-prepared summaries of students' estimated funding for the coming 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?

The program does not currently collect or distribute data about the average debt and median salary of program graduates. Moreover, the income of most self-employed artists is highly variable and fluctuates from year to year. The available estimates of median salary come from a range of sources, are unlikely to be representative of the entire population, and run the risk of being misleading.

The Department offers information sessions to prospective applicants detailing average annual support packages and provides individualized worksheets on anticipated awards and scholarships, including links to UCLA's Financial Aid office, to admitted 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.). Also describe how COVID-19 has affected your programs, as well as, if appropriate, provide responses that reflect how your goals/PDST use has been (in section II) and/or will be (in section III) affected by COVID-19.

As a result of COVID-19 and its continued impacts, our students and their families face greater mental health issues and financial hardships, and have issued urgent calls for relief and support. In addition to losing access to individual studio space, labs, facilities and equipment, students are currently unable to participate in key components of their curriculum, such as meeting with faculty in

person, visiting artist lecturers and other students, studio visits, and in-person critiques and community discussions. COVID-19 has eliminated in-person studio-based education, which is a critical and core component of the program.

As a result of COVID-19, faculty, students, and staff have all come together to reimagine studio-based education in the new remote learning environment. The program pivoted to Zoom-based group critiques and online studio visits with faculty and visiting artists. Students that do not have adequate workspaces or equipment successfully transitioned to the remote arts environment through electronic and digital mediums supported through an expanded equipment loan program. However, these transitions do not fully replace in-person and hands-on education and training in the arts. In addition, the lack of opportunity to participate in public events, such as open studios, thesis exhibitions, and related activities, has deprived students of invaluable opportunities to engage with the larger community and build relationships with curators, galleries, collectors and other working artists.

Many students continue to express concerns about finishing their degrees on time under current public health restrictions on higher education institutions. While it is uncertain what the long-term impact of COVID-19 will be on the future of higher education institutions and graduate arts programs, our program is firmly committed to returning the majority of PDST as need-based aid. As a result, funding, that was initially budgeted to support visiting artists and student exhibitions in FY2020-21, was shifted to Departmental gift funds, which allowed us to increase the return-to-aid to 56% of projected PDST revenue.

Despite the health and safety concerns due to COVID-19, interest in the program, applications and enrollment have remained strong. However, for FY2021, the program has received 2 student leave requests and 4 deferrals (three are COVID-19 related).

Anti-Racism, Equity, Diversity, and Inclusion. Following the brutal murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, the School of the Arts and Architecture convened the AEDI Commission to coordinate a school-wide strategic plan built on the foundation of AEDI. The Commission, consisting of students, faculty, and staff, have formulated a series of strategic changes and goals for the School. The Commission's overarching goal is to create a culture that supports and incorporates AEDI work as a cornerstone of the school's mission.

The Department of Art has also developed and is implementing an AEDI plan. The plan outlines specific steps to end violence against Black people by police, anti-Black racism, and white supremacy within UCLA and the Department of Art. The plan also looks to ensure that the Department of Art is a fully welcoming, supportive, safe, and equitable place for all students, faculty, and staff.

The Department's AEDI plan contains the following specific goals and action steps:

- All faculty and staff demonstrate a contribution to ending anti-Black bias and white supremacy through their research, teaching, service, values, and life experiences;
- Establish training requirements for faculty and staff that are to be attended in-person;
- Creation of workshops and trainings on anti-Black racism;
- Ensure that courses and course material do not contain anti-Black bias and white supremacy;
- Ensure that classrooms are welcoming and supportive of all students;
- Establish criteria and strategies to actively recruit Black and other underrepresented minority applicants to undergraduate and graduate programs; and,
- Establish methods to include diversity as a criterion in undergraduate and graduate admissions, considering artistic and research interests, values, and life experiences.

PART B
IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

Chair Andrea Fraser and Vice Chair Patty Wickman held a meeting with the Art graduates to discuss the Art proposal on October 26, 2020. Nine of the 36 enrolled graduate students attended the meeting including 4 of the 6 area representatives. Although only one meeting was held to discuss the proposal, all students were represented in the students' written response. The Chair provided information regarding the history of the PDST fees in the Department and presented the current proposal requesting no increase in fees, covering a 2-year period. The Chair shared the Department's successful effort to increase the student aid through a combination of return-to-aid, scholarships, and fee remissions from TA-ships for all 36 MFA students for FY2020-2021 to address the financial disruptions caused by COVID-19. This was achieved by redirecting the majority of PDST revenue to return-to-aid. However, the Chair stated that it was very unlikely the Department would be able to fully cover tuition and fees over the next two years. Overall, students expressed significant concerns about the program being subject to professional degree fees given that a terminal degree in Art does not guarantee employment or success in the field. Additionally, the student feedback was focused on how the COVID-19 pandemic has devastated already limited professional opportunities for careers in the arts. The Department has responded to these concerns by doing everything possible to offset tuition and fees with TAships and scholarship funding, and by not increasing PDST fees.

The students in attendance were united in their response and voted unanimously against the proposal to renew the PDST. They shared the discussion with the full cohort of current students, who collectively wrote and signed a letter to communicate their concerns (Appendix A).

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

☒ Plan shared with ___JP Santos, UCLA GSA President_____ on ____11/13/2020_____ .
<div style="padding-left:3em">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:

Appreciated that there was no increase. Did not have any specific comments on the MFA proposal.

☐ If applicable, plan shared with _____ on _____ .
<div style="padding-left:3em">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 and elaborate in Section IX.e.

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

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

Faculty were consulted on the development of a PDST renewal proposal at a faculty meeting on October 29, 2020. The Chair provided information regarding the history of the PDST fees in the Department and presented the current proposal requesting no increase in fees, covering a 2-year period. The Chair shared the Department's successful effort to increase the student aid through a combination of return-to-aid, scholarships, and fee remissions from TA-ships for all 36 MFA students for FY2020-2021 to address the financial and instructional disruptions caused by COVID-19. This was achieved by redirecting the majority of PDST revenue to return-to-aid. However, the Chair stated that it was very unlikely the Department would be able to maintain the same level of student support over the next two years. The recommendation of the 2016-17 Academic Senate Program Review of the department to sharply reduce or eliminate the PDST was also discussed, as were the significant additional financial burdens created by the PDST fees relative to the low average income for artists. At the conclusion of the discussion, the faculty affirmed its position that the PDST fees are not appropriate for a studio art program and should be sharply reduced or eliminated. However, given the financial uncertainties of the next few years, the faculty voted to approve the proposal to renew the fees with no increases. The faculty have written a letter to communicate their concerns regarding the PDST (Appendix B).

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   Susan Ettner   on   11/18/2020   .
                      Graduate Dean

☒ Plan endorsed by   Gene Block   on   11/18/2020   .
                      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 2021**

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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$7,200	$7,200	$7,200	0.0%	$0	0.0%	$0
Prof. Degr. Suppl. Tuition	$7,656	$7,656	$7,656	0.0%	$0	0.0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$459	$463	$468	1.0%	$5	1.0%	$5
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)							
Total Fees (CA resident)	**$20,229**	**$20,233**	**$20,658**	0.0%	$5	2.1%	$425
Total Fees (Nonresident)	**$32,930**	**$32,934**	**$33,359**	0.0%	$5	1.3%	$425

* Mandatory systemwide charges include Tuition and Student Services Fee for the fall, winter, and spring terms.
** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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: We propose no increase to our current PDST for the next two years for resident and nonresident students enrolled in the School-wide MPH program.

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

The School-wide Master of Public Health (MPH) degree program, with a normative time to degree of six quarters to a maximum of 15 quarters (see https://grad.ucla.edu/programs/school-of-public-health/public-health/), is a professional degree that trains students to become public health professionals. In a typical year, the School enrolls approximately 130 new MPH students in the School-wide program with an average steady state of 260 enrolled MPH students. MPH graduates go on to careers as epidemiologists, environmental health specialists and scientists, community health educators and program managers, biostatisticians, health care managers, occupational health and safety managers, and public health professionals working in national, state and local public health departments. The program was originally established at UCLA in 1946, at which time the program was offered jointly with the UC Berkeley Department of Public Health. In 1960, the MPH was offered by the UCLA Department of Public Health, and in 1989, it became a School-wide program. The degree is accredited by the Council on Education for Public Health (CEPH) and prepares students to solve public health problems by applying professional disciplinary approaches and methods in professional environments such as local, state, national or global public health agencies and health care organizations. The degree program offers students broad training in public health, while at the same time allowing specialization in areas such as biostatistics, community health sciences, epidemiology, environmental health sciences, health management or health policy. Equity, Diversity, and Inclusion (EDI) are essential components of the curriculum and professional training opportunities of our accredited MPH program. The School's 2021-2025 strategic plan, which was finalized in November 2020, places EDI as a central theme to the School's teaching, research, and service mission. The COVID-19 pandemic has put a spotlight on public health and health equity; our MPH graduates will be instrumental in addressing these social challenges as they enter the professional public health workforce. We have developed training programs tailored for faculty, staff, and students to create inclusive, welcoming, anti-racist and diverse learning environments.

Our prior multi-year plan also included the School-wide Doctor of Public Health (DrPH) program. Admission to the DrPH degree program was suspended in 2017, and in 2019, the School formally requested that the program be discontinued. Currently, all DrPH students have graduated or transferred to one the School's PhD programs. The DrPH was originally established in the 1970's as a School-wide program with concentrations mirroring each of the department's disciplinary areas. The program was intended to provide advanced training in the practice of public health rather than in research, but a blurring between the DrPH and the PhD degree programs coupled with declining student interest in the DrPH compared to the PhD led our faculty to recommend discontinuation, a recommendation that was approved by the Academic Senate.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Our last multi-year plan was submitted in 2017-18 and covered 2018-19 through 2020-21. While the COVID-19 pandemic has been disruptive to normal School operations, it did not change how PDST funds were utilized to achieve our goals. The following chart shows how PDST funds were utilized in AY 2019-20 to advance our goals and improve public health professional education:

Category	Percent of PDST
MPH Student Scholarships	33%
MPH Practicum/Internships	22%
Schoolwide Student Affairs	12%
Career Services	11%
Departmental Student Affairs	9%
MPH Curriculum Expenses	6%
Equity, Diversity, and Inclusion programming	4%
Accreditation for School of Public Health	2%
Miscellaneous (Events & Library)	1%
Totals	**100%**

Over the past few years, the School has used PDST funds to achieve the following goals:

- **Redesigned core curriculum to enhance Master of Public Health (MPH) student learning and collaboration**:
  - The Fielding School of Public Health (FSPH) replaced the requirement of five Master of Public Health (MPH) introductory courses (100-level courses) from each of our five departments with a new, mandatory two-part integrated core course, PUB HLT 200A (8 units) and 200B (8 units). PUB HLT 200A and 200B were developed by a committee of faculty members and students representing the five departments. The aim of the redesigned curriculum is to provide an integrated introduction to

the field of public health. Designed as a case-based learning experience, the new curriculum provides opportunities for MPH students to collaborate with peers across all concentrations and to approach cases with diverse disciplinary perspectives.

- o In addition to the creation of PUB HLT 200A and 200B, faculty also reviewed department course syllabi to ensure that matters related to equity, diversity, and inclusion were addressed in course readings and case studies. The School also provided pedagogy and inclusive classroom programming and support to faculty for all courses through the school's new office of EDI.
- o FSPH partnered with the Schools of Dentistry, Medicine, and Nursing, to offer MPH, MSN, DDS, and MD graduate students to participate in an interactive, interprofessional course (PUB HLT 401) that addresses professional topics like implicit bias.
- o PDST revenue was used to support faculty and staff salary and benefits to perform work to align the new core courses with accreditation expectations.

- **Provided students with enhanced professional development opportunities**:
  - o FSPH created the Office of Public Health Practice, which is overseen by an Associate Dean. The Office works to bring together the school's efforts in translational research, practice, and service and is responsible for coordinating staff as well as over 130 field placements annually for our MPH students. PDST funds have enabled the School to coordinate and improve services to support MPH students in these applied public health practice experiences.
  - o Students in Master of Public Health degree programs require highly specialized career services beyond what is offered by the campus's Career Center. To address this critical need of our professional students, FSPH now has two career counselors supported with PDST funds who develop specialized services focused exclusively on the needs of public health professionals related to career guidance, resume writing for the public health field, interviewing skills, techniques needed to succeed in a public health work environment, job lists, and alumni mentoring services.
  - o The FSPH Office of Public Health Practice and the FSPH Office of Equity, Diversity, and Inclusion also provided students with trainings and workshops that focus on EDI. Examples include, "Overcoming Imposter Syndrome Training," "Anti-Oppressive Advocacy Framework Workshop," and "Pronouns Matter."
  - o For MPH students who secure an appointment as a teaching assistant, FSPH also offered PUB HLT 495 (a TA training course) that assists graduate students in developing inclusive pedagogical skills and strategies for a dynamic and inclusive classroom.

- **Provided financial aid:**
  - o About 33 percent of our PDST revenue each year was used for financial aid to assist in addressing financial need and creating a diverse cohort of MPH students. This funding is a valuable source of student support.

- **Provided student support services**:
  - The PDST was used to support staff in our School-wide office of student affairs whose responsibilities include identifying financial aid resources for students and recruiting a competitive and diverse MPH applicant pool, and also to support staff providing student services for each of the MPH concentrations.

- **Council on Education for Public Health (CEPH) accreditation and Association of Schools and Programs of Public Health (ASPPH) expenses:**
  - Schools and programs of public health who seek accreditation must regularly collect and report student, program, and institutional data to both ASPPH and CEPH. The effort requires the involvement of a number of staff; PDST funds were used to provide partial salary support for staff involved in the collection and reporting of data. The School is currently undergoing reaccreditation review this year, which occurs approximately every 8 years and involves the preparation of a detailed self-study.
  - Membership in CEPH and ASPPH provide the School access to information on educational expectations and resources that assist in improving the overall quality of the program. PDST was used to support membership in the Associated Schools and Programs of Public Health (ASPPH), providing critical student outreach to help us recruit a diverse student population and improve the educational experience.

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 not proposing to increase the current PDST in this multi-year plan. The PDST fees are paid by our professional degree program students - Master of Public Health (MPH). This professional degree prepares students to solve public health problems by applying professional disciplinary approaches and methods in professional environments such as local, state, national or global public health agencies and health care organizations. These degree programs offer broad training in public health, while at the same time allowing students to specialize a portion of their studies in one of the School's five departments: Biostatistics, Community Health Sciences, Epidemiology, Environmental Health Sciences or Health Policy and Management. The PDST allows the School to pursue our goals of improving the MPH educational experience in the following areas:

- **Need-based financial aid (33 percent of PDST)** – PDST funding allows for financial aid packages that assist in recruiting MPH students who would not otherwise be able to afford to attend.
- **Management of internship/practicum (19 percent of PDST**) – PDST funding supports students in identifying quality placement opportunities and satisfy the program's field placement requirement.
- **FSPH Career Center (10 percent of PDST)** – PDST funding supports the design and delivery of resources, such as workshops and one-on-one advising with career center staff, that focus on the needs of MPH students entering the public health workforce.
- **Student advising and support services (18 percent of PDST)** – PDST funding supports student access to academic advising and support services provided by department student affairs staff as well as the schoolwide student affairs office.
- **MPH curriculum (8 percent of PDST)** – PDST funding supports efforts to improve and maintain the quality of MPH instruction as well as efforts to enhance the excellence of the curriculum.
- **EDI programmatic support (6 percent of PDST)** – PDST funding supports EDI programming that aids in students' personal and professional development and prepares them to be inclusive public health practitioners. The School is developing an EDI-specific strategic plan and has included a special EDI section in the schoolwide strategic plan focusing on six thematic areas (pathways, recruitment, community, belonging, training, and infrastructure).
- **Maintain the quality of the MPH program (6 percent of PDST)** – PDST funding supports the School's efforts to assess and evaluate the MPH program and report data to CEPH and ASPPH for purposes of accreditation. Apart from reporting accreditation data, the

School also collects climate data from faculty, staff and students using surveys and focus groups for the purposes of enhancing EDI programming and to guide important curricular and co-curricular decisions.

Our goal for this multi-year plan is to continue to provide excellent student services and education without increasing PDST by increasing efficiency, reducing costs, and increasing our philanthropic efforts. By maintaining the current fee structure for the next two years, we can continue to reduce the impact of increased campus fees and debt load for our professional students who typically pursue public interest careers that do not pay high incomes when they graduate.

The following chart shows how funds made possible by PDST will be utilized in 2020-21 AY to advance our goals and improve public health professional education:

Category	Percent of PDST
MPH Student Scholarships	33%
MPH Practicum/Internships	19%
Schoolwide Student Affairs	10%
Career Services	10%
Departmental Student Affairs	8%
MPH Curriculum Expenses	8%
Equity, Diversity, and Inclusion programming	6%
Accreditation for School of Public Health	6%
Miscellaneous (Events & Library)	1%
Totals	**100%**

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0
Benefits/UCRP Cost*	$273,887	$0	$0	$273,887
Providing Student Services	$582,739	$0	$0	$582,739
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$0	$0	$0	$0
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$646,841	$0	$0	$646,841
Other Non-salary Cost Increases	$438,997	$0	$0	$438,997
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	$1,942,464	$0	$0	$1,942,464

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

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

We do not have plans to increase PDST for the next two years. The School is looking at reorganization of some administrative units to increase efficiencies and cut costs. In response to COVID-19, specific efforts under consideration include: (1) restructure and reclassify positions when staff retire, (2) restructure existing staff resources to support existing and proposed programs to reduce need for new hires, (3) restructure several administrative units to increase efficiencies and consolidate staff positions, and (4) reorganize some operations, if possible. These efforts may be implemented in the current academic year and beyond. The School is also working to increase philanthropic efforts in recognition of the School's 60th anniversary.

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

No additional comments.

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	223	223	223
Domestic Nonresident	31	31	31
International	13	13	13
Total	267	267	267

Additional comments:

Our MPH enrollments in 2020-2021 were similar to our enrollments in 2019-2020. Based on the historical trends we do not anticipate any significant changes in enrollments for the next two years.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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**			
	2020-21	**2021-22**	**2022-23**	**2021-22**		**2022-23**	
				%	$	%	$
Residents							
University of North Carolina	$20,377	$20,988	$21,618	3%	$611	3%	$630
University of Minnesota	$25,850	$26,626	$27,425	3%	$776	3%	$799
University of Washington	$23,053	$23,745	$24,457	3%	$692	3%	$712
University of Michigan	$30,714	$31,636	$32,130	3%	$921	3%	$495
Emory University	$36,936	$38,044	$39,185	3%	$1,108	3%	$1,141
Johns Hopkins University	$72,360	$74,531	$76,767	3%	$2,171	3%	$2,236
Public Average	$24,999	$25,749	$26,521	3%	$750	3%	$772
Private Average	$54,648	$56,287	$57,976	3%	$1,639	3%	$1,689
Public and Private Average	$34,882	$35,928	$37,006	3%	$1,046	3%	$1,078
Your program	$20,229	$20,233	$20,658	0%	$4	2%	$425
Nonresidents							
University of North Carolina	$37,856	$38,992	$40,162	3%	$1,136	3%	$1,170
University of Minnesota	$33,482	$34,487	$35,521	3%	$1,004	3%	$1,035
University of Washington	$39,367	$40,548	$41,764	3%	$1,181	3%	$1,216
University of Michigan	$50,456	$51,970	$53,529	3%	$1,514	3%	$1,559
Emory University	$36,936	$38,044	$39,185	3%	$1,108	3%	$1,141
Johns Hopkins University	$72,360	$74,531	$76,767	3%	$2,171	3%	$2,236
Public Average	$40,291	$41,499	$42,744	3%	$1,209	3%	$1,245
Private Average	$54,648	$56,287	$57,976	3%	$1,639	3%	$1,689
Public and Private Average	$45,076	$46,429	$47,822	3%	$1,352	3%	$1,393
Your Program	$32,930	$32,934	$33,359	0%	$4	1%	$425

Source(s):
University of North Carolina (https://cashier.unc.edu/tuition-fees/)

University of Minnesota (https://www.sph.umn.edu/prospective/tuition-finances/ - mph-tuition)
University of Washington (https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/)
University of Michigan (https://sph.umich.edu/admissions/tuition-fees.html)
Emory University (https://www.sph.emory.edu/admissions/tuition/index.html)
Johns Hopkins University (https://www.jhsph.edu/admissions/tuition-and-fees/index.html) – Offers 11-month program rather than traditional two-year program

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 selected comparison institutions based on estimated faculty/student/staff size, perception of curricular strengths, similar student applicant pool, as well as geographic considerations like urban centers and localities with access to other community partners. For public university comparisons, we selected the University of North Carolina, University of Michigan, University of Minnesota, and University of Washington because, like FSPH, all four schools are part of a public university located in or near diverse urban centers and on a single campus together with other professional schools. For private university comparisons, we listed Emory University and Johns Hopkins University because they are highly ranked and represent our primary private competitors for applicants. All comparison schools are highly rated accredited public and private schools of public health that are ranked nationally in the top 15 by *U.S. News and World Report*.

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

Our program costs are lower than the public comparator institutions. Our resident cost ($20,229) is very similar to the University of North Carolina ($20,377). Our nonresident cost ($32,930) is similar to the University of Minnesota ($33,482), and lower than both 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.

The FSPH MPH program is distinguishable from many of our peer institutions because of our strong connection with key stakeholders in Los Angeles and throughout California. A strength of our program is the focus on underserved communities. Students have an opportunity to

work with many organizations including the Los Angeles County Public Health Department, Kaiser Permanente, community-based organizations, and local nonprofits that serve diverse communities in Los Angeles.

We are also proud to have one of the most diverse student profiles among top ranked schools in public health (over 27 percent of students identify as underrepresented group (URG) compared to 11 percent at public institutions and 22 percent at private institutions). Furthermore, a large number of FSPH students identify as the first generation in their families to pursue a college degree. The percentages of FSPH students identifying as first generation were 48 percent and 39 percent in fall 2018 and fall 2019, respectively (comparable first-generation data is not available for our comparison institutions).

Lastly, our MPH program is on a comprehensive campus with other professional schools, which allows for networking and interactions with students and faculty from other professional schools including medicine, dentistry, nursing, law, business, and public policy.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	7%	10%	9%	8%	7%	15%
Hispanic/Latino(a)	20%	17%	19%	20%	7%	6%
American Indian	0%	0%	0%	0%	2%	0%
Subtotal Underrepresented	*27%*	*27%*	*28%*	*28%*	*16%*	*21%*
Asian/Pacific Islander	25%	31%	31%	30%	9%	13%
White	32%	32%	28%	30%	59%	38%
Domestic Unknown	5%	3%	5%	5%	7%	6%
International	10%	7%	7%	7%	9%	22%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	36%	42%	47%	NA	NA	NA
Gender						
% Male	19%	22%	19%	20%	20%	26%
% Female	81%	78%	81%	80%	78%	73%
% Non-Binary	0%	0%	0%	0%	0%	0%
% Unknown	0%	0%	0%	0%	2%	3%

Sources: UCLA APB and ASPPH for comparison data (www.aspph.org)

Comparison institutions: University of North Carolina, University of Minnesota, University of Washington, University of Michigan, Emory University, and Johns Hopkins University.

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Over the last three years, about 27 percent of students in FSPH's professional MPH program were from underrepresented groups (URGs), while our comparator schools had much lower percentages of underrepresented students in their programs (16 percent in the public comparator schools and 21 percent in the private comparator schools). Hispanic/Latinx enrollment at FSPH far exceeds our counterparts, with seven percent and six percent among public and private comparator institutions, respectively. African American students averaged nearly nine percent of the FSPH student body over the last three years compared to seven percent and 16 percent among our public and private comparator schools, respectively. We continue to work to improve these numbers through strategies as described below.

Priorities: Key priority areas for FSPH include the recruitment and retention of Black, Indigenous, People of Color (BIPOC) students. In the last year, our school has made great strides in enhanced programming on equity, diversity, and inclusion (EDI) to support our efforts in student recruitment and retention, including the appointments of a new Associate Dean for EDI and an EDI Program Manager. We have also had FSPH-wide EDI training for students, staff and faculty, and established EDI working groups (recruitment and pathways groups) focused on increasing school-wide diversity for students and faculty.

Strategies: Strategies to recruit underrepresented students include establishing new relationships and building upon existing partnerships with Hispanic Serving Institutions (HSIs) and HBCUs, increasing the visibility of underrepresented students at FSPH, and establishing programmatic events for students from diverse backgrounds. The School is working to increase BIPOC representation. Our Director of Admissions does regular outreach with HSIs, HBCUs, TCUs (Tribal Colleges or Universities), NANTIs (Native American Non-Tribal Institutions), and student organizations focused on underrepresented populations. CSUs with public health undergraduate programs will also be targeted for recruitment efforts. Furthermore, FSPH is proposing to launch undergraduate programs in public health. We believe the presence of the program on campus will increase awareness and interest in public health among UCLA undergraduates and will be a pathway into public health graduate programs. Cultivating interest among UCLA's diverse undergraduate student population may help to further increase the diversity of our graduate MPH student population.

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?

Trends: FSPH recognizes the need for a diverse public health work force and values the perspectives of students from lower socioeconomic strata. FSPH is committed to recruiting and enrolling students from all socioeconomic backgrounds. The percentage of FSPH students who received Pell grants as undergraduates has increased over the past three years rising from 36 percent to 47 percent.

Strategies: Strategies for promoting access for students from lower socioeconomic backgrounds include: (1) targeting recruitment efforts and building relationships with local California State University campuses who enroll a large number of Pell grant recipients, (2) promoting the fee waiver option before and during the application process, (3) reaching out to prospective students enrolled in undergraduate diversity programs (e.g., McNair Fellows, Gates Millenniums Scholars, SPUR, Sally Cassanova Fellows, etc.), (4) awarding need-based scholarships to attract and retain students from low socioeconomic backgrounds, (5) educating our scholarship committees to consider need when selecting scholarship awardees, (6) enhancing the admissions application to include questions that better gauge student background and need, and (7) creating new pathways to our graduate MPH program from our proposed new undergraduate programs in public health.

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

Nationally, about 70 percent of graduate students enrolled in MPH programs are female. Nearly 80 percent of FSPH MPH students identify as female. Our EDI committees are discussing whether there are any strategies that may improve gender parity, especially among our BIPOC students. For example, UCLA admits a diverse population of undergraduate students, and the School envisions that the proposed new undergraduate program in public health may provide new opportunities in marketing and recruitment that will increase the number of BIPOC men in our MPH 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.

FSPH is optimistic that trends in gender parity, the number of Pell grant recipients, and the number of underrepresented group students will improve over the next two years. The COVID-19 pandemic has raised the profile of public health and we may see changes in interest among the School's applicant pool. Regardless, FSPH is committed to increasing access to graduate education for underrepresented students in public health, including those from lower socioeconomic backgrounds and those from underrepresented groups. Keeping our PDST fees at the current level is one strategy for addressing concerns about the cost of public health education among groups sensitive to the price of education. FSPH hopes the diversity of our student composition will continue to grow through linkages with the undergraduate population at UCLA and the increasing awareness of the public health field with the ongoing COVID-19 pandemic and other critical public health challenges.

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)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	6%	5%	6%
	International	1%	1%	0%
Hispanic/ Latino(a)	Domestic	8%	10%	11%
	International	1%	1%	1%
American Indian	Domestic	0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	18%	18%	19%
	International	8%	9%	8%
White	Domestic	44%	42%	40%
	International	3%	3%	3%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	8%	9%	10%
	International	3%	2%	2%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
	Female	66%	67%	70%
	Male	32%	32%	28%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	7%	7%	7%
	International	0%	2%	2%
Hispanic/ Latino(a)	Domestic	3%	3%	3%
	International	2%	2%	2%
American Indian	Domestic	0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	15%	15%	15%
	International	9%	9%	8%
White	Domestic	55%	52%	49%
	International	3%	4%	5%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	4%	5%	7%
	International	2%	1%	2%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
	Female	44%	44%	50%
	Male	53%	52%	46%

Source: UCLA APB

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

FSPH's efforts to advance the recruitment and retention of diverse faculty include the establishment of a FSPH Office of Equity, Diversity, and Inclusion (EDI), appointment of an associate dean of EDI, and the hiring of an EDI program manager. This office conducts workshops for chairs, hiring committees, and all faculty to raise awareness of EDI issues and specific approaches to recruit and retain diverse faculty. Departments were also asked to review their current recruitment and retention efforts to ensure they are in alignment with campus and School expectations. Over the past three years, the School has increased the number of female faculty hired as well as the number of female ladder faculty. In 2019, 50 percent of our ladder faculty identified as female.

Despite only conducting one faculty search this year due to the financial impacts of the pandemic, UCLA and FSPH have made efforts to increase faculty diversity:

- FSPH submitted a proposal to be a part of UCLA's "Rising to the Challenge" faculty initiative focused on the Black experience and was selected to recruit a new faculty member with funding partially provided by the Chancellor's Office. The recruitment will be at the intersection of health equity and data science.
- The UCLA Chancellor established an HSI taskforce to begin work towards UCLA receiving the federal designation as a Hispanic Serving Institution. HSI status will raise UCLA's profile and reflect the campus's value for diversity among its students, faculty, and staff. FSPH's Associate Dean for Student Affairs is a member of the HSI taskforce.
- FSPH recently applied for the UC-HSI Doctoral Diversity Initiative, which seeks to create pathways to the professoriate. If selected for funding, FSPH will work to support Hispanic/Latinx students as they prepare for public health teaching and research careers in higher education.
- Promoting and supporting diversity as well as new faculty hires in strategic interdisciplinary areas are key themes of the School's 2021-2025 strategic plan. Specifically, the School seeks new appointments in the following areas: big data/data science in public health; (2) climate change impact on public health; (3) health equity; (4) infectious diseases and public health; and (5) public health communication.

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 aid to all eligible students with financial need. We seek to accomplish this goal by: (1) increasing the availability of FSPH scholarships through philanthropy, (2) increasing awareness of external scholarships, and (3) increasing awareness of and competitiveness of student applications to tuition-remitting campus opportunities such as Teaching Assistant (TA) and Graduate Student Researcher (GSR) positions. Our proposed undergraduate programs in public health will increase opportunities for teaching assistant positions. Presently, 33 percent of PDST is returned to students in the form of scholarships with awards based primarily on need.

Measuring success: We intend to measure our success in each of these areas by examining the percentage of our need-based students with funding sources (both scholarships and tuition-remitting positions) and debt levels. We will also determine how to allocate our need-based funding to our most financially deserving students by assessing need through FAFSA, their participation in pipeline programs, and biographical information provided through the admissions application. Finally, we aim to provide training to our scholarship committees, so they are better equipped to discern financial need among applicants.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	64%	56%	49%	60%	45%	61%
Cumulative Debt among Students with Debt	$56,766	$48,806	$49,988	$45,870	$48,735	$52,066

Source: UCOP Corporate Student Systems

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 2018-2019 academic year, 61 percent of our students graduated with debt. There is no clearly discernible trend over the last several years. We believe our proposal to keep PDST constant will help keep student indebtedness stable. Student indebtedness might decrease as a result of providing more internal and external scholarship sources and more tuition-remitting student employment.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	61%	$52,066	$70,000	11%
Public comparisons	N/A	$32,022	$55,000	8%
Private comparisons	N/A	N/A	N/A	N/A

Sources: UCLA APB (UCLA numbers); ASPPH (Comparison institutions)

Additional comments: We were not able to obtain our private comparison school average. Public Comparators: Data is from ASPPH. FSPH collects salary information from graduates and reports that information to ASPPH.

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

Our school does not have a Loan Repayment Assistance Program. Students are informed about the federal Public Service Loan Forgiveness Program through resources from FSPH Office of Public Health Practice and the FSPH Office of Career Services. Prospective students are informed about funding opportunities at recruitment events and when they contact the School's admissions office. Our admissions office as well as the UCLA Financial Aid Office provide current and prospective students with financial literacy resources to understand their funding and repayment options if loans are needed. In December 2020, FSPH conducted a survey of current students and asked how confident our students were in managing their finances effectively. Only eight percent of respondents reported they were 'not confident' while 92 percent were neutral to very confident.

As the numbers provided in the table above show, the median salary for FSPH graduates is higher than public comparison programs, but estimated debt payment as a percentage of median salary is comparable. FSPH regards the estimated debt payment as a percent of median salary to be manageable based on alumni feedback and U.S. Bureau of Labor Statistics, which show expected salary growth in public health fields that employ 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.

The FSPH Office of Public Health Practice and the FSPH Office of Career Services offer resources, that are available to current and prospective students, to promote working in underserved communities. These offices are charged with connecting our students with community organizations for employment and internship opportunities. As part of the curriculum, all MPH students are expected to complete a 400-hour practicum, typically in between their first and second year of study. Internships are completed at local government agencies, health clinics and hospitals, and in local, national, and global nonprofits in a wide range of fields. Approximately half of our MPH student body are not paid for their practicum work. FSPH is able to provide some students with a partial summer grant to subsidize their fieldwork experience. This is part of our initiative to provide students with robust field experiences and encouraging work with underserved communities.

Some targeted scholarships also require evidence of commitment to work in underserved communities. Professional development workshops, including job fairs, also involve key stakeholders from community-based organizations and local and state government agencies that work with underserved communities.

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?

FSPH graduates typically earn less upon graduation when entering the public sector compared to the private sector. However, many of our students do not enter the private sector upon graduation. Annually, the School reports employment information to ASPPH one year after graduation. Consistent with previous years, the top five sectors of employment for MPH students who graduated in 2018-19 are: healthcare (32 percent), academic institution (20 percent), non-profit organization (15 percent), for-profit organization (14 percent), and government (12 percent). Many of our field placement opportunities are in underserved areas in California and throughout the world. Examples of past or current placements include California Black Women's Health Project, Downtown Women's Center, Harbor Community Clinic, Justice LA, Latino Equality Alliance, and Venice Family Clinic. Our strategies to help ensure that these careers are viable in light of students' debt include keeping PDST fixed for the next two years and working to increase philanthropy for scholarships.

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

Prospective students are provided with admissions and financial support information at FSPH events, including graduate school fairs, campus visits, in-house information sessions, and individualized meetings with staff. Information about various forms of support include School and campus fellowships, external fellowships, and alternate forms of support including work-study positions, teaching, and research assistantships.

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 currently make debt and salary information widely available to prospective students due to concerns about data completeness and accuracy. In the last couple of years, our efforts for gathering reliable survey data on outcomes and salary have increased and we hope that in the coming two years we will be able to share debt and median salary information with more reliability.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.). Also describe how COVID-19 has affected your programs, as well as, if appropriate, provide responses that reflect how your goals/PDST use has been (in section II) and/or will be (in section III) affected by COVID-19.

FSPH did not use PDST funds for any COVID-related expenses; however, the impacts of the pandemic have affected many of our graduate students. In addition, while none of the current PDST revenue is specifically earmarked for COVID-19 related expenses, the School has incurred additional operational costs to support all our students during the pandemic.

Several areas that have been impacted by the COVID pandemic include the following:

> **Student support** – In Spring 2020, the School set up a special COVID fund to assist students with unanticipated expenses due to the pandemic (e.g., remote instruction, loss of work, etc.). The source of the funding was philanthropy. Students were permitted to apply for grants for a maximum of $800. By the end of Summer 2020, the School disbursed $25,238 to 54 students. Presently, the School is exploring ways to replenish the fund and again offer grants in the 2020-21 academic year. Faculty and staff have heard from students about pandemic-related hardships such as loss of employment for the graduate student or their spouses, and impact of COVID on childcare, and we are working to address concerns of at-risk students.

Field placement – Our MPH students are required to complete 400 hours of fieldwork during the summer between their first and second year. While the pandemic prevented international travel and affected the start of student field placements, all placements were completed remotely, consistent with University policy.

Transition to remote instruction – The School hired additional teaching assistants to assist faculty in teaching remotely and to aid students in the transition to remote learning. Anecdotally, faculty and staff report that our students have been understanding of the need for remote instruction during the pandemic.

Application, acceptance, matriculation, and persistence numbers – A review of our application, acceptance, and matriculation numbers show that this years' numbers are consistent with past years' figures despite the COVID pandemic. Historically, MPH attrition numbers within the first year are small (10 students in 2018 and 6 students in 2019). This year, only two students did not continue into the second year of study.

In person activities – Typically, the School schedules orientation, multiple social events, EDI training, career services workshops, and commencement as in person activities. With the pandemic, these activities have been conducted remotely. Faculty and staff have used many of these opportunities to check in with students and gauge student wellness and engagement.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' Policy on Professional Degree Supplemental Tuition requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☒ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe):

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

On October 26, 2020 the Dean and Assistant Dean of Student Affairs held a meeting with student leaders (Public Health Student Association, Students of Color for Public Health, Public Health Nutrition Club, Reproductive Health Interest Group, Mobile Clinic, FSPH Ambassadors, student representatives from each of the five departments) and discussed how current PDST fees are used and the proposed two-year plan to not increase the amount. In addition, the students were encouraged to share the information with others and provide written feedback to the Dean's Office. In summary, students verbally expressed appreciation for information on how PDST funds are used. The student feedback was uniformly positive that PDST fees will remain flat.

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

☒ Plan shared with   JP Santos, UCLA GSA President_____   on 10/29/2020.
                                  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:

Appreciated that there was no PDST increase. Did not have any comments specific to the MPH proposal.

☒ If applicable, plan shared with   Public Health Student Association_____   on October 26, 2020.
                                           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: Students welcomed the conversation and an explanation of how the fees are currently used.

Consultation with faculty

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

☒ Agenda item at a regularly scheduled faculty meeting

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

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

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

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

☒ Other (please describe): Agenda item at regularly scheduled FEC and Department Chair leadership committee.

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

The FSPH Faculty Executive Committee (FEC) was asked for their input regarding whether PDST fees should be increased. A meeting was held on October 9, 2020. The FEC voted unanimously at the meeting to support not increasing PDST fees for two years. The five FSPH department chairs (Biostatistics, Community Health Sciences, Environmental Health, Epidemiology, Health Policy and Management) were asked for their input regarding whether PDST fees should be increased at a meeting on October 9, 2020. The department chairs voted unanimously to support not increasing PDST fees for two years.

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   Susan Ettner_____ on 11/ 2/2020 and 11/18/2020.
                                    Graduate Dean

☒ Plan endorsed by   Gene Block_____on 11/18/2020_____ .
                                    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 2021

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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$12,795	$12,795	$12,795	0.0%	$0.0	0.0%	$0.0
Prof. Degr. Suppl. Tuition (Nonresident)	$12,795	$12,795	$12,795	0.0%	$0.0	0.0%	$0.0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0.0	3.3%	$420.0
Campus-based Fees**	$459	$463	$468	1.0%	$4.6	1.0%	$4.6
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0.0	0.0%	$0.0
Other (explain below)***							
Total Fees (CA resident)	**$25,824**	**$25,828**	**$26,253**	0.0%	$4.6	1.6%	$424.6
Total Fees (Nonresident)	**$38,069**	**$38,073**	**$38,498**	0.0%	$4.6	1.1%	$424.6

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

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 UCLA Master of Science in Nursing (MSN) degree within the School of Nursing (SON) is **to prepare highly qualified nurses who can promote evidence-based nursing practice and provide leadership in a variety of settings and specialized areas of healthcare for a diverse multicultural society**. The two MSN degree options are: Master's Entry Clinical Nursing /Pre-licensure (MSN-MECN) and MSN/Advanced Practice Registered Nurse (MSN-APRN). Approximately 340 students enroll across these degree options. The school has established strategic diversity and inclusion goals that are shaping all of the academic programs and their operation. The mission of the UCLA School of Nursing, as described in the new Strategic Plan, is to "improve the health, wellness, quality of life and nursing care of people of California, the nation, and the world through education, research, nursing care, and community engagement." Diversity, equity and inclusion (DEI) is one of the five key pillars of our new Strategic Plan. The school embraces the definition of diversity adopted by the assembly of the Academic Senate (May 10, 2005) and endorsed by the UC President (June 30, 2006). Faculty are committed to enhancing instructional approaches and content within courses to integrate social determinants of health, and DEI (e.g., racism, social justice, gender bias). Related strategies include developing and implementing course content focusing on culturally informed nursing care of diverse populations and people living with disabilities. Students in the MSN programs are afforded a variety of learning opportunities to advance the health care of diverse populations within hospitals and community health care settings throughout Los Angeles and southern California.

MSN-MECN Program. In 2006, the MECN program was inaugurated. This pre-licensure program is a second-degree program 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 a Registered Nurse (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, which accounts for approximately 140 of the 340 MSN degree students.

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 two tracks: 1) Clinical Nurse Specialist (CNS), 2) Nurse Practitioner (NP). In their practice, APRNs use theory-based and scientifically grounded evidence. APRNs apply multidisciplinary theories and research to provide direct patient care and 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 individual patients, groups of patients, and families from

diverse cultural backgrounds. The curriculum prepares students for careers in advanced practice. The APRN program is a two-year full-time program, which accounts for approximately 200 of the 340 MSN degree 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, highlighting how goals have been affected due to COVID, and include quantitative indicators of achievement wherever possible.

The SON's last multi-year proposal was for FY 2019-20 through 2020-21 and proposed 5% increases for both years. 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 2019-20 and 2020-21 allowed for the SON to fund the majority of faculty and 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 preparation 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. This in turn allowed the SON to use some savings on the general funds to provide additional resources needed to support MECN students. 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 to promote success and increase retention.

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 8 students. Students benefited from improved faculty-student ratios because the students received the attention and support they needed to reach their highest potential (increased access to office hours, individualized attention and more student accountability). 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.

Effects of COVID-19
Per the California Board of Registered Nursing (BRN), our nursing students are required to have a designated number of clinical hours in order to graduate. However, due to the COVID -19 pandemic, hospitals and health centers made the decision to temporarily suspend their clinical rotation training programs for student nurses. The California BRN allowed nursing schools throughout the state to replace clinical hours with simulation-based hours to prepare qualified practitioners. As a result, our school utilized PDST revenue to purchase new simulation equipment (mannequins, computers, and personal protective equipment) to meet the additional demand for simulation-based hours. In addition, PDST revenue was utilized by the School of Nursing Dean to award MSN students $500/each (totaling $164,500) to help defray costs and financial hardships caused by the pandemic and the burden of remote learning (e.g. computer supplies). This repurposing of this PDST revenue had minimal effect on the goals of our prior plan.

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?

Despite the financial need of our programs, the UCLA School of Nursing is not requesting an increase in Professional Degree Supplemental Tuition for the 2021-22 or 2022-23 academic years. This two-year request mirrors the request from the other UC Schools of Nursing and reflects concerns about the economic impacts of COVID-19. After we have more financial certainty, we will reevaluate our financial need for the longer term.

The School has several goals and objectives for its MSN programs' PDST revenue over the next two academic years. We completed our curriculum redesign efforts in 2019-20. This new curriculum yields enhancements and improvements that will only be possible with additional investments. Maintaining our current PDST levels helps us to sustain direct student services, including academic support and support for well-being and mental health services. 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 especially now that we are moving to a "paperless" operation because of remote operations. Additional investments

are needed to expand faculty development activities to further improve the quality of instruction experienced by our students, especially for remote learning.

With support from sustained PDST revenue, students will also benefit from the following:

- **Affordability:** The UCLA School of Nursing offers our MSN students various forms of philanthropic support such as 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 a Human Resources and Services Administration (HRSA) grant titled "Preparing Graduate Nursing Students for Primary Care Practice in Medically Underserved Communities." This grant provides $650,000 annually over five years for a total of $3.25 million dollars to be awarded as scholarships to our disadvantaged MSN students (APRN and MECN Programs). In addition, we provide 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 maintained by our ability to ensure that all students achieve their academic potential. The UCLA SON will continue to provide additional resources to MSN students who require additional support to meet our rigorous standards. Maintaining our current PDST revenue will allow the SON to continue to provide tutoring services to MSN students who are at risk. Because of our curriculum, an MSN student who fails a nursing course is required to wait an academic year to retake the course. Although rare, this retention leads to higher levels of student debt. PDST revenue will continue to support our efforts to provide these services to all MSN students. The school's Strategic Plan includes the objective of developing preparatory coaching seminars designed to support incoming students' academic success, as budget permits. All nursing students are assigned a Faculty Advisor at the time of admission for individual counseling to provide support and monitor progress. Additionally, a variety of school-affiliated clubs provide student support and mentoring to student from under-represented groups; alumni often remain affiliated with the clubs and may continue to support and advise students (e.g., Pan African Nursing Student Association . Latin@ Nursing Student-Alumni Association). Program Directors conduct "check-ins" with students each quarter to assess their progress and provide guidance.'

- **Clinical Support (MSN-MECN program)**: The UCLA School of Nursing hires clinical faculty lecturers to support our diverse body of students in their intensive clinical enterprise. PDST funds are used to fund the lecturers who are critical to our APRN and MECN Programs. With this support, our MECN Program is highly successful with licensure pass rates at 97.1% for 2019-20. This is the highest pass rate for our School in the last five years. A series of activities are designed to enhance the quality of education provided by clinical faculty lecturers. Before beginning their teaching assignment, new faculty attend

orientation/onboarding sessions that include content on strategies to promote inclusion within classroom and clinical settings and information on UCLA resources for advancement of teaching. Content addresses topics such as the Faculty Code of Conduct, Title IX, Disability Accommodations, pregnant/parenting students, and LGBTQ+ students. Faculty also are trained with the "Implicit Bias" video series available through UCLA Office of Equity, Diversity and Inclusion.

Diversity/Admission/Recruitment/Outreach: PDST revenue will allow the School of Nursing to continue outreach and other activities to identify and recruit talented students from underrepresented groups (URG) and from 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 PDST revenue 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 students from underrepresented groups (URG). Additionally, our Office of Recruitment, Outreach, and Admissions is developing strategies to expand our recruitment efforts further. These efforts include attending the Asian American/Pacific Islander Nurses Association (AAPINA) conference and the National Alaska Native American Indian Nurses Association (NANAINA) conference. Our Strategic Plan further identifies strategies for increasing enrollments of student populations from URG. These includes involvement in the Inter-professional Summer Health Professionals Education Program which recruits preprofessional students for nursing, medicine and dentistry, and recruitment of faculty through regional universities and colleges and national conference solicitations. Strategies for evaluating progress will be developed as part of our Strategic Plan.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$1,470,402	$0	$0	$1,470,402
Benefits/UCRP Cost*	$778,500	$0	$0	$778,500
Providing Student Services	$0	$0	$0	$0
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$497,342	$0	$0	$497,342
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$1,441,570	$0	$0	$1,441,570
Other Non-salary Cost Increases	$0	$0	$0	$0
Facilities Expansion/Renewal	$0	$0	$0	$0
Other (Please explain in the "Additional Comments" below)	$136,896	$0	$0	$136,896
Total use/projected use of revenue	$4,324,710	$0	$0	$4,324,710

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

Additional comments:

For the current year we are utilizing most of the funds in "Other" to help with maintenance and upgrades for our simulation and skills lab. In addition, revenue uses noted in the "Other" row will fund COVID-related expenses such as remote simulation services (I-Human Patients) and other remote educational services.

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 nine vacated staffing positions, which resulted in a significant decrease of six FTE (on core funding) in the 2014-15 fiscal year. However, over the last few years due to the complexity of our academic program we have needed to increase our staff support to achieve the School's mission. The School's Dean and her management team continue to review all staff positions at the SON for additional savings. The School of

Nursing has also continued implementation of a clinical lecturer model, which reduces costs and improves quality for the clinical and theory components for our undergraduate and MECN students. This model improves the quality of the program because the clinical lecturers are part of the faculty and can establish an ongoing relationship with our nursing students from the classroom to the clinical setting.   The clinical lecturer model has also resulted in improved student outcomes compared to the former clinical liaison model, which outsourced teaching.

The UCLA School of Nursing applied for and was awarded an HRSA grant titled "Preparing Graduate Nursing Students for Primary Care Practice in Medically Underserved Communities." This grant provides $650,000 annually for a total of five years to be awarded as scholarships to our disadvantaged MSN students (APRN and MECN Programs). This is $3.25 million in support over five years that our students are being awarded to help offset Professional Degree Supplemental Tuition.

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

N/A

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	330	323	323
Domestic Nonresident	6	10	10
International	2	5	5
Total	338	338	338

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

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

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

	Actuals	Projections		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
Residents				%	$	%	$
Penn State	$22,994	$23,684	$24,394	3%	$690	3%	$711
UNC-Chapel Hill	$19,322	$19,902	$20,499	3%	$580	3%	$597
University of Michigan	$32,584	$33,562	$34,569	3%	$978	3%	$1,007
University of Southern California	$61,845	$63,700	$65,611	3%	$1,855	3%	$1,911
University of Pennsylvania	$69,766	$71,859	$74,015	3%	$2,093	3%	$2,156
Georgetown University	$59,518	$61,304	$63,143	3%	$1,786	3%	$1,839
Public Average	$24,967	$25,716	$26,487	3%	$749	3%	$771
Private Average	$63,710	$65,621	$67,590	3%	$1,911	3%	$1,969
Public and Private Average	$44,338	$45,668	$47,038	3%	$1,330	3%	$1,370
UCLA School of Nursing	$25,824	$25,828	$26,253	0%	$4	2%	$425
Nonresidents							
Penn State	$38,728	$39,890	$41,087	3%	$1,162	3%	$1,197
UNC-Chapel Hill	$37,048	$38,159	$39,304	3%	$1,111	3%	$1,145
University of Michigan	$65,278	$67,236	$69,253	3%	$1,958	3%	$2,017
University of Southern California	$61,845	$63,700	$65,611	3%	$1,855	3%	$1,911
University of Pennsylvania	$69,766	$71,859	$74,015	3%	$2,093	3%	$2,156
Georgetown University	$59,518	$61,304	$63,143	3%	$1,786	3%	$1,839
Public Average	$47,018	$48,429	$49,881	3%	$1,411	3%	$1,453
Private Average	$63,710	$65,621	$67,590	3%	$1,911	3%	$1,969
Public and Private Average	$55,364	$57,025	$58,735	3%	$1,661	3%	$1,711
UCLA School of Nursing	$38,069	$38,073	$38,498	0%	$4	1%	$425

Sources:

Penn State	https://cce.ais.psu.edu/tuition-calculator-ui/#!/
UNC-Chapel Hill	https://cashier.unc.edu/wp-content/uploads/sites/259/2020/07/20_21YR.pdf
University of Michigan	https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=159&college_school=30&full_half_term=35&level_of_study=38
University of Southern California	ttps://nursing.usc.edu/fnp-online/tuition-financial-aid/#:~:text=Students%20are%20charged%20tuition%20on,%2497%2C755%20under%20current%20tuition%20rates
University of Pennsylvania	https://www.nursing.upenn.edu/admissions/tuition-and-fees/masters-post-masters-costs/
Georgetown University	https://finaid.georgetown.edu/graduate/aid-by-program/1920cost-of-attendance/#Doctor%20of%20Nursing%20Practice%20Program

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 national standards by the American Association of Colleges of Nursing (AACN) and anticipated changes to licensure and certification requirements, many schools are moving away from offering master's level degrees. The new terminal clinical degree is a Doctor of Nursing Practice (DNP) for Advanced Practice Registered Nurse (APRN) programs, including nurse practitioners and clinical nurse specialists. This makes it difficult to find comparators with a Master's-level APRN track. Thus, we selected six schools that represent top public and private Schools of Nursing for this analysis. These schools are all highly ranked, research-intensive universities that offer similar graduate degrees as UCLA and that produce well-trained 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, UCLA's annual program costs are projected to be $25,828 in 2021-22 which is $112 above the public school average resident cost of $25,716. That said, our annual program costs are projected to be $39,793 below the private school resident average program cost of $65,621 and $19,840 below the public and private school average program cost of $45,668.

For non-residents, UCLA's annual program costs are projected to be $38,073 in 2021-22 which is $10,356 below the public school non-resident average program cost of $48,429. Additionally, our annual program costs are projected to be $27,548 below the private school average of $65,621 and $18,952 below the public and private school average of $57,025. Given our proximity to the public average for residents and the high quality of our program, our rates are considered 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 Master's program is ranked 20th among 800 schools of nursing in the country by US News and World Report, putting it in the top tier of nursing schools. 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 World Report due to its state-of-the art and technologically advanced facilities. All UCLA Health hospitals (i.e., Ronald Regan, Santa Monica and Resnick Neuropsychiatric hospitals) are Magnet designated which indicates the highest quality of nursing care. Additionally, our MECN program is one of the few second degree programs for nursing professionals in the state.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2019-20)
	2017-18	2018-19	2019-20	Fall 2020	Publics and Privates
Ethnicity					
Underrepresented					
African American	8.0%	5.0%	8.0%	10.0%	13.3%
Hispanic/Latino(a)	23.0%	24.0%	24.0%	20.0%	9.0%
American Indian	1.0%	2.0%	1.0%	1.5%	0.6%
Subtotal Underrepresented	*32.0%*	*31.0%*	*33.0%*	*31.5%*	22.9%
Asian/Pacific Islander	32.0%	35.0%	37.0%	38.0%	7.8%
White	31.0%	28.0%	25.0%	26.0%	59.7%
Domestic Unknown	3.0%	4.0%	4.0%	4.0%	9.5%
International	2.0%	2.0%	1.0%	0.5%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic					
% Pell recipients	54.0%	56.0%	56.0%	NA	NA
Gender					
% Male	15.0%	16.0%	16.0%	15.0%	12.0%
% Female	85.0%	84.0%	84.0%	85.0%	87.0%
% Non-Binary	0.0%	0.0%	0.0%	0.0%	0.0%
% Unknown	0.0%	0.0%	0.0%	0.0%	1.0%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Student demographics data was not available from our comparator institutions. In its place, we are using national demographics data from the "2019-20 Enrollment and Graduations" publication by the American Association of Colleges of Nursing (AACN) for M.S. programs in the U.S. that includes both private and public institutions. The national data does not separate public from private institutions, nor international from domestic. The national comparison data reported under "domestic unknown" includes 1.9% of dual 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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Diversity of our student body is a top priority for the School. The percentage of students from underrepresented groups (URG) in UCLA's MSN programs is consistently between 32% and 33%. The School of Nursing graduate student body remains one of the most diverse on campus (please see table below). Using a holistic review for admissions, we consider the applicant's experience, multi-cultural experiences, leadership, and talents, as opposed to 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.

UCLA School/Department	19-20 (URG)	18-19 (URG)	17-18 (URG)	3-year avg
MSW Social Welfare	47.34%	46.93%	50.00%	48.09%
Urban Planning	32.82%	36.17%	29.08%	32.69%
Nursing	33.04%	31.48%	32.35%	32.29%
Public Health MPH/DPH	28.63%	28.07%	26.29%	27.67%
MFA Art	35.90%	17.07%	20.00%	24.32%
MFA Film/TV	25.80%	20.74%	15.64%	20.73%
MPP Public Policy	21.43%	19.17%	19.27%	19.95%
Architecture	10.77%	7.25%	10.61%	9.54%

Source: *UCOP Corporate Student System*

Despite our statistics, the School of Nursing is making further efforts to increase the diversity of our students. We engage in numerous activities, including efforts designed to increase the pipeline to our program as well as efforts aimed at retaining URG students to promote diversity. We continue to recruit students at the National Black Nurses Association Conference and the National Hispanic Nurses Association Conference. With these PDST funds, the School of Nursing Recruitment, Outreach, and Admissions office is able to expand the SON's participation in national conferences, recruitment activities, and college fairs at community colleges, emphasizing those with a high population of URG students. 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 URG students to enroll in our program. Through implementation of pathways for recruitment of student populations identified in our Strategic Plan, we anticipate that the increase in enrollment will include a higher percentage of URG.

In addition to our direct outreach efforts, we also participate in the following summer programs aimed at diversifying the SON's 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. Due to the COVID-19 pandemic, however, the SON was not able to partake in this program during summer 2020. We hope to continue this program next summer depending on the progress that is made with the pandemic.

Summer Health Professions Education Program: For six weeks in the summer, the School of Nursing participates in the Summer Health Professions Education Program, which brings 80 underrepresented pre-health 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 (URG) through financial aid and outreach programs. The Director of Recruitment in the School of Nursing makes a concerted effort to welcome URG students into the School of Nursing by supporting student-based organizations. These organizations include PANSAA (Pan-African Nursing Students and Alumni Association), LANSAA (Latino/a Nursing Student and Alumni Association, AIPINA (Asian and Pacific Islander Nursing Student and Alumni Association), SON Alumni Association, Broad Spectrum Students Association, Health Equity in Nursing, and Men in Nursing. They have been formed to meet the needs of underrepresented students, faculty, staff, and alumni, and they 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?

We consistently have around 56% of graduate students who were Pell grant recipients when they were undergraduates. By comparison, 34% of undergraduates at UCLA receive Pell grants. Our Pell grant percentage of 56% in 2019-20 is likely to remain stable based on our efforts to recruit low-income 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 Fellowship, which is intended to support highly-qualified underrepresented and/or low-income and/or disadvantaged students. Our students are usually highly successful in qualifying for these fellowships.

Scholarships for Disadvantaged Students: As mentioned, the UCLA School of Nursing has been awarded an HRSA grant titled "Preparing Graduate Nursing Students for Primary Care Practice in Medically Underserved Communities." This grant provides $650,000 annually over five years for a total of $3.25 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 Program for Undergraduate Research: The UCLA School of Nursing established the Summer Program for Undergraduate Research (SPUR) in summer 2002. SPUR 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 URG students. This program offers junior nursing undergraduates with outstanding academic potential the opportunity to work on research projects with nursing faculty mentors. This eight-week program is designed for students who plan to pursue the PhD degree and enter academic careers in nursing. As of summer 2011, 14 students have participated in SPUR. Seven have applied and were offered admission to the UCLA School of Nursing Master of Science in Nursing Program.

Our student organizations also promote the SON and provide 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 (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Historically, the majority of nurses and students in nursing schools have been women. That said, per the 2019-20 "Enrollment and Graduations" publication by the American Association of Colleges of Nursing (AACN), the national average for the percentage of male students enrolled in MSN programs for both private and public institutions has increased to 12%. At 16% in 2019-20, we were above the national average for the number of males in our school. More men are seeing nursing as a 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 three years. In 2015-16, we had a total of 44 males out of 320 MSN students. By 2019-20, 53 out of 338 students were males. Proactive strategies that the School of Nursing will pursue include: 1) reaching out to our Men in Nursing (MIN) organization to incorporate their suggestions for increasing recruitment of men, and collaborating with them in this work; 2) engaging both male and female alumni in identifying potential applicants; and 3) using social media to promote the men in our nursing program. This year, our MIN student group was selected as the Chapter of the Year by the American Association for Men in Nursing and our graduate MECN student in this group won the American Association for Men In Nursing outstanding Student 2020 award. Additionally, we are in the process of hiring another man to join our faculty as the Associate Dean for Diversity, Equity and Inclusion.

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 recipient percentage of 56% is likely to hold steady based on our efforts to recruit low-income students. The percentage of graduate students who received Pell grants has hovered around 56% for the last two years, which is higher than the percentage in 2016 (53%) and in 2017 (54%). Using our revised holistic admission scoresheet, we expect the percentage of URG students to remain around 32-33%, a figure that is higher than other graduate departments at UCLA. We also expect our male MSN student percentage of 15%-16% seen over the last three years to hold steady during the final year of our multi-year plan. With the expected hiring of an Associate Dean for Diversity, Equity, and Inclusion who is male, coupled with our proactive strategies to recruit male MSN students, we expect to continue to perform above the national average of 12% in terms of gender parity for schools of nursing across the nation.

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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	12.5%	13.8%	15.0%
	International	0.0%	0.2%	0.4%
Hispanic/ Latino(a)	Domestic	13.0%	13.2%	10.2%
	International	1.2%	0.8%	0.7%
American Indian	Domestic	1.4%	1.6%	1.4%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	20.0%	22.2%	19.5%
	International	3.5%	4.6%	4.1%
White	Domestic	33.0%	29.3%	30.7%
	International	4.8%	3.0%	2.6%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	10.4%	11.3%	13.0%
	International	0.3%	0.2%	2.6%
Percentage by Gender		2017-18	2018-19	2019-20
Female		76.6%	78.5%	79.2%
Male		19.9%	18.9%	18.2%
Non-Binary/Unknown		3.5%	2.6%	2.6%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	7.4%	3.9%	6.3%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	7.4%	7.7%	6.3%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	14.8%	19.3%	19.0%
	International	7.4%	7.7%	6.3%
White	Domestic	55.7%	49.9%	50.9%
	International	3.7%	7.7%	6.3%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	3.7%	3.9%	3.2%
	International	0.0%	0.0%	1.6%
Percentage by Gender		2017-18	2018-19	2019-20
Female		85.2%	84.6%	85.8%
Male		7.4%	7.7%	7.9%
Non-Binary/Unknown		7.4%	7.7%	6.3%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

The School of Nursing is expanding its efforts to seek seeks applications from faculty of diverse backgrounds through a variety of strategies. We describe our desire for individuals with a history of mentoring students from underrepresented groups and those with a commitment to supporting diversity and equal opportunity in education, research, and creative activity in our recruitment materials. All search plans must include the identification of recruitment strategies that are aimed to attract applicants of diverse backgrounds, including outreach to diverse nursing organizations representing minority scholars, and outreach to colleagues for recommendations of candidates. Each applicant is required to submit a diversity statement, which describes 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 attend a UCLA Search Briefing and complete Implicit

Bias training. To ensure equity, a standardized interview guide and evaluation criteria are used for all applicants. To help generate diverse recruitment pools, the Associate Dean for Diversity, Equity, and Inclusion (DEI) serves as a consultant to the FRC. Evidence of clear commitment to enhancing diversity and inclusivity in the workplace is a required selection criterion for faculty applicants. Our faculty openings are advertised nationally on the American Academy of Colleges of Nursing (AACN) website and also may be listed in professional journals, along with the Email Listserv of the Higher Education Recruitment Consortium (HERC). On the School's webpage, we maintain a comprehensive Diversity and Equity page, which presents our philosophy and describes DEI Council activities (https://www.nursing.ucla.edu/about-us/diversity-equity-and-inclusion). Open academic track faculty positions are posted on UCLA RECRUIT. Use of this web-based software, necessitates reviews and approvals of Search Announcements, Applicant Pools and Short Lists by the School of Nursing's Dean and Equity Advisor/Associate Dean for DEI and the UCLA Vice Chancellor of EDI to ensure efforts are implemented to recruit and hire faculty from diverse backgrounds. One of the objectives within the school's Strategic Plan is to increase retention of outstanding faculty who mirror the populations of California. Strategies to achieve this objective include implementing best practices for retention of all diverse faculty (e.g., mentoring for teaching and research), analyzing all faculty retention and turnover data based on human resource reports and conducting job satisfaction surveys. Creation of an educational tool to help review committees holistically understand faculty's contributions to DEI is identified as a strategy related to the objective of implementing efforts to increase the promotion of diverse faculty.

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, and National Hispanic Nurses Association);
- annual representation at national nursing leadership conferences (i.e., American Academy of Colleges of Nurses annual symposium; American Academy of Nursing), where there are opportunities to meet and engage with minority nurse leaders; and
- 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, and the California Forum on Diversity);
- use of the Moseley Endowed Chair to support recruitment of the Associate Dean of Diversity, Equity and Inclusion

The effectiveness of our adopted recruitment strategies yielded a more diverse tenure track application pool between 2017-18 and 2018-19 as seen in the table below which lists our the various tenure-track searches between 2017-18 and 2019-20. The diversity of our Tenure Track-Vulnerable Populations application pool shows a 4% increase in male applicants and a 40% increase in underrepresented applicants while our tenure track-chronic disease application pool shows a 35% increase from minority applicants. No new faculty were hired in 2019-20.

Tenure Track Faculty Applicant Pool Data (2017-18 to 2019-20)

Recruitment Year	Position	Male	Female	African American	Hispanic	Asian	Native American	Minority Total	White
2017-18	Tenure Track-Vulnerable Populations	18.20%	81.80%	30.00%	0.00%	30.00%	0.00%	60.00%	40.00%
2018-19	Tenure Track-Vulnerable Populations	22.20%	77.80%	33.30%	0.00%	66.70%	0.00%	100.00%	0.00%
2017-18	Tenure Track-Chronic Disease	25.00%	75.00%	0.00%	0.00%	25.00%	0.00%	25.00%	75.00%
2018-19	Tenure Track-Chronic Disease	0.00%	100.00%	0.00%	0.00%	50.00%	10.00%	60.00%	40.00%
2018-19	Shapiro Endowed Chair in Developmental Disabilities	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
2018-19	Associate Dean for Research and Audrienne H. Moseley Endowed Chair	12.50%	87.50%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
2019-20	No Candidates Hired This Year	NA	NA	NA	NA	NA	NA	NA	NA

Between 2017-18 and 2020-21, the UCLA School of Nursing hired two new male tenure track faculty. Additionally, in 2020-21 our final candidate for the Associate Dean for Diversity, Equity, and Inclusion is a Latinx male. During this same timeframe, we also hired one Native American tenure track faculty member. Our school now has a total of two Native American tenure track faculty members. We also hired one African American Assistant Professor and one of our existing African American Assistant Professors has been promoted to Associate Professor. Finally, during this time period, the UCLA School of Nursing hired four Asian tenure track faculty. Since 2017-18, out of the 11 new hires and one final candidate for the Associate Dean of Diversity, Equity, and Inclusion, there have been eight individuals hired from underrepresented groups and one final candidate from underrepresented groups. The adoption of these strategies has been effective.

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 at the UCLA School of Nursing are to keep PDST flat for the next two years, to keep average loan debt as low as possible, and to increase scholarship awards to offset any tuition hardships students are facing, especially due to the pandemic. In fact, in September 2020, the School's Dean approved a $500 allocation to each of our MSN students to help them with financial hardships related to the ongoing pandemic. This effort totaled $164,500. Additionally, we are returning 33% of professional fees revenue back to our students as financial aid in the form of scholarships. We also award a higher scholarship amount to students with the greatest financial need and, consequently, the highest loan debt. As recipients of a new five-year Health Resources &

Services Administration scholarship grant, we also will be able to continue to provide 50 graduate students (who are underrepresented minorities from disadvantaged backgrounds) 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 covers tuition for that quarter. We are using more Master's students for TAs than ever before. We measure our success by comparing student loan debt to past years. In 2018-19, our average loan debt of $58,971 was lower than the average loan debt from 2013-14, 2014-15, 2016-17 and 2017-18.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	75%	69%	71%	67%	73%	74%
Cumulative Debt among Students with Debt	$60,680	$60,363	$58,472	$60,481	$62,433	$58,971

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 percent with debt has increased over the past two years, the average amount of debt per student decreased nearly $3,500. We plan on continuing this downward trend in regards to the average debt amount per student, and beginning a downward trend in the percentage of students with debt because of the availability of Emergency Covid funding being made available to address graduate student's needs. There may also be more opportunities for funding with the federal CARES Act. Additionally, the pool of gift funds, along with unrestricted block grants, will continue to increase due to additional UCLA Graduate Division funding. This increased funding from the Graduate Division has resulted in an awarding policy in which every student who applies for financial aid receives fellowship/scholarship funding. In fact, records from our financial aid office show that our 2020 graduating class had an average debt of $57,695, which is lower than the previous six years on the table above and a result of this increased funding. Lastly, the University recently hired a Director of Financial Aid, who has made it a priority to reach out to and educate students from professional schools about the importance of financial literacy.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	74%	$58,971	$73,300	11%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources: Bureau of Labor Statistics https://www.bls.gov/ooh/healthcare/registered-nurses.htm
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 take student debt very seriously. However, according to data, we believe that the student loan debt of our new graduates to be manageable. Registered nurses (RNs) earn more in California than in any other state, per the Bureau of Labor Statistics.[1] The mean salary for California RNs is $113,240 (RNs in the 25th percentile earn $88,750 or more). In addition, job offers for new graduates exceed 90% within 4-6 months of graduation. For these reasons, we consider the average student loan debt level to be manageable. Our MSN-APRN graduates typically earn substantially more than the median average for new graduates in the MSN-MECN program because they are already experienced nurses.

The University also has plans to provide students information on financial literacy, Federal Loan Forgiveness programming for graduates in the public sector, and the HRSA Loan Repayment Program. The UCLA SON is unique in having a dedicated Director of Financial Aid, who works closely with our students on loan applications and scholarship activities.

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 Nursing has been awarded a Song-Brown grant for the last 30 years to support the education of Family Nurse Practitioners. The purpose of this grant is to allow students to work in clinics caring for the poorest and most underserved. Family Nurse Practitioner students work to provide primary care for patients across the life span. The Song-Brown program funds

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[1] Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes291141.htm#st

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 underrepresented minorities and those from underserved communities
• Training students in underserved areas
• Placing graduates in underserved areas

In addition, students have the opportunity to work with underserved populations as a result of our close relationships with the Veterans Administration and Harbor UCLA. In 2020 we established a post-residency program to increase job opportunities at the Greater Los Angeles Veterans Administration.

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

Nursing students who pursue public interest careers 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.). Also describe how COVID-19 has affected your programs, as well as, if appropriate, provide responses that reflect how your goals/PDST use has been (in section II) and/or will be (in section III) affected by COVID-19.

We have found that virtual recruitment is not as effective as attending careers fairs, conferences, etc. in person. In this way, the pandemic has hampered our recruitment efforts. Also, a number of working nurses are not in a financial position to come back to school because of the pandemic. For this reason, multiple students have deferred enrollment in our APRN program. These deferrals are particularly unfortunate because these nurses are the same ones who are working on the front lines of the COVID pandemic. The current circumstances could affect our PDST revenue projections until the pandemic subsides.

<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 primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 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 and elaborate in Section IX.b.

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

The SON Dean communicated with MSN students regarding our proposed PDST multi-year plan and provided them with two opportunities to provide feedback. The Dean hosted a virtual town-hall style meeting with the MSN students to discuss the plan and solicit their feedback on Friday, October 9, 2020. Seven students attended the virtual town-hall style meeting and did not have any further comments other than appreciation for the decision not to increase PDST during this time. The Dean also invited students to submit their feedback via email to (PDST_2020_Feedback@sonnet.ucla.edu). One student replied via email stating their appreciation for the decision not to increase the PDST during this time and also suggested that if conditions continue to call for remote teaching, a fee decrease should also be considered.

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

☒ Plan shared with JP Santos, UCLA GSA President   on 10/30/2020 and 11/13/2020   .
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:

Appreciated that there was no PDST increase. Directed any comments specific to the MSN program to the nursing student body.

☐ 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.

Consultation with faculty

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

☒ Agenda item at a regularly scheduled faculty meeting

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

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

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

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

☐ Other (please describe): Text

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

A virtual all-faculty meeting was held on October 21, 2020, during which the proposed PDST plan was discussed. This proposal was the top agenda item for the meeting. The SON Dean discussed the rationale and asked for any comments or concerns. The faculty expressed support for 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 Susan Ettner_____ on ____11/18/2020_____ .

    Graduate Dean

☒ Plan endorsed by Gene Block_____ on ____11/18/2020_____ .

    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 2021

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. 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA	$25,188	$25,188	$25,188	$25,944	$26,724	$27,522	0.0%	$0	0.0%	$0	3.0%	$756	3.0%	$780	3.0%	$798
Prof. Degr. Suppl. Tuition	$25,188	$25,188	$25,188	$25,944	$26,724	$27,522	0.0%	$0	0.0%	$0	3.0%	$756	3.0%	$780	3.0%	$798
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	0.0%	$420	3.4%	$400	3.5%	$414	3.5%	$428
Campus-based Fees**	$897	$924	$952	$980	$1,010	$1,040	3.0%	$27	3.0%	$28	3.0%	$29	3.0%	$29	3.0%	$30
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Other (explain below)***	$40	$40	$40	$40	$40	$40	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0
Total Fees (CA resident)	$38,695	$38,722	$39,170	$40,398	$41,676	$42,984	0.1%	$27	1.2%	$448	3.1%	$1,229	3.2%	$1,277	3.1%	$1,308
Total Fees (Nonresident)	$50,940	$50,967	$51,415	$52,643	$53,921	$55,229	0.1%	$27	0.9%	$448	2.4%	$1,229	2.4%	$1,277	2.4%	$1,308

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees). Other includes SOM Disability insurance.

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

The Doctor of Medicine (MD) program is a four-year degree program and had enrolled approximately 296 students for the 2020-21 academic year. The UC Riverside School of Medicine received preliminary accreditation on October 2013 and full accreditation in June of 2017.The goal of the School of Medicine (SOM) is to address the enormous shortfall of health care professionals in Inland Southern California. The mission of the UCR SOM is to improve the health of the people of California and, especially, to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and healthcare delivery programs that will improve the health of the medically underserved in the region and become a model to be emulated throughout the state and nation. Using community hospitals, such as Riverside Community Hospital, Riverside University Healthcare System Hospital, and others, allows UCR SOM to fully integrate with our community and provide students exposure and an opportunity to serve that community. It means our students are not primarily sequestered in a university hospital, but rather serving the institutions that serve our community. As a direct result of our mission, we currently only admit California residents. Diversity and inclusion inform every aspect of what we do at UCR, from admissions to curriculum to support programming. Admissions focuses on matriculating residents of the Inland Empire and works to create a diverse class that represents the community which our school serves. Our curriculum directly addresses health disparities, health equity, and social justice at multiple touch points, with the intent of providing the skills for our students to reduce barriers to care in our region. Our student support programming strives to provide multiple community-based opportunities for student engagement. All of these mission-oriented efforts result in a school truly devoted to its region and population.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Based on the last approved multi-year plan submitted for AY 2018-19 to 2020-21, the SOM goals included the following:

1. Goal:
   Investing in additional medical school equipment and staff support so we can continue to enhance the student's educational experience.

   Outcome:
   UCR SOM has invested in the construction of the new Simulation (SIM) lab expansion. The new SIM lab expansion is scheduled to be completed in March of 2021 and will grow the SIM lab space from 1,300 square feet to over 9,000 square feet. Upon its completion it will be the largest clinical simulation space in the UC System. A significant investment has been made to furnish this new space which will consist of 16 dedicated exam rooms, an OR suite, an ICU suite, a Trauma suite, and OB/GYN suite. Additionally, UCR SOM invested in additional technology to allow for 6 of the 16 dedicated exam rooms to be used as virtual reality suites. We will continue to invest in the SIM lab space to ensure that we acquire all of the medical school equipment that is needed to accommodate the projected growth. Finally, UCR SOM has committed to funding additional administrative staff to support our enrollment growth and better support our students.

2. Goal:
   Producing diverse primary care physicians that will practice medicine in the Inland Southern California. Our mission-based scholarships help facilitate this goal by alleviating the financial burden of financing a medical school education. The Mission Award makes medical school accessible to students from disadvantaged backgrounds.

   Outcome:
   The Mission Award program was established to provide a financial incentive for students who receive their medical degrees from the UCR SOM to remain in our region and practice medicine here. The program objectives are:

➢ Admit qualified students from our region by connecting with them through our pipeline programs starting in middle school and provide funding to make medical school more affordable

➢ Retain UCR-educated physicians in Inland Southern California

➢ Produce Primary Care Physicians that will practice in our medically underserved region

To date, we have awarded over $10 million in Mission Award funding to roughly 100 students ($175,000 per student over a four-year period). The illustration below shows the potential average interest and payments cost saving of $175,000 at 4.3% APR (Federal Direct Loan APR for FY21):
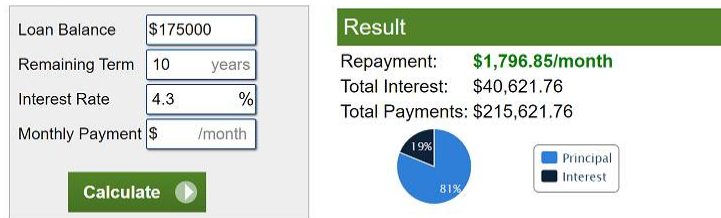
We recently graduated our first class in 2017. The first cohort is scheduled to complete Residency in June of 2021. Based on the match results from that cohort, we estimate that most of these Doctors will practice medicine in the Inland Southern California in one of the identified shortage areas. Based on the program guidelines of the Mission Award, we will continue to track these Doctors for a minimum of ten years.

3. Goal:
Use revenue from the PDST to subsidize staff salaries per feedback from the Liaison Committee on Medical Education (LCME).

Outcome:
We successfully recruited and hired a Director of Academic Success and a Director of Medical Student Support & Wellness. Both are critical positions and mandated by LCME. The Director of Academic Success led the efforts to improve our test scores for Step 1, the first part of the US Medical Licensing Examination, from being below the national average to the national average within one academic cycle. During the 2020 year, all students that took the Step 1 exam, successfully

passed; this was a first in our school's history. The Director of Medical Student Support & Wellness successfully created a safe place for our students during these unprecedented times. This office provides counseling, mediation, programming, and referrals for students requiring additional mental health services. Both positions are currently creating curriculum to further advance and enhance the student experience. Recently conducted student surveys confirm that both positions were needed and are valued.

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 mission of the UCR School of Medicine is to train physicians to serve the most underserved region in the state of California and improve the health of the people of California. More specifically, the SOM aims to serve Inland Southern California by training and retaining a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation. The purpose of the multi-year proposal is to provide stability to the educational infrastructure and to account for the inevitability of inflation. It is expensive to maintain facilities, update software, secure staff, and faculty as well as purchase technology and equipment for distant learning. These expenses increase annually. In addition, UC Riverside has been operating in a structural deficit for years, and we are now dramatically expanding facilities, increasing enrollment, adding faculty and programs to provide the best education and experience possible for our medical students. Our students are experiencing financial hardships at an unprecedented level as a direct result of COVID- 19 and resulting events. Based on these factors, the School of Medicine has decided to not request a fee increase for the first two years of the five-year proposal. Instead, we are requesting a 3% increase that will be implemented years three through five.

Informed in part by feedback provided from the student consultation and annual student surveys, the PDST funds will be utilized to reach the following goals during the period covered in this multi-year plan:

➢ **PDST funds will be used for recruitment efforts to increase and expand the applicant pool of qualified students.**
  - It is our goal to increase our student scholarships both in sheer numbers and total amounts in order to maintain a

socioeconomically and racially diverse class.

- In an effort to ensure cultural and educational excellence, these funds will be used to recruit and support a cohort of students who represent the diversity of the community that we serve.
- In addition to the mandated 1/3rd financial aid support from PDST revenue, the Dean also allocates an additional $1 million for student service awards from PDST.
- We also invest and support our annual Mission Scholarship and other financial aid packages such as the cost sharing for the Loan for Disadvantaged Students.

➢ **Recruitment of a diverse cadre of qualified staff and faculty to support student services and the instructional program.**
- Successfully recruit and hire staff that specialize in academic success, counseling, and advising to support the projected increase in enrollment.
- Hire additional faculty that specialize in the identified shortage areas (family medicine, psychiatry, general surgery, pediatrics, emergency medicine, obstetrics and gynecology, and internal medicine), to help advance our curriculum.
- PDST funds will support the career development team and help provide programs for students focusing on career, mentoring, coaching, and interviewing,
- PDST funds will be used to advance the Academic Learning Center by providing funding for tutors, personal, testing modules and programming.
- PDST will also advance the Medical Student Support & Wellness program by providing funding for mental health services, counseling, and support.

➢ **Increased Enrollment**
- The SOM is projected to increase the total enrollment size from 296 to 437 by 2025. The PDST will help maintain the infrastructure needed to accommodate the projected growth.

➢ **School of Medicine new Educational Building will provide the following (Building scheduled to open 2023):**
- Classroom spaces for pipelines into MD/PhD programs
- Interactive spaces for all programs including well-being and networking
- More public engagement for academic units within SOM
- Additional study space

- Peer to peer counseling space
- Conference rooms
- Staff office space
- Problem Based Learning (PBL) rooms
- Lecture space to accommodate 150 students
- Training/teaching lab for masters students and pipeline students for recruiting
- Basic physiology, lab
- PhD small group classrooms
- Teaching Lab in Multidisciplinary Research Building (MRB)
- Research space for faculty
- Center for Healthy Communities (CHC)

If the increases in PDST levels are not approved, we will be less able to expand our class size and will have difficulty effectively supporting the current medical student population with the needed resources for educational, wellness, and extracurricular support. The additional PDST funding will be required to hire additional teaching assistants and staff to ensure we have the adequate staff support levels for the projected growth.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$1,108,536	$355,972	$222,050	$50,597	$586,460	$69,708	$2,393,323
Benefits/UCRP Cost*	$282,685	$36,293	$15,627	$16,602	$151,828	$25,015	$528,049
Providing Student Services	$1,361,224	$118,468	$94,072	$121,363	$248,621	$650,260	$2,594,008
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$287,158	$326,977	$0	$18,424	$18,977	$19,546	$671,082
Instructional Equipment Purchases	$718,867	($515,594)	$5,082	$5,209	$5,339	$355,473	$574,375
Providing Student Financial Aid	$3,452,052	$182,865	$191,177	$84,711	$501,734	$556,409	$4,968,948
Other Non-salary Cost Increases	$0	$0	$0	$0	$0	$0	$0
Facilities Expansion/Renewal	$27,849	$0	$696	$714	$731	$750	$30,741
Other COVID (Please explain in the "Additional Comments" below)	$86,086	$2,152	$2,206	($90,444)	$0	$0	$0
Other: Teaching Assistant	$106,003	$47,003	$48,413	$49,866	$7,539	$7,765	$266,588
Total use/projected use of revenue	$7,430,460	$554,136	$579,324	$257,040	$1,521,228	$1,684,926	$12,027,114

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

Additional comments:

Due to the COVID pandemic, Undergraduate Medical Education had to transition to offering online educational platforms for our students. These online educational platforms had not previously been procured or utilized by UCR Undergraduate Medical Education and required a three-year agreement. These online educational platforms were imperative to transitioning our students to a hybrid model of instruction. Undergraduate Medical Education hires Teaching Assistants to help teach individual small group sessions, provide tutoring, and office hours for our medical students. As enrollment grows, we will need to hire additional Teaching Assistants to continue to provide the same level of support to our medical students.

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

One of our strategic initiatives is to continue to increase philanthropic support for scholarships. The UCR School of Medicine has a variety of giving opportunities. The philanthropic support provides the UCR School of Medicine with the resources and tools necessary to support our students, all benefiting SOM's mission of providing excellence in healthcare to diverse and underserved patient populations. SOM's philanthropic support made up roughly $750K or 30%, of all scholarships awarded directly to School of Medicine students as reported on the 2019-2020 LCME Part I-B annual survey. This support directly aligns with SOM's mission to reduce the health disparities within our community. These funds also help to reduce the financial burden of funding a medical school education. Nonrestrictive funds were essential to meeting the needs of our students that have experienced unprecedented hardships as a direct result of COVID. To date, we have processed over $50 million in grant, scholarship, and interest-free loans. An example of a scholarship activity is the Mission service awards. Each year students are invited to compete for a Mission Award. If selected, they will receive funding to help cover the cost of mandatory systemwide and campus-based tuition and fees charged to resident students for up to four 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.

Due to the pandemic, many of our students' families are suffering financially. Despite the loss of revenue to our institution, we are proposing a zero percent increase in fees for the first two years and ~3% increase for each of the remaining three years of the plan.

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

	Enrollment					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Resident	295	317	340	340	387	437
Domestic Nonresident	0	0	0	0	0	0
International	0	0	0	0	0	0
Total	295	317	340	340	387	437

Additional comments: Projected enrollment provided by the Sr. Leadership and presented to the State Legislator to secure an additional $25 million in State support.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2021-22		2022-23		2023-24		2024-25	
Residents							%	$	%	$	%	$	%	$	%	$
University of Michigan	$42,282	$43,550	$44,857	$46,203	$47,589	$49,016	3%	$1,268	3%	$1,307	3%	$1,346	3%	$1,386	3%	$1,428
University of Pittsburgh	$57,684	$59,415	$61,197	$63,033	$64,924	$66,872	3%	$1,731	3%	$1,782	3%	$1,836	3%	$1,891	3%	$1,948
University of Colorado, Denver	$40,348	$41,558	$42,805	$44,089	$45,412	$46,774	3%	$1,210	3%	$1,247	3%	$1,284	3%	$1,323	3%	$1,362
Loma Linda	$61,600	$63,448	$65,351	$67,312	$69,331	$71,411	3%	$1,848	3%	$1,903	3%	$1,961	3%	$2,019	3%	$2,080
Keck School of Medicine	$66,150	$68,135	$70,179	$72,284	$74,452	$76,686	3%	$1,985	3%	$2,044	3%	$2,105	3%	$2,169	3%	$2,234
Kaiser Permanente Bernard J. Tyson School of Medicine	$54,719	$56,361	$58,051	$59,793	$61,587	$63,434	3%	$1,642	3%	$1,691	3%	$1,742	3%	$1,794	3%	$1,848
Public Average	$46,771	$48,174	$49,620	$51,108	$52,642	$54,221	3%	$1,403	3%	$1,445	3%	$1,489	3%	$1,533	3%	$1,579
Private Average	$60,823	$62,648	$64,527	$66,463	$68,457	$70,511	3%	$1,825	3%	$1,879	3%	$1,936	3%	$1,994	3%	$2,054
Public and Private Average	$53,797	$55,411	$57,073	$58,786	$60,549	$62,366	3%	$1,614	3%	$1,662	3%	$1,712	3%	$1,764	3%	$1,816
Your program	$38,695	$38,722	$39,170	$40,398	$41,676	$42,984	0%	$27	1%	$448	3%	$1,228	3%	$1,278	3%	$1,308
Nonresidents																
University of Michigan	$61,680	$63,530	$65,436	$67,399	$69,421	$71,504	3%	$1,850	3%	$1,906	3%	$1,963	3%	$2,022	3%	$2,083
University of Pittsburgh	$59,931	$61,729	$63,581	$65,488	$67,453	$69,476	3%	$1,798	3%	$1,852	3%	$1,907	3%	$1,965	3%	$2,024
University of Colorado, Denver	$67,110	$69,123	$71,197	$73,333	$75,533	$77,799	3%	$2,013	3%	$2,074	3%	$2,136	3%	$2,200	3%	$2,266
Loma Linda	$61,600	$63,448	$65,351	$67,312	$69,331	$71,411	3%	$1,848	3%	$1,903	3%	$1,961	3%	$2,019	3%	$2,080
Keck School of Medicine	$66,150	$68,135	$70,179	$72,284	$74,452	$76,686	3%	$1,985	3%	$2,044	3%	$2,105	3%	$2,169	3%	$2,234
Kaiser Permanente Bernard J. Tyson School of Medicine	$54,719	$56,361	$58,051	$59,793	$61,587	$63,434	3%	$1,642	3%	$1,691	3%	$1,742	3%	$1,794	3%	$1,848
Public Average	$62,907	$64,794	$66,738	$68,740	$70,802	$72,926	3%	$1,887	3%	$1,944	3%	$2,002	3%	$2,062	3%	$2,124
Private Average	$60,823	$62,648	$64,527	$66,463	$68,457	$70,511	3%	$1,825	3%	$1,879	3%	$1,936	3%	$1,994	3%	$2,054
Public and Private Average	$61,865	$63,721	$65,633	$67,602	$69,630	$71,718	3%	$1,856	3%	$1,912	3%	$1,969	3%	$2,028	3%	$2,089
Your Program	$50,940	$50,967	$51,415	$52,643	$53,921	$55,229	0%	$27	1%	$448	2%	$1,228	2%	$1,278	2%	$1,308

Sources:
https://medicine.umich.edu/medschool/education/md-program/financial-aid/explore-options/cost-attendance
https://www.medadmissions.pitt.edu/financial-aid/cost-attendance
https://www.ucdenver.edu/anschutz/studentresources/StudentBilling/TuitionFees/Pages/SOM-TuitionFees.aspx
https://medicine.llu.edu/admissions/medicine-md-program/financial-aid
https://financialaid.usc.edu/graduates/keck/how-much-wil-my-education-cost.html
https://medschool.kp.org/admissions/tuition-and-financial-aid

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 for the comparative analysis were based on the similarity on the MD program, including the specific interests and competition for recruiting faculty and students. We specifically selected southern California institutions for our private school comparison. In recent admission cycles, they have become the schools that we compete with the most to admit and retain Mission fit students. It is important to note that identifying a comparable or aspirational institution is difficult due to our mission. UCR SOM is a community-based school and does not have a hospital at this time. As the newest medical school in the UC system and after graduating four cohorts, we aspire to have some of the same private funding and research opportunities, residency placements, advanced technology, space, federal grants, a potential hospital in the future, and the reputation that only comes from years as a fully established medical school.

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

The UCR SOM fees are projected to be substantially lower than the projected fees assessed by both our public and private comparators. Based on the amounts in the table above and robust financial aid packages (discussed further in section VI), UCR SOM is a viable option for local students from disadvantaged backgrounds.

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

The UCR SOM program is unique and distinguishable from the other institutions in that UCR SOM is a community-based school with no medical center. A community-based model is an integral way that UCR SOM fulfills our mission. In partnership with community hospitals, UCR SOM provides opportunities to our students by exposing them to the communities in which they will be serving. However, this model requires significantly more resources, as we have little control over the processes and administration within these partner institutions, and as such need to provide extensive organizational support to our students, faculty, and partner

institutions. It also means we do not generally have access to resources such as university faculty or facilities and need to depend on community faculty.

In FY21, UCR SOM has approximately 50% of admitted students that identified as underrepresented minorities in comparison to the national average of 7%. We are able to achieve this by offering a multitude of pipeline programs to the surrounding K-12 schools within our community. This introduces medicine to students at an early age. We also offer programing and support for current UCR undergraduate student that are interested in medicine, as well as customized pathways for admission to UCR undergraduate students. Based on our strategic goals, diversity statistics, and programs, our total enrollment for underrepresented students are much higher than those of our comparative institutions and the national average.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	**2018-19**	**2019-20**	**Fall 2020**	**Publics**	**Privates**
Ethnicity						
Underrepresented						
African American	6%	9%	7%	15%	4%	4%
Hispanic/Latino(a)	14%	24%	26%	33%	3%	3%
American Indian	1%	0%	1%	1%	0%	0%
Subtotal Underrepresented	*21%*	*33%*	*34%*	*49%*	*7%*	*7%*
Asian/Pacific Islander	23%	37%	34%	30%	19%	19%
White	10%	25%	24%	14%	63%	63%
Domestic Unknown	46%	5%	8%	7%	5%	5%
International	0%	0%	0%	0%	6%	6%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	65%	45%	60%	N/A	N/A	N/A
Gender						
% Male	47%	47%	45%	48%	49%	49%
% Female	53%	53%	55%	52%	51%	51%
% Non-Binary	0%	0%	0%	0%	0%	0%
% Unknown	0%	0%	0%	0%	0%	0%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: [See table IV.a on page 8]
https://www.aamc.org/data-reports/workforce/interactive-data/figure-2-percentage-applicants-us-medical-schools-race/ethnicity-alone-academic-year-2018-2019

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

To identify "mission fit" applicants for admission to our medical school, the Admissions Committee uses a **holistic review** with academic metrics as a threshold for identifying qualified applicants. The Committee strongly considers applicants who have documented significant experience working in medically underserved communities, a strong commitment of community service, and a demonstrated desire to practice in Inland Southern California. Over the life of our medical school, we have matriculated a diverse class of students using the preceding metrics. During the past four years, our demographics for students who are underrepresented in medicine for the classes of 2021 to 2024 has been increasing. UCR is also a U.S. Department of Education [HIS] "Hispanic-Serving Institution," and a member of the Hispanic Association of Colleges and Universities. About 37 percent of UCR undergraduates identify themselves as Hispanic or Latino. Almost 57 percent of UCR undergraduates are first in their families to pursue a college degree to completion.

Furthermore, the medical school mission is supported through a number of **robust pipeline programs** (outlined below), which focus on regional students coming from socioeconomically disadvantaged backgrounds, learned English as a second language, went to under-performing high schools, and grew up in medically underserved communities. Annual evaluations of our programs have been consistently positive, and our outcome show that underrepresented in medicine (URiM) students represent between 61-65% of students across our pipeline programs. Combined with our pre-medical post-baccalaureate program where the URiM percentage is 81%, applicants coming from the following pipeline programs are evaluated carefully for their potential as UCR SOM medical students and add to the continued diversity of our matriculating medical students:

> **FastStart** is an intensive five-week program for incoming UCR freshmen who aspire to pursue medical and other science-based careers. The goal of the program is to increase the number of disadvantaged students who pursue such careers and to provide the academic and social support needed to help students persist and succeed in their higher education goals. It helps prepare students with the background and skills necessary to get off to a strong start in their college education by providing instruction in math, biology, and chemistry. Workshops covering study skills, campus resources, ethics, and other

enrichment opportunities are part of each summer session of FastStart. Perhaps most importantly, FastStart students receive critical mentoring from faculty, staff, and students committed to providing academic and adjustment guidance and support.

Future Physician Leaders (FPL) is a mentorship program for pre-medical students that offer a variety of leadership skill-building experiences and projects. Its mission is to develop more "home grown," high- quality physician leaders who serve the community with social responsibility in order to achieve optimal community health, wellness, and healthcare access for all residents in the Coachella Valley and in the Riverside/San Bernardino region.

The Future Physician Leaders Program has three components:

- Lectures, workshops, and group discussions involving students with physicians, nurses, and other health care leaders
- Community service and leadership, which actively engages students in leadership roles to improve health care access and community health
- Summer Shadowing Program, a six-week program in which selected students shadow physicians in primary care offices and emergency departments, among other health care settings

The **Health Coach Program** is a community-based collaboration that aims to reduce the number of patients with uncontrolled chronic conditions by improving their awareness and use of resources within their primary care clinic and communities. Our health coaches are pre-medical and pre-health students currently enrolled as juniors and seniors at an undergraduate institution or are recent graduates. Through weekly follow-ups and continuous communication with their patients' health care team, health coaches help patients build progressive goals, become true advocates for their patients, and establish a rapport that allows them to identify patient's existing barriers to healthier lifestyle habits.

Medical Leaders of Tomorrow (MLT) is a free, one-week residential summer program offered to 40 students who have just completed the ninth grade from the Inland Southern California region. MLT provides students with early exposure to health careers and tools to successfully achieve their educational and career goals. Students will hear presentations on science and health care topics, build study skills through workshops, participate in leadership and team building activities, take laboratory and clinic tours, and learn about college admissions. MLT is part of the "Imagining Your Future in Medicine" pipeline programs at the UCR SOM and supported by a grant from Kaiser Permanente.

The **Medical Scholars Program** (MSP) is a community of undergraduate students preparing for health professions and biomedical research careers. Medical Scholars distinguish themselves through their leadership and service to underserved

and diverse communities. MSP primarily supports students who are first generation to college and/or socioeconomically disadvantaged who demonstrate a commitment to helping underserved communities. Once admitted, MPS students participate in the program throughout their undergraduate career. Our students in the MSP program have a graduation rate that is >88%.

The **Mini Medical School** (MMS) at the UCR SOM is a student-run community-driven pipeline program founded in 2012. Run by passionate students, this health education program serves the residents of Inland Southern California by providing professionally approved medical- and health-related information to those in community settings in order to help bridge health disparities.

The **Premedical Postbaccalaureate Program** assists educationally and/or socioeconomically disadvantaged applicants in gaining acceptance to medical school towards the goal of increasing the number of physicians who practice in underserved areas. A small cohort of students is admitted each year. The program is open to individuals who have completed or will complete their undergraduate degree before the summer program begins. The program has increased in number over the past few years and now enrolls an average of 10- 12 students per year. The postbaccalaureate is open to both first-time and re-applicants to medical school. We are pleased to report that our 86% of students in the history of our postbaccalaureate program who applied to medical school have either completed, are currently enrolled, or have been accepted to medical school.

Many of our Mission fit students from underrepresented groups or disadvantaged backgrounds are selected to receive scholarships in addition to any funding they would receive from the mandatory 33% that is set aside from PDST revenue as financial aid. We also recently hired a new Academic Specialist and increased the number of Teaching Assistants (TA) FTE. We expect that these additional resources will assist our socioeconomically disadvantaged and underrepresented minorities to perform as well or better than their cohorts.

UCR SOM is still a relatively new program with eight years of data and four graduating classes. Our number of students has increased from 50 in the inaugural class to 78 in the class of 2024. We continue to value diversity as evidenced by our statistics. Each year, we strive to do better than the previous year. Over the past eight years, we have averaged a URM matriculation rate of 33%. Nationally, the rate of URiM matriculation has been closer to 14.8% (AAMC data 2018-2019). By California law, we are prohibited from offering admission based on race/ethnicity; however, we continue to recruit students using a holistic approach and using the following diversity metrics:

Year (student #)	Male	Female	URiM[1]	Dis[2]	ESL[3]	Local HS[4]	1st in family[5]	Ties to Inland So CA[6]
2013-14 (n=50)	48.0%	52.0%	20.0%	46.0%	20.0%	18.0%	18.0%	50.0%
2014-15 (n=50)	48.0%	52.0%	20.0%	34.0%	14.0%	30.0%	14.0%	58.0%
2015-16 (n=50)	44.0%	56.0%	40.0%	48.0%	16.0%	48.0%	24.0%	66.0%
2016-17 (n=60)	43.3%	56.7%	28.3%	43.3%	15.0%	26.7%	30.0%	58.3%
2017-18 (n=66)	50.0%	50.0%	45.5%	53.0%	22.7%	54.5%	37.9%	74.2%
2018-19 (n=70)	50.0%	50.0%	21.4%	37.1%	17.1%	50.0%	35.7%	71.4%
2019-20 (n=77)	40.3%	59.7%	41.6%	68.8%	19.5%	37.7%	42.9%	57.1%
2020-21 (n=78)	49.4%	50.6%	50.0%	61.0%	28.6%	57.1%	46.8%	63.6%
Average	*46.6%*	*53.4%*	*33.4%*	*48.9%*	*19.1%*	*40.3%*	*31.2%*	*62.3%*

[1]URiM = underrepresented in medicine   [2]Disadvantaged status (socioeconomic and/or educational)
[3]ESL = English as the second language   [4]Attended high school in Riverside, San Bernardino, Imperial Cty
[5]First in family to complete BS/BA degree   [6]Local IE high school and/or college

Based on our diversity data, the diversity mix has changed over time, and enrollment of underrepresented population has increased.

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 mission of the UC Riverside School of Medicine to diversify and increase the physicians committed to addressing health disparities for medically underserved communities in Inland Southern California requires the SOM to significantly invest in local community students beginning in middle school and continuing through college and post-graduate education. This is accomplished by supporting a robust pipeline of academic support and enrichment programs to encourage and inspire locally socioeconomically disadvantaged students, often first in their family to attend college, to pursue college and graduate professional training in health fields. Our mission is further supported by an informed and committed medical school admissions committee who provide holistic review of over 6,200 applicants to select those who best fit our SOM mission objectives. Once admitted, we have committed resources to provide academic support for all medical students which includes a Learning Skills Specialist, a Supplemental Instruction Program (provided by medical student upperclassmen), a faculty career mentoring program, and a well-being program focused on

promoting healthy work-life balance. We are pleased to report that our percentage of students who are from disadvantaged backgrounds, English as a second language (ESL) learners, and underrepresented in medicine have all trended higher over the years.

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

In general, the School of Medicine's MD program compares favorably in terms of gender parity, as the average percentage over the last eight admitted years for female attendees is approximately 54%. Given that the 2019 medical schools new enrollment is 50.5% for women (based on AAMC), the SOM is slightly over that percentage but continues to operate within a reasonable range of parity. Hence, SOM's strategy is to maintain a balance between male and female students in reviewing an applicant's entire portfolio. UCR's SOM purposefully seeks students with diverse intellectual and life experiences; each applicant's complete portfolio is reviewed in order to select students with broad academic backgrounds and a breadth of personal experiences. While this helps with gender parity, it also achieves another goal in ensuring future Inland Southern California physicians are well prepared to care for differing needs within the community.

Furthermore, current student pipeline programs also support gender parity. For example, the FPL is a mentorship program for pre-medical students that offers a variety of leadership skill-building experiences and projects. This mentorship has three components: lectures, community service, and the summer shadowing program, which allow strategic mentoring from both faculty and staff in order to support students from diverse backgrounds. Additionally, we offer specific programming targeting gender equality as a means to prepare students for interacting with increasingly diverse patient populations, healthcare professionals, and colleagues.

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 how our partnership and commitment to our surrounding community, our mission of improving the health of the underserved in Inland Southern California, and our dedication to reducing our students' debt levels, we are confident that we will continue to attract and retain a diverse student population. We expect that the underrepresented student population will continue

to grow. Furthermore, we anticipate that the female population will either increase slightly, based on the reported trend, or remain steady. As our past cohorts have demonstrated and using the strategies and actions described in earlier responses, we expect to continue to primarily attract local students, the majority of whom are from disadvantaged and low socioeconomic status (SES) backgrounds.

Moreover, we believe our customized pathways for admission will continue our trends in a diverse student population. We offer customized pathways for admission to medical school to UCR undergraduate students through two Thomas Haider Programs. The Thomas Haider Program at the UCR School of Medicine provides a unique pathway into medical school or up to 24 qualifying UC Riverside undergraduate students who have completed six consecutive quarters and a bachelor's degree from UCR. The Early Assurance Program (EAP) is a highly competitive unique portal restricted to those exceptional UC Riverside undergraduates, as early as their junior year, who have shown strong academic, in addition to clinical, volunteer, and service activities and who, if accepted, will commit to a guaranteed seat in a future UCR SOM class one year after selection. These students are not required to take the Medical College Admission Test (MCAT).

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		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	11%	11%	9%
	International	0%	0%	0%
Hispanic/ Latino(a)	Domestic	5%	6%	5%
	International	0%	0%	0%
American Indian	Domestic	0%	0%	0%
		0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
		0%	0%	0%
Asian/ Pacific Islander	Domestic	14%	14%	13%
	International	0%	1%	1%
White	Domestic	50%	46%	45%
	International	0%	0%	0%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	10%	22%	24%
	International	10%	0%	2%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		64%	48%	48%
Male		36%	52%	52%
Non-Binary/Unknown		0%	0%	0%
Total		**100%**	**100%**	**100%**

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	7%	7%	4%
	International	0%	0%	0%
Hispanic/ Latino(a)	Domestic	0%	3%	4%
	International	0%	0%	0%
American Indian	Domestic	0%	0%	0%
		0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
		0%	0%	0%
Asian/ Pacific Islander	Domestic	0%	13%	14%
	International	0%	3%	4%
White	Domestic	80%	63%	57%
	International	0%	0%	0%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	13%	10%	18%
	International	0%	0%	0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		33%	40%	36%
Male		67%	60%	64%
Non-Binary/Unknown		0%	0%	0%
Total		**100%**	**100%**	**100%**

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

While limited, the data shown on the above table illustrates a steady trend of faculty diversity. The URM faculty data does not fully capture the diversity in faculty at UCR SOM. Faculty who decline to state their ethnicity are classified as "unknown," and this in part explains the higher proportion of faculty identified as "Other/Unknown" in the table above.

UCR SOM has implemented several strategies to recruit and retain a diverse faculty. We are committed to recognizing and nurturing merit, talent, and achievement by supporting diversity and equal opportunity in our education, services and administration, as well as research and creative activity. We will endeavor to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented in medical education and the practice of medicine. Recruitment efforts and resources will be aligned with the goal to recruit individuals from groups

underrepresented in medicine into faculty positions, recognizing that faculty, in particular, serve as role models to attract a diverse student body. Given the mission of the UCR School of Medicine and the desire to see the faculty, as well as the student body, reflect the cultural, socioeconomic, and ethnic diversity of the region that we serve, searches will endeavor to recruit faculty with these diverse characteristics. We advertise faculty positions on a variety of job boards and platforms. These include but are not limited to the following: Academic Diversity Search, Association American Medical College (AAMC), Chronicle of High Education, Disabled in Higher Ed, High Education Recruitment Consortium (HERC), National Hispanic Medical Association (NHMA), National Medical Association (NMA), Native Americans in Higher Ed, Nemnet, Veterans in Higher Ed and UCR SOM's Website. SOM also encourages departments to identify additional venues to promote diverse recruitments. These other venues are geared towards identifying candidates with diverse backgrounds to ensure a more equitable recruitment is conducted. Additionally, we require applicants to submit a diversity statement and a commitment to diversity in order to be considered for our faculty positions. Core search committee members review each applicant's Diversity Statement prior to reviewing their CV. Search committee members are required to complete training on diversity and equity and must include women and URiM members. UCR SOM requires that an Affirmative Action Officer and Equity Advisor serve on each search committee to make sure that short list of candidates is as diverse as the pool of all of the applicants. We have also established a Faculty Mentoring Institute to help with faculty retention.

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 goals are to keep student loan debt as low as possible and, secondarily, to retain UCR-educated primary care physicians who will practice medicine in the Inland Southern California. To achieve our affordability goals, our strategy is to supplement financial aid beyond PDST RTA and provide mission-based awards, along with our interest free loans, and many other scholarship opportunities available to students. We allocate one million dollars of PDST funding annually from our budget to fund scholarship awards. Our mission is to graduate primary care physicians that will practice in underserved communities in Inland Southern California. Our campus community partners believe in our mission and have donated generously to create individual mission scholarships for our medical students. We have received over $4.5 million dollars in mission-based scholarship funding from private donors. We also return 1/3rd of PDST funding to our students through the SOM Grant. Eligibility for the SOM Grant is based upon student and parent income/asset information, completion of the Free Application for Federal Student Aid, and a copy of the Federal Tax return. The SOM Grant is awarded once each academic year and is based on the total expected family contribution. The maximum grant award is $30,000, which is roughly 70% of tuition and fees. We have other scholarship opportunities for our students that help facilitate the reduction of the overall loan debt. The majority of our private scholarships require that the student

has a demonstrated financial need. These funds significantly reduce the financial burden for our economically disadvantaged students.

The following are descriptions of the various scholarship and funding opportunities provided to students to help achieve our affordability goals:

Mission Award Scholarship - UC Riverside, School of Medicine has launched the Mission Award Scholarship which provides an additional incentive for students who receive their medical degree from UCR School of Medicine to remain in Inland Southern California and practice medicine. It is anticipated that at least six students will receive a scholarship to cover all required university fees not covered by other need-based financial aid sources for all four years of medical school. UC Riverside, School of Medicine Mission Award Scholarship will be awarded solely to students with a commitment to practice medicine in Inland Southern California (i.e., Riverside, San Bernardino and Imperial Counties) for a period of five years following residency training – awardees must practice medicine in one of the following disciplines: Pediatrics, Family Medicine, General Internal Medicine, Obstetrics and Gynecology, General Surgery, or Psychiatry.

Dean's Mission Scholarship - Merit Program - Our most prestigious scholarship will be offered to strong, mission-fit applicants to fund either 100% of all mandatory tuition and fees, approximately $40,000, or a $20,000 award which covers 50% of all mandatory tuition and fees for the first and second years of medical school.

Dean's Mission Award - Service Program - Students entering into their third year of medical school will be selected annually to receive a two-year award to cover all required university fees, not covered by other need-based financial aid sources. Each selected recipient is required to complete two years and six months (30 months) of qualified service within San Bernardino, Riverside, or Imperial County in one of the following disciplines: pediatrics, family medicine, general internal medicine, obstetrics and gynecology, general surgery or psychiatry. Failure to meet these requirements will automatically result in the conversion of the Dean's Mission Award into a loan that must be repaid upon graduation.

Founders Scholarship Award - The Founder's Scholarship Award Program was established to recruit the best applicants in the current School of Medicine admission's applicant pool. The scholarship provides an extra incentive for heavily recruited applicants to attend UCR's School of Medicine.

IEHP Dean's Mission Award – Service Program - We are pleased to introduce the IEHP Dean's Mission Award for the 2020-2021 academic year. As an IEHP Dean's Mission Award awardee, students will receive up to $47,000 annually to cover all required

university fees, not covered by other need-based financial aid sources, for all four years of medical school. Each selected recipient is required to complete the following:

- The IEHP Dean's Mission Award is awarded solely to students with a commitment to practice medicine in one of the following disciplines – General Pediatrics, Emergency Medicine, Family Medicine, General Internal Medicine, General Obstetrics and Gynecology, General Surgery or General Psychiatry.

- Once residency training program is completed, students will be required to practice medicine and serve the Medi-Cal population in Inland Southern California for five years. Failure to meet these requirements will automatically result in the conversion of the IEHP Dean's Mission Award into a loan that must be repaid upon graduation.

First 5 Riverside Medical Student Service Award Scholarship Program - First 5 Riverside (F5R) has launched a service award program that provides an additional incentive for students who have a commitment to practice primary care pediatrics in Riverside County. Each student awardee – one each year during the four-year program funding period – will receive a scholarship (up to $45,000 annually) to cover all required university fees not covered by other need-based financial aid sources for all four years of medical school. Students who complete five years of general pediatric practice in Riverside County will have completed their service commitment.

Institutional Scholarships - We have several privately funded scholarships offered in a number of categories, specific program areas, service learning, honors, financial need, and more.

To measure our progress in achieving our affordability goals, we review average debt levels of our program compared to the national averages. One of our strategies to reduce the debt levels is to offer the Pro Fee Grant to students who are economically disadvantaged. Eligibility for the Pro Fee Grant is based upon student and parent income/asset information, completion of the Free Application for Federal Student Aid and a copy of the Federal Tax return. The SOM Grant is awarded once each academic year and is based on the total expected family contribution. As a direct result, our students graduate with debt levels below the national average. To date, UCR SOM has graduated four medical school classes with average debt levels that are consistently below the national average. Each cohort's average debt level is below the national average. The class of 2020   mean graduating debt level was $152,193. The national average for 2020 was $192,000, as reported by the AAMC Many of UCR SOM's first cohort of graduates (2017) are currently completing residency training and fellowships; therefore, there is limited data available to confirm placement rates in the Inland Empire.

AAMC Financial Aid Summary Report (FASR) Executive Overview UCR SOM
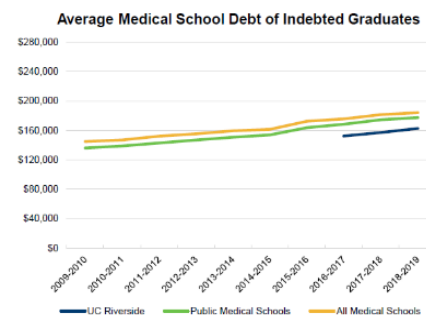Ownership Type: Public
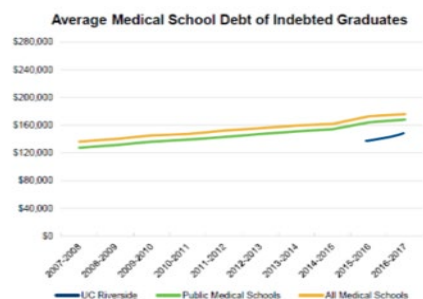
Class of 2017	**Class of 2018**	**Class of 2019**
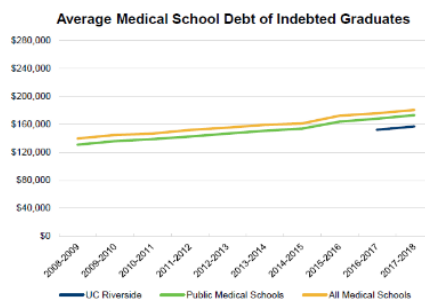
Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	N/A	N/A	N/A	90%	80%	71%
Cumulative Debt among Students with Debt	N/A	N/A	N/A	$148,682	$138,332	$151,752

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 annual indebtedness is roughly $42,500. As per University policy, 33% of the increased fee would be used to help pay tuition costs for the most economically disadvantaged medical students. For our most financially needy students the 3% increase will be covered by the Professional Fee-Off Set Grant. We have many students that are pursuing competitive specialties and are taking a leave between year three and four to pursue a master's degree at ivy league schools and/or a research year. This is causing the average debt levels to increase. Recently the COVID pandemic has disproportionally affected our student's debt levels due to loss of total household income, needs to upgrade equipment for online curriculum, United States Medical Licensing Exam (USMLE) delays, as well as other non-educational costs that directly affect their education.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	69%	$162,617	$61,200	38%
Public comparisons	73%	$177,404	$61,200	41%
Private comparisons	72%	$177,404	$61,200	41%

Sources:
UC: Corporate data for the debt data, money.usnews.com/careers/best-jobs/physician/salary for the salary data, aamc.com for comparison institutions data. www.medscape.com

Additional Comments: Please note that medical school graduates are required to complete residency training after graduation. The median salary at graduation reflects the salary they will earn while they are completing their residency training.

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 are a mission-based school that will produce primary care physicians. Most primary care specialties qualify for loan forgiveness making medical school affordable while advancing the mission of the school of medicine. We have received subsidized loan funding through Health Resources and Services Administration. These loans are eligible for all loan forgiveness programs. A large percentage of our graduates (43%) will practice primary care, which is eligible for many loan forgiveness programs. The majority (81%) of our graduates will practice in one of our designated shortage specialty areas. To date, we do not have data confirming the amount that will have their loans forgiven; we just graduated our first cohort in June 2017, and many are still completing their residency/fellowship training.

Most of our graduates will practice primary care; this specialty is eligible for most loan forgiveness programs. Many of our students are eligible and have or will apply for the following other loan forgiveness programs:

https://oshpd.ca.gov/loans-scholarships-grants/loan-repayment/cmsplrp/
The County Medical Services Program (CMSP) Loan Repayment Program assists with the repayment of qualified educational loans for primary care healthcare professionals who provide healthcare services at an approved site located in the 35 CMSP counties.

CalHealthCares physician loan repayment program inaugural ...
Proposition 56 provides $340 million for a loan repayment program to increase access to care for Medi-Cal beneficiaries. The Department of Health Care Services (DHCS) contracted with Physicians for a Healthy California (PHC) to administer the loan repayment program, CalHealthCares. The CalHealthCares program offers physicians and dentists the opportunity to **repay their**

educational loan debt up to $300,000 in exchange for a five-year service obligation in which their direct patient care caseload is a minimum of 30% Medi-Cal beneficiaries.

oshpd.ca.gov/loans-scholarships-grants/loan-repayment/slrp/
The California State Loan Repayment Program (SLRP) increases the number of primary care physicians, dentists, dental hygienists, physician assistants, nurse practitioners, certified nurse midwives, pharmacists, and mental/behavioral health providers practicing in federally designated California Health Professional Shortage Areas (HPSA).

Indian Health Service (IHS) Loan Repayment Program (www.ihs.gov)(www.ihs.gov) – The IHS Loan Repayment Program awards up to $40,000 for repayment of student loans in exchange for a two-year commitment to practice in health facilities serving American Indian and Alaska Native communities.

National Institute on Minority Health and Health Disparities (www.nimhd.nih.gov)(www.nimhd.nih.gov) – Participants are offered loan repayment to develop research programs that reflect an understanding of the variety of issues and problems associated with disparities in health status. Eligible applicants

National Health Service Corps (NHSC) Loan Repayment Program (nhsc.hrsa.gov)(nhsc.hrsa.gov) – The NHSC offers up to $50,000 toward loan repayment for licensed health care providers in exchange for two years of service at an approved site.

NHSC Students to Service Loan Repayment Program (nhsc.hrsa.gov)(nhsc.hrsa.gov) – Medical students may earn up to $120,000 in their final year of school in exchange for a commitment to serve at least three years at an approved NHSC site in an HPSA of greatest need.
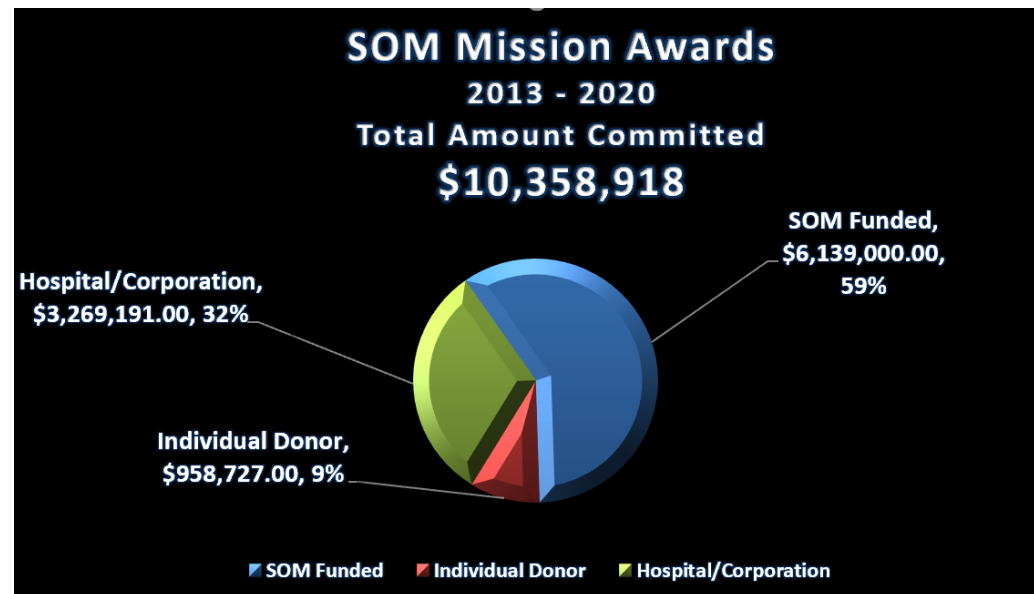
Public Service Loan Forgiveness (PSLF) Program (studentaid.ed.gov)(studentaid.ed.gov) – The PSLF Program forgives the remaining balance on an individual's Direct Loans after he or she has made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a government or not-for-profit organization. There are strict guidelines regarding which payments qualify for forgiveness, and proper documentation is essential.

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 the UCR SOM is to improve the health of the people of California and, especially, to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation.

The Mission Award program was established to provide a financial incentive for students who receive their medical degrees from the UCR SOM to remain in our region and practice medicine. The program objectives are:

- Admit qualified students from our region by connecting with them through our pipeline programs starting in middle school and provide funding to make medical school more affordable
- Retain UCR-educated physicians in Inland Southern California
- Produce Primary Care Physicians that will practice in our medically underserved region

SOM Mission Awards
2013 - 2020
Total Amount Committed
$10,358,918

SOM Funded, $6,139,000.00, 59%
Hospital/Corporation, $3,269,191.00, 32%
Individual Donor, $958,727.00, 9%

SOM Funded   Individual Donor   Hospital/Corporation

Each year students are invited to compete for a Mission Award. If selected, they will receive funding to help cover the cost of mandatory system wide and campus-based fees charged to resident students for up to four years. Recipients are contractually required to return after residency and practice medicine within Imperial, San Bernardino, or Riverside County in California. Qualified service must be performed in one of the following Specialties: Pediatrics, Family Medicine, Internal Medicine, OBGYN, General Surgery, Psychiatry, or Emergency Medicine. For each year of performed qualified service at a 501(c)(3) organization within Imperial, San Bernardino, or Riverside County, a percentage of the repayable loan principal and accrued interest will be cancelled. The following are the types of Mission Awards granted:

Mission Award - Four Year Award
- Recipient is awarded the total cost of tuition and fees for four years
- Required to practice medicine for five years
- For each year of qualified service 20% of the repayable loan principal and accrued interest will be cancelled

Mission Award – Two Year Award
- Recipient is awarded the total cost of tuition and fees for the third and fourth year of medical school
- Required to practice medicine for two years six months (30 months)
- For each six months of qualified service 20% of the repayable loan principal and accrued interest will be cancelled

Mission Award – Two Year Award
- Recipient is awarded 50% total cost of tuition and fees for the first and second year of medical school
- This is a merit award. There is no service commitment.

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 recently graduated our first cohort of medical students (Class of 2017), many of which are still completing residency training and or a fellowship. As a direct result, we do not yet have access to their professional earnings. Nonetheless, we do encourage students to become primary care physicians and, to help ensure their career choice is more viable, provide substantial scholarships and financial aid, and inform them of the various loan forgiveness programs available to primary care physicians.

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

Yes, we have links on our SOM website directing students to the Association of American Medical Colleges (AAMC) where that information is provided. We also advise and counsel prospective students/families on the application process, certify residency, secure housing, scholarship process, available grants, and loans. We also help them manage previous loans received. Through the AAMC's Financial Wellness program, medical students have access to multiple articles, tools, and calculations to help them on their road to financial wellness. Medical students can set up an account to start viewing these financial resources

at https://aamcfinancialwellness.com. Through Financial Information, Resources, Services, and Tools (**FIRST**), the **AAMC** provides a wide range of resources and tools to help **Financial Aid Officers** (FAO) support and guide students.

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

Yes, we have links on our SOM website directing them to the AAMC where that information is provided.

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 the only new public medical school in California over the last 40 years, we are very grateful that we were able to successfully open the medical school in the significantly underserved Inland Southern California community. Yet, some additional factors that directly influence our PDST multi-year proposal include the rapidly increasing costs of health care and the minimal state funding support to the medical schools. While we were able to establish some long-term partnership with local hospitals that contributed some start-up funds, the funding has not been sufficient to allow us to more rapidly expand and invest in additional educational costs, including building a substantial reserve that would enable us to fund more financial aid packages and thus attract more students.

COVID-19 has dramatically affected the format of much of our instruction, yet has not affected its quality. We successfully graduated our class in 2020. All of our students (except those with voluntary delays or leaves) completed their academic years. We achieved (as of this writing) a 100% pass rate on Step 1 of the USMLE, and a 98% pass rate on Step 2 of the USMLE in 2020. There was no effect on admissions, and we successfully admitted our largest class ever, and are on track for the class of 2025. There was also no effect on matriculation of students or the composition of our class. It continues to be 100% composed of students from California, and predominantly from Southern California and the Inland Empire. We also had no effect on persistence rates for this year, with no students requiring extended leaves.

We did have to acquire and utilize multiple online educational products to continue remote instruction, and utilize online platforms for large-group instruction. This transition was impressively achieved utilizing our current staff, and all students were included. One

increased expenditure was related to the continued need to maintain campus access for a significant portion of our students, despite the pandemic. A significant portion of our student body does not have access to adequate computing and internet resources to be able to participate in online instruction, and we utilized UCR facilities and computing resources, including staff support, to enable these students to transition to online learning. One unique challenge UCR SOM faced was the difficulty in acquiring PPE for students who would be continuing in-person instruction. As we do not have a medical center, we had extreme difficulty finding suppliers willing to supply our needs. We had to purchase our own PPE for the students, at significant markup and cost. Overall, we were able to achieve a remarkable transition during COVID-19, but it did come at a significant cost of both additional human and financial resources.

PART B
IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

UCR SOM presented the entire PDST proposal to the student body and address all of their questions and concerns. The student presentation/consultation took place via Zoom via a townhall on October 22, 2020. The Senior Associate Dean of Medical Education and all 43 members of SOM's student leadership groups were also in attendance. Subsequently we followed up with an email notification to all SOM 296 of our medical students. The email notification contained a link to a survey for student feedback and comments (copy of the survey is attached). We had a response rate of approximately 38%. Although students typically are not in agreement with increasing tuition, our students were supportive of the proposed PDST fee increase and appreciated that we would remain flat for the next two years due to the current pandemic. Student concerns focused on the rationale for the proposed increase amount, as well as general questions regarding the use of the fees. After addressing these concerns, the Senior Associate Dean determined that no changes would be made 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 should be provided by the program.

☒ Plan shared with _Nichi Yes_____ on _____October 09, 2020_____ .
                    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: **She approved the proposed PDST plan.**

☐ If applicable, plan shared with _____Executive Council and Student Council_ on__October 22, 2020_____ .
                    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: They approved the proposed PDST plan.

Consultation with faculty

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

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

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

Similar to the approach taken for our students, UCR SOM sent out an email notification regarding the PDST proposal to the faculty. The email notification contained a link to a survey for faculty feedback and comments (copy of the survey is attached). The response rate for faculty was significantly low with less than 1% for faculty responding. Of the faculty that responded, we had 100% support for the PDST proposal with zero 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 _____Shaun Bowler_____ on ____October 02,2020_____ .
                                      Graduate Dean
☒ Plan endorsed by _____Kim A. Wilcox_____ on _____ .
                                      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 2021

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. 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					
	2020-21	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$5,952	$5,952	$5,952	$5,952	0%	$0	0%	$0	0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$5,952	$5,952	$5,952	$5,952	0%	$0	0%	$0	0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	0.0%	$0	3.3%	$420	3.4%	$444
Campus-based Fees**	$897	$924	$952	$980	3.0%	$27	3.0%	$28	2.9%	$28
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0	0.0%	$0
Other (explain below)***										
Total Fees (CA resident)	**$19,419**	**$19,446**	**$19,894**	**$20,366**	0.1%	$27	2.3%	$448	2.4%	$472
Total Fees (Nonresident)	**$31,664**	**$31,691**	**$32,139**	**$32,611**	0.1%	$27	1.4%	$448	1.5%	$472

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments:
Since the MPP Program at UCR is still relatively new—it started accepting students for the 2015-16 academic year—no increase in PDST levels are proposed for the duration of this plan.

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

Established in 2015 as the first professional degree of the UCR School of Public Policy (SPP), the Master of Public Policy (MPP) program is a two-year program with approximately 50 students, most of whom are California residents and from underrepresented (typically Latinx) backgrounds. Our mission is **to prepare socially-motivated and idealistic students, especially from historically-underrepresented groups (primarily Chicano/a/Latinx), for careers in government, politics, and public service**. This mission is driven in some part because the policy and political leadership of the Inland Empire has largely been white, while the population of the region that the leadership serves is largely Chicano/a/Latinx. We are accomplishing our goals by providing students from these underrepresented communities with rigorous analytical tools to use evidence and normative values in formulating, implementing, and evaluating public policies that will improve the lives of people in this underserved region. (Despite our recruitment efforts, we have not been successful in the past in attracting students from non-Hispanic minority backgrounds, such as African American or Native American. However, in the current year, we have recorded a large increase in the number of African American applicants.) Being a professional program, the MPP emphasizes experiential learning, with students being required to undertake a policy internship during the summer between their first and second year as well as a capstone project (in the last two quarters of the program) that involves applying the analytical skills they have learned to address a real-world policy challenge while working in close collaboration with a policy client. Although there are no formal specialization tracks within the MPP degree, students need to take several elective courses, primarily in their second year, in such policy areas as environment and resources, health, education, urban, poverty, and immigration policies. Graduates of the MPP program typically find employment in public, non-profit and private agencies, with some pursuing advanced educational opportunities in law, medicine or doctoral programs.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

The last three-year plan submitted during the 2017-18 academic year for the MPP program revisited the PDST for the second time and had kept PDST levels unchanged since the initial implementation for the 2015-16 academic year. The purpose for maintaining the PDST was to **continue supporting the implementation of academic and administrative services essential to remaining competitive in recruiting high-achieving students and retaining the best faculty and students**. Consistent with the goals initially identified in the last multi-year plan, the SPP has supported the continuing efforts of a Career Counselor and Internship Coordinator who provides one-on-one career and professional advising for students, hosts skills-development workshops, and assists students with questions specific to public policy career tracks, internships, and fellowships. The students are provided with personalized career advice and professional development guidance regardless of where they are in their careers. The Career Counselor and Internship Coordinator assists students with internship placements and networking with various public, private, and non-profit agencies/organizations. Additionally, the SPP has continued to provide support from a part-time retired public official with over 30 years of experience working with local governments in the region who assists with career and professional development events, including career exploration panels, career fairs, and identifying prominent speakers to speak to MPP students about translating theory to practice. The "coach in residence" also partners with the SPP faculty to bring policy practitioners as guest lecturers to assist with supplementing the existing curriculum for students. **Degree affordability, student and faculty diversity, and MPP program quality** are all very critical to the SPP. We have implemented different strategies to ensure that the program remains affordable for students, including providing generous financial aid to students, providing summer internship stipends, creating TA opportunities in our own program as well as in other programs on campus, and encouraging our faculty to hire our students as graduate student researchers.

PDST revenue's role in advancement of the program's goals.
Launched in the Fall of 2015 and with degrees conferred to its inaugural cohort in Spring of 2017, the SPP uses roughly two-thirds of the revenue generated from MPP PDST to provide competitive financial aid packages to low income, first-generation, and underrepresented minority students. The remaining one-third of PDST revenue is used to fund the positions of Career Counselor/Internship Coordinator and Coach-in-Residence as well as professional development expenses, such as travel and per

diem for visiting practitioners and career panelists. Upon returning from remote learning due to the Covid-19 Pandemic, the SPP is currently considering additional resource allocations to support our graduate students and their participation in conferences and workshops in an effort to further support their professional development.

Progress toward achieving the program's goals.
Since the program is still relatively new, we are still in the process of establishing and refining our key performance indicators. However, we have already made significant progress on these goals.

Affordability – All our MPP students received some form of financial aid, either in the form of fellowship, TA support, or GSR support. For instance, among the 22 students who started the program in Fall 2018, the financial aid package to each student averaged $11,370, while the corresponding number was $9,294 for the 20 students who started the program in Fall 2019. Because our incoming class size jumped significantly (from 20 students starting the program in Fall 2019 to 29 in Fall 2020), average funding per student fell to $6,833. SPP also works with faculty to provide research opportunities and graduate student researcher employment for selected MPP students to ensure that the program remains affordable for students. Additionally, many of our students serve as TAs to large undergraduate courses in departments/units beyond SPP, including Economics, Political Science, Sociology, Ethnic Studies, and Philosophy.

Diversity – The MPP program at UCR is the most diverse graduate program on campus. As the figure below shows, 73% of our students in AY 2019-20 were students from underrepresented groups and 49% were women of color. These are significantly higher rates than any other college on the UCR campus, including the Graduate School of Education (GSOE), College of Humanities, Arts and Social Sciences (CHASS), School of Medicine (SOM), College of Natural and Agricultural Sciences (CNAS), School of Business, and the Bourns College of Engineering (BCOE). We have achieved this diversity by being very intentional in recruitment – e.g., by participating in diversity forums and college fairs oriented toward students from underrepresented groups. We also strongly leverage the diversity of the undergraduate population at UCR as a pipeline into our MPP program. This

Demographic composition of graduate students, by college, 2019-20
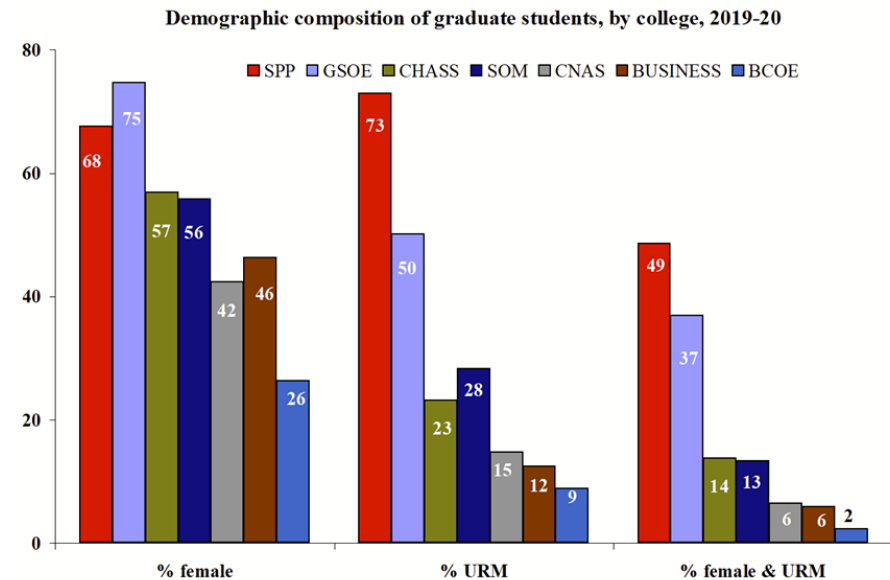
Note: In order to ensure comparability across colleges, the data for this chart come from UCR's Institutional Research website, and are therefore slightly different from data presented in the table later in the document.

is important because nearly two-thirds of students in the UCR undergraduate public policy program belong to disadvantaged ethnic and racial groups.

Program Quality - as already articulated, we have successfully enhanced student services by hiring the career counselor/internship coordinator who continues to actively work with students to ensure they leverage all of the appropriate resources on campus and through our program. These opportunities help students clarify their career direction, identify relevant second-year electives, and strengthen their professional experience and through various agencies, provide network opportunities. SPP has developed a substantial network of agencies and organizations that have hosted interns and employed graduates. Additionally, our Graduate Student Affairs Coordinator also works closely with the students to ensure successful progress towards their degree and assists them with questions or concerns throughout their program.

We also regularly collect feedback from students to enhance our program. Our faculty graduate advisor meets with students regularly throughout the year to collect feedback and makes suggestions for improvements to the Faculty Graduate Program Committee and the SPP Leadership Team. Our Graduate Student Association and MPP Student Ambassadors also route regular student feedback to us on new ideas/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?

The SPP is not proposing to increase the current PDST for public policy. In an effort to continue to remain competitive and affordable, the SPP has once again made the decision to delay fee increases to future years once the program is more established. (Our program is a relatively new program and competes with several MPP/MPA programs in the region.) Beginning in Fall 2020, our cohort size increased by 50%. Preliminary numbers for the Fall 2021 cohort once again show promise with an increase in applications of 21% over Fall 2020 applications. The SPP will continue to actively seek other revenue sources to fund additional enhancements to student services and academic enrichment programs. The current PDST will continue to set aside two-thirds of its revenue to directly financially support students in our program. As mentioned earlier, many of our students come from underrepresented groups and this funding is essential to helping support their educational aspirations as students in our MPP

program. In addition, the SPP will continue to provide professional development to our students through our career counselor/internship program coordinator, as well as via other student service enhancements. We anticipate further enhancements to our program will be made possible with the anticipated increase in enrollment revenue as a result of significant enrollment growth we expect over the next three years. As a new school, the SPP has limited financial resources to support program enhancements without the support of the PDST.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue			Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	$0	$0	$0	$0	$0
Benefits/UCRP Cost*	$0	$0	$0	$0	$0
Providing Student Services	$80,516	$2,415	$2,488	$2,563	$87,982
Improving the Student-Faculty Ratio	$0	$0	$0	$0	$0
Expanding Instructional Support Staff	$30,000	$5,000	$5,000	$10,000	$50,000
Instructional Equipment Purchases	$0	$10,000	$5,000	$5,000	$20,000
Providing Student Financial Aid	$170,757	$88,512	$27,498	$35,355	$322,122
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)	$28,231	($22,600)	$1,678	$650	$7,959
Total use/projected use of revenue	$309,504	$83,328	$41,664	$53,567	$488,064

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

Additional comments: Funds set aside for "Other" are intended to support student professional development opportunities to complement what students directly learn in the MPP program. This includes providing additional data analysis training, individual student access to professional organization resources, and related initiatives. In addition, funding may be made available to provide further emergency financial support to our students based on special needs arising from the Covid-19 pandemic. During both the 2019-20 and 2020-21 academic year, we have seen an increase in the number of students needing emergency financial support to address a Covid-related situation at home that could potentially affect their studies. We anticipate a decrease in funding in 2021-22 "Other" as a result of fewer students needing emergency assistance as the Covid-19 pandemic situation improves.

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 SPP is a new organization with limited financial and human resources, it has been working diligently to implement creative and innovative approaches to managing costs and reducing the administrative burden on faculty, staff, and students. As an example of one creative approach, the SPP has worked collaboratively with UCR's Graduate Division to implement SLATE, an automated communication flow, for potential students interested in pursuing our program. The implementation of this program has helped to streamline our efforts in reaching out to potential students with up-to-date information while also allowing us to track interest in our program more efficiently. Additionally, the School of Public Policy has a full-time director of development who is charged with assisting the dean in fundraising for the School. Since the School is still relatively new and the first alumni graduated in June 2017, we tap alumni who earned their degrees at UCR in other fields, such as political science, but went into policy careers or alumni who have expressed an interest in supporting the School. The dean and development director also meet with "friends" of the university who either potentially have an interest or have expressed an interest already in public policy and/or supporting the School.

The director of development is also working diligently to raise funds to support the SPP student internship fund. We partner with many public agencies in the region who continue to provide financial support for the internship program. These funds are used to provide stipends/fellowships to grad students who perform a summer-long internship with a public agency related to their field of study.

The director of development also works with other UCR development professionals who assist with identifying and applying for grants from corporations, private foundations, and government agencies. These grants have the potential of supporting students directly or indirectly.

Our development and fundraising efforts have borne fruit. Indeed, in the past four years, our School has raised more than $6 million, making it the highest-ranking college/school at UCR in terms of philanthropic gifts raised per faculty FTE ($165,000 per faculty FTE in 2019-20 alone).

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

Not applicable.

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

	Enrollment			
	2020-21	**2021-22**	**2022-23**	**2023-24**
Resident	49	64	70	78
Domestic Nonresident	0	2	3	4
International	0	0	0	0
Total	49	66	73	82

Additional comments: As mentioned earlier, we are anticipating significant enrollment increase over the next few years. With the growth of our undergraduate major and targeted recruitment efforts, we anticipate continued enrollment increases for our MPP program.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐ If the box is checked, the program provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided 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					
	2020-21	2021-22	2022-23	2023-24	2021-22		2021-22		2022-23	
					%	$	%	$	%	$
Residents										
Arizona State University	$15,942	$16,420	$16,913	$17,420	3%	$478	3%	$493	3%	$507
University of Minnesota	$18,720	$19,282	$19,860	$20,456	3%	$562	3%	$578	3%	$596
University of Illinois, Chicago	$18,884	$19,451	$20,034	$20,635	3%	$567	3%	$583	3%	$601
Oregon State University	$18,480	$19,034	$19,605	$20,194	3%	$554	3%	$571	3%	$589
Pepperdine University	$41,520	$42,766	$44,049	$45,370	3%	$1,246	3%	$1,283	3%	$1,321
Brown University	$63,809	$65,723	$67,694	$69,725	3%	$1,914	3%	$1,972	3%	$2,031
Public Average	$18,007	$18,547	$19,103	$19,676	3%	$540	3%	$556	3%	$573
Private Average	$52,664	$54,244	$55,872	$57,548	3%	$1,580	3%	$1,627	3%	$1,676
Public and Private Average	$35,335	$36,396	$37,487	$38,612	3%	$1,060	3%	$1,092	3%	$1,125
Your program	$19,419	$19,446	$19,894	$20,366	0%	$27	2%	$448	2%	$472
Nonresidents										
Arizona State University	$27,766	$28,599	$29,457	$30,341	3%	$833	3%	$858	3%	$884
University of Minnesota	$28,344	$29,194	$30,070	$30,972	3%	$850	3%	$876	3%	$902
University of Illinois, Chicago	$31,752	$32,705	$33,686	$34,696	3%	$953	3%	$981	3%	$1,010
Oregon State University	$28,199	$29,045	$29,916	$30,814	3%	$846	3%	$871	3%	$898
Pepperdine University	$41,520	$42,766	$44,049	$45,370	3%	$1,246	3%	$1,283	3%	$1,321
Brown University	$63,809	$65,723	$67,694	$69,725	3%	$1,914	3%	$1,972	3%	$2,031
Public Average	$29,015	$29,886	$30,782	$31,706	3%	$871	3%	$897	3%	$924
Private Average	$52,664	$54,244	$55,872	$57,548	3%	$1,580	3%	$1,627	3%	$1,676
Public and Private Average	$40,840	$42,065	$43,327	$44,627	3%	$1,225	3%	$1,262	3%	$1,300
Your Program	$31,664	$31,691	$32,139	$32,611	0%	$27	1%	$448	1%	$472

Source(s):

Arizona State University:

In-State:

https://students.asu.edu/tuition/results?acad_year=2021&include_summer=0&residency=RES&acad_career=GRAD&campus=DTPHX&acad_prog=GRPP&admit_term=&admit_level=&honors=0&program_fee=GP0072;

Out of State:

https://students.asu.edu/tuition/results?acad_year=2021&include_summer=0&residency=NORES&acad_career=GRAD&campus=DTPHX&acad_prog=GRPP&admit_term=&admit_level=&honors=0&program_fee=GP0072

University of Minnesota: https://www.hhh.umn.edu/tuition-and-financial-aid; https://onestop.umn.edu/finances/cost-attendance-graduate-students
University of Illinois, Chicago: https://registrar.uic.edu/tuition/grad/graduate-tuition-fall-2020-spring-2021
Oregon State University: https://ecampus.oregonstate.edu/services/tuition/
Pepperdine University: https://publicpolicy.pepperdine.edu/admission/financial-aid/cost-of-attendance/
Brown University: https://www.brown.edu/about/administration/bursar/student-account-billing/graduate-fees
UC Riverside: https://spp.ucr.edu/mpp/tuition-and-fees

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 selected these institutions as peer institutions because, as a new program, we aspire eventually to be comparable to these programs in terms of competing for the same caliber of students and faculty. In addition, our comparator institutions offer MPP programs that are broadly similar in curriculum content to our program. Our choice of comparable institutions is limited because while many universities offer an MPA, not that many offer MPPs, which is the degree we offer. We selected some of these to be on the West Coast and others in the rest of the country. We will achieve comparability by trying to recruit top-notch faculty and students into our program over the coming years – although, of course, this will be conditional on our financial ability to recruit new faculty and expand our program. We are striving to achieve comparability with these comparator institutions in the next five years.

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

For both in-state and out-of-state students, our tuition and fee costs are comparable to the public institutions and substantially below the tuition and fees in the private institutions.

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

The MPP program at UCR is an interdisciplinary program that draws on the strengths of its faculty allowing us to offer many policy courses to students – environmental and resource policy, urban policy, health policy, education policy, social justice and policy (race, immigration, inequality and poverty) – that examine local and regional policy-making, drawing upon national and international policy lessons in addressing challenges that are comparable to those confronting inland Southern California (viz., water scarcity, poverty, large number of first-generation and non-English-speaking students in schools, large income inequalities, health disparities, etc.). We offer more breadth in these types of courses compared to our more regional comparator schools: Pepperdine University offers limited elective courses in the areas of environmental policy, health policy, or social justice (https://publicpolicy.pepperdine.edu/master-public-policy/curriculum/). The School aims to train a new generation of forward-thinking policy leaders who are equipped to address the complex, interrelated challenges we face in our underserved region of inland Southern California. This is done through a diverse, interdisciplinary curriculum that emphasizes evidence-based policy research; cross-learning from both international and domestic problem-solving experiences; and a rich internship program that emphasizes experiential learning. Additionally, SPP works with communities, policymakers, entrepreneurs and business leaders in the region, state and nation to provide a distinctive, first-class experiential education to our students. As noted earlier, our students come from very diverse backgrounds. Based on available demographics data for Fall 2020, we are confident that our MPP program has a significantly greater representation of underrepresented students than MPP programs at comparator institutions that serve the same Southern California student market that we do. We train our students in data-driven, solution-based policymaking, with an emphasis on both experiential learning and learning from policy successes – and failures – from other parts of the world, so they can be more effective and empathetic leaders in their own and others' communities. Our MPP students benefit greatly from engagement with our SPP research centers, including the Blum Initiative for Regional and Global Poverty, the Inland Center for Sustainable Development, the Presley Center for Crime and Justice Studies, and the Center for Social Innovation.

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. I*n the columns shown, programs should provide as many figures for comparison public and private institutions as are available.*

	Actual	Actual	Actual	Estimated	Comparison (Fall 2020)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	13%	7%	8%	4%	6%	8%
Hispanic/Latino(a)	44%	51%	60%	62%	11%	13%
American Indian	3%	2%	3%	0%	1%	0%
Subtotal Underrepresented	*60%*	*60%*	*71%*	*66%*	18%	21%
Asian/Pacific Islander	8%	7%	8%	20%	7%	11%
White	21%	20%	8%	10%	54%	39%
Domestic Unknown	5%	5%	3%	2%	4%	4%
International	8%	7%	13%	2%	17%	24%
Total	102%	99%	103%	100%	100%	99%
Socioeconomic						
% Pell recipients	65%	72%	67%	N/A	N/A	N/A
Gender						
% Male	44%	41%	33%	32%	38%	39%
% Female	56%	59%	68%	68%	62%	61%
% Non-Binary	0%	0%	0%	0%	N/A	N/A
% Unknown	0%	0%	0%	0%	N/A	N/A

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: Demographics data for Fall 2020 provided for the following comparators:
Pepperdine University (Fall 2020): https://www.pepperdine.edu/oie/institutional-research/factbook/students-fall-enrollment-census.htm
Arizona State University (Fall 2019): https://uoia.asu.edu/sites/default/files/facts_at_a_glance_fall_2019.pdf
Brown University (Fall 2020): https://oir.brown.edu/institutional-data/factbooks/enrollment
University of Illinois, Chicago (Fall 2020): https://oir.uic.edu/data/student-data/data-book-dashboards-2/
University of Minnesota (MPP-specific enrollment is not available): https://oir.umn.edu/student/enrollment
Oregon State University (MPP-specific enrollment is not available): https://institutionalresearch.oregonstate.edu/enrollment-and-demographic-reports

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

SPP has recently enrolled our sixth cohort of students into the MPP program and our program is one of the most, if not *the* most, diverse graduate programs on campus. It is difficult to identify the ethnic breakdown of students in all of our private and public comparison institutions based on publicly- available information. Based on the publicly-available information of two public and two private comparator schools, our MPP program enrolls a significantly higher percentage of students from underrepresented minority groups. Our MPP program is already the most diverse graduate program at UCR. As noted in our table earlier, our MPP program shows a high proportion of underrepresented groups, particularly for Hispanic/Latino(a) students. We attribute much of the success in this area is related to the level of support, including financial aid packages and professional/career development opportunities (e.g., through policy internships), we are able to offer. We have also observed our enrollment of African-American students has trended downward and we are currently looking to offer targeted information sessions for undergraduate student groups at UCR, identify HBCUs, and participate in recruitment fairs to attract an even more diverse pool of students into our program. Over the past four years, the MPP program has received applications and extended offers to potential African-American students. The table below provides details on the applications received.

MPP African-American Student Application Summary			
Fall Cohort	**No. Applications Received**	**No. Offers Extended**	**No. Offers Accepted**	**Additional Information**
Fall 2017	4	4	0	One accepted a more competitive offer at a sister institution; one never responded; two did not show up on day of orientation or for classes
Fall 2018	5	3	2	Two applications closed as they were incomplete; one student accepted more competitive offer at a sister institution
Fall 2019	3	1	1	Two applications denied due to low GPA
Fall 2020	3	2	1	Two admitted student never responded and one student was denied due to low GPA
Fall 2021	5*			

Total number of applications received for Fall 2021 as of 2/1/2021 for Fall 2021 cohort.

We are continuing to provide information sessions and the SPP is optimistic our concerted efforts, inclusive of creating more attractive financial aid packages, will continue to enhance our diverse pool of students and will be reflective in our next PDST multi-year plan.

UCR has shown itself to be a campus that welcomes and celebrates diversity. Its student body is one of the most diverse in the nation. Even more impressive is the fact that indicators of student success at UCR, such as four- and six-year graduation rates, do not differ markedly between underrepresented minority and other students. In UCR's undergraduate public policy program, which will provide a pipeline of students to the MPP program, between one-half and two-thirds of the students belong to disadvantaged ethnic and racial groups.

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?

Admissions data, and the Pell figures provided above, show us that we continue to enroll students from a low socioeconomic background. The MPP program continues to draw applicants from the Inland Empire, which is one of the most diverse regions of the state. Riverside and San Bernardino counties (with a total population of approximately 4.4 million persons) are exceptionally diverse, multicultural environments. According to U.S. Census data, Riverside County is 38.5% non-Hispanic White, 46.5% Hispanic and Latino, 7% Black and 6.6% Asian. San Bernardino County is 50.5% Hispanic/Latino, 32% non-Hispanic White, 9.6% Black and 7% Asian. In addition, Riverside and San Bernardino counties are home to approximately 12 federally-recognized Native American tribes, representing roughly 2% of the county population. Nearly 40% of the inland population speaks a language other than English in the home (predominantly Spanish).

The SPP Admissions Committee follows a holistic review process and does not just look at the GPA and GRE scores of applicants. Many of the students in our program are first-generation students and come from lower income backgrounds. Our admissions committee understands these applicants face additional challenges they must overcome to complete their undergraduate program and apply to graduate school. Many of our students apply to our program because they have personally seen how sound public policies have positively affected their own lives and the lives of others around them. They are therefore determined to pursue studies in a program that will allow them to be a force for positive change through the power of public policy.

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

With regards to gender composition, the percentage of students who identify as female has ranged from 56% to 68% during the past three years, which is comparable or slightly higher than our comparison institutions. As noted earlier, SPP has the second highest representation of women in its graduate program relative to other colleges/schools at UCR.   The SPP seeks to admit qualified students into our program using a holistic application review. In recent years, and especially this current year, we are seeing an increase in the number of female applications, likely as a result of the increasing political representation of women in the state and the nation. The SPP has also produced and highlighted prominent female leaders in policy and politics in its feature podcasts during the past year. This has helped increase awareness of potential career aspirations and opportunities for women in public service.

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 holistic admissions process, outreach efforts, pipeline from our undergraduate public policy program, and the level of support we are able to offer, we expect our gender, low-SES, and ethnic composition to remain similar to what is represented. We feel that because the majority of our students are coming from the Inland Empire region, the proportion of students from low-SES and underrepresented groups should continue to mirror the population of the area. We have consistently seen many of our students consider our program who either have completed their undergraduate degree in the Inland Empire at either UC Riverside or California State University, San Bernardino or are wishing to return home after completing their undergraduate degree at our Northern California sister campuses (e.g., UC Davis). In addition, we are currently working with both UCDC and UC Sacramento programs at UCR as students who have participated in these special programs have shown an interest in policy and politics.

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)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	14.3%	15.4%	15.4%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	21.4%	23.1%	23.1%
	International	0.0%	0.0%	0.0%
White	Domestic	64.3%	61.5%	61.5%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		21.4%	23.1%	23.1%
Male		78.6%	76.9%	76.9%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	14.3%	15.4%	15.4%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	21.4%	23.1%	23.1%
	International	0.0%	0.0%	0.0%
White	Domestic	64.3%	61.5%	61.5%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		21.4%	23.1%	23.1%
Male		78.6%	76.9%	76.9%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

Recruitment and retention of diverse faculty is of vital importance to the School of Public Policy. For faculty recruitments currently and in the future, we utilize professional networks, specialized/targeted listservs within each discipline, and colleague contacts to seek underrepresented minorities. In addition, we advertise on various targeted job boards connected to professional organizations specifically targeting underrepresented minorities in higher education. We ask all applicants for academic positions to provide a "Statement of Contributions to Diversity" as part of their application for a faculty position. The statement describes their past and potential future contributions to promoting a diverse, equitable, and inclusive environment. At UC Riverside, in an effort to retain diverse faculty, we work and will continue to work diligently to create an environment of inclusivity. The SPP has recently appointed a faculty member to serve as its Equity Advisor. The role of this individual is to create an environment of diversity, equity, and inclusion on all matters concerning faculty, staff, and students. This individual will also be participating in regular campus-wide committee meetings related to this effort and look to incorporate changes in programming and recruitment to improve our SPP community. Another way in which we retain faculty from diverse backgrounds is by appointing them, if they so wish, to important leadership roles in the School. For instance, our MPP faculty advisor in charge of student recruitment (compensated position) for the last three years is a Chicana who is very strongly committed to student diversity and serves as a great advocate for raising the participation of under-represented groups in community and policy leadership.

That said, like the rest of the UCR campus, the ethnic composition of our faculty is still nowhere as diverse as the population of students they teach. Many of our initial senior faculty hires in the School were opportunistic hires, and it was only in subsequent recruitment efforts that we have been deliberate about diversity. As a faculty, the School is committed to growing the number of faculty hires who are women and faculty of color.

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 of Public Policy is actively cultivating donors to provide scholarship opportunities for students. **We continue to ensure that we seek financial assistance for students to keep the cost of attendance as manageable as possible since a majority of our students come from low socioeconomic backgrounds.** The SPP attempts to establish other opportunities for students to enrich their academic experience at UCR and simultaneously receive financial support. As an example, the Blum Initiative for Global and Regional Poverty Studies supports the Blum Initiative Service-Learning Fellowship (BISLF) for enrolled UC Riverside graduate students. The

BISLF is a funding opportunity for students who would like to pursue a domestic or international immersive volunteer or internship position. BISLF recipients identify and partner with a non-profit or government agency, receive a fellowship stipend of $3,600. BISLF affords students the unique opportunity to engage in service learning while assisting with their education costs. The Blum Initiative expects recipients to learn about poverty while serving a community or population in need. More generally, recipients will engage in service-learning that complements the mission of the Blum Initiative. Similarly, our other research centers also use our MPP students as Graduate Student Researchers (GSRs) and part-time staff. Because we wish to attract students from disadvantaged backgrounds, it is essential for us to keep the cost of attendance modest for these students. As noted earlier, every MPP student receives some funding from the School, either in the form of fellowship or a GSR or TA opportunity.

One indicator we use to measure progress toward achieving our affordability goal is the percentage of students who graduate with debt. As noted in the chart below, the MPP cohort from 2018-19 experienced an increase in the percentage of those graduating with debt. To address this concern, the SPP has introduced additional undergraduate courses to provide additional teaching assistant opportunities for our students. We anticipate with the growth of our undergraduate program and the increase in undergraduate course offerings, our students will have more opportunities to serve as teaching assistants and we anticipate this effort will help decrease the percentage of those graduating with debt. The MPP program will allocate these opportunities to students based on a financial need, merit, and a combination thereof.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	N/A	N/A	N/A	54%	61%	63%
Cumulative Debt among Students with Debt	N/A	N/A	N/A	$22,195	$33,050	$55,065

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 mentioned above, we have seen an increase in the cumulative indebtedness for students in our program. While we are not proposing an increase to our current PDST, we are increasing our PDST RTA to two-thirds of the revenue we receive. We anticipate this shift will help to lower the percentage of debt for our graduating classes. We are also increasing the number of teaching assistant positions due to the growth of our undergraduate major. We anticipate both of these actions will result in a lower cumulative debt among graduating students with debt.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	63%	$55,065	$55,750	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; https://www.naspaa.org/data-center/alumni-survey
Comparison institutions: N/A

Additional comments: Public information for our public and private comparators is not easily accessible online. However, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) provides statistics for student loan debt, salary, and related information. Please reference https://www.naspaa.org/data-center/alumni-survey. NASPAA does not collect information on average debt at graduation or median salary at graduation. However, according to NASPAA's 2019 Alumni Survey Data, the average monthly student loan payment of survey respondents was $238 in 2018-19. The average total remaining student loan debt of survey respondents was $33,575 in 2018-19.

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.

We believe our MPP students' loan debt will be relatively manageable since, on average, we have been providing student funding that covers 50% or more of the cost of the program. As indicated above, approximately two-thirds of our students graduate from our program with an average debt of $55,065. We encourage our students to apply for extramural fellowship and funding opportunities. Our career counselor also works with our MPP students to help them find jobs after graduation by connecting them with various public agencies, such as through their required internships as well as through seminars where we bring guest speakers from various agencies to speak about relevant policy issues. Our job placement record has been very good, with over 90% of our graduated students either having obtained a policy-related position within six months of graduation or enrolled in an advanced degree program (e.g., Ph.D., M.D. or J.D.). The median starting salary for our graduates is approximately $60,000.

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.

To support students entering public interest careers, our career counselor and internship program coordinator assists students with considering various options. The School of Public Policy also has the following scholarships available to support students as they consider these career options: SPP Student Engaged Research fund, SPP Student Internship fund, and SPP Student Support fund. In addition, our students also participate in internships targeting underserved populations in the Inland Empire and public interest careers/services to underserved populations via the Blum Initiative Service-Learning Fellowship (BISLF).

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?

According to the Department of Labor, median starting salaries for the MPP/MPA students is $51,630 for public sector jobs, $75,500 for the private sector, and $40,000 for nonprofits. However, the costs of tuition and the professional degree fee for the UCR MPP program are significantly lower in comparison to other professional graduate programs, thereby lessening MPP students' debt post-graduation. As already articulated, we will continue to work with students during their tenure at UCR and to secure employment opportunities post-graduation.

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

We have a vigorous marketing and recruitment strategy to continue to promote the UCR MPP program. As part of our outreach, we provide students with information on our financial aid programs by way of information sessions, graduate fairs, and other recruitment events, as well as through the SPP website at spp.ucr.edu, printed brochures, and/or other marketing materials. We also host individual appointments with prospective students to provide in-depth information about financial aid and fellowship opportunities.

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 Graduate Student Affairs Coordinator conducts information sessions on the MPP program. During the sessions, students are informed regarding career options and average salaries post-graduation. If questions arise related to the average debt at graduation, the Graduate Student Affairs Coordinator provides them with this information. Prospective students interested in our program are also included in regular e-mail correspondence via SLATE to provide them with this and other important information related 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.).

The SPP has set aside additional PDST funding during AY 2020-21 and is anticipating doing the same in AY 2021-22 to provide emergency financial support to our students in response to the Covid-19 pandemic. This funding was made available from prior year financial commitments where students successfully secured employment within UCR and outside of the SPP. This funding may be provided to students in the form of increased financial packages (i.e., stipends, teaching assistantships, or graduate student researcher appointments). In addition, the SPP has challenged its Advisory Board, Faculty, Staff and Community to support students in our program. During Giving Tuesday 2020, our primary efforts were focused on student success and we successfully collected close to $20,000 to provide immediate aid to students enrolled in our program due to hardships they were facing as a result of the Covid-19 pandemic. We are continuing to collect funding for this purpose and will continue to extend resources on a regular basis. We will be closely monitoring this process, and if we feel that a Covid related situation at home is going to seriously affect a student's studies in our program, we may deploy these funds on an emergency basis to that student. We believe this is the right thing to do, but it is also a means of showing solidarity with our students and helping them succeed in these challenging times.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☒ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

The Associate Dean, Dean, and Graduate Advisors for both incoming and current students meet with students both individually and in groups to solicit feedback on the program for continuous improvement throughout the academic year each year. In Spring 2020 (June 5), the SPP also held a virtual townhall with the MPP students to seek their feedback on the effectiveness of the program, suggestions for improvement and hear their stories on how they were dealing with the Covid-19 pandemic, financial hardships, and systemic racism. All 41 MPP students were invited to participate. Also in attendance were the Dean, Associate Dean, Graduate Advisor for Incoming Students, Graduate Advisor for Current Students, Graduate Program Coordinator, Internship Program Coordinator, Assistant Dean and CFAO, and several SPP faculty members. Based on the verbal feedback that was received, which suggested an enhanced capstone course sequence structure, greater participation in professional development activities/conferences, and more regular townhall meetings with SPP leadership, the SPP will be working with the SPP GSA committee during AY2020-21 to provide more formalized feedback on a regular basis related to their graduate student experience which will, in addition to the items above, also provide information on affordability goals and use of PDST funds.

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

☒ Plan shared with _____Nichi Yes, GSA President_____ on ___10/27/2020___ .
　　　　　　　　　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: **Please see attached letter from GSA President indicating GSA's support of our multi-year plan to maintain current PDST levels.**

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

　　　　☐ Comments or feedback was provided.

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

Consultation with faculty

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

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

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

On October 20, 2020, the multi-year PDST plan and levels were discussed at the regularly scheduled School of Public Policy (SPP) faculty meeting. There was consensus from faculty to maintain current PDST levels for the next three years. On October 29, 2020, the proposed plan was further discussed by the SPP Executive Committee. During this meeting, there was discussion about the pros and cons of possibly even decreasing the PDST fees. However, the Executive Committee is supportive of maintaining current PDST fees over the next three years, given that these fees help us not only in maintaining professional student services that are critical to our MPP students but also in providing additional financial aid to needy students. Please find attached the letter signed by the Faculty Chair of the SPP Executive Committee.

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   Shawn Bowler, Graduate Division Dean   on   10/28/2020   .
   Graduate Dean
☒ Plan endorsed by   Kim Wilcox, Chancellor   on   _____ .
   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 1

UC RIVERSIDE
School of Public Policy

Date:	October 29, 2020
To:	Sally Tavizon, Assistant Dean & Chief Financial & Administative Officer School of Public Policy and Graduate School of Education
From:	Richard M. Carpiano, Chair Executive Committee, School of Public Policy
Subject:	Professional Degree Supplemental Tuition

Dear Sally:

Thank you for providing me with the information regarding the Professional Degree Supplemental Tuition (PDST) fees. As you stated, there is interest from the School of Public Policy (SPP) administration to maintain the current professional fees over the next three-year cycle.

Anil raised this matter during the October 20, 2020 SPP faculty meeting. There, he presented the rationale for keeping the PDST fees fixed. Based on the faculty's response to that presentation, I determined that there was consensus—if not unanimity—in support for this policy.

Also, this proposed policy was further reviewed and discussed by the SPP Executive Committee. During that review, one question was raised regarding what the pros and cons would be if the PDST fees were lowered (for which Anil was consulted and kindly provided an extensive explanation) but, overall, the Executive Committee was in support of the proposal to maintain the fees at their current level.

Please let me know if you have any further questions or concerns regarding this matter for the Executive Committee to consider.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Chair, Executive Committee, School of Public Policy
Professor of Public Policy and Sociology

Graduate Student Association

October 30, 2020

To Whom It May Concern:

I am writing with regard to the PDST fees for the UCR School of Public Policy. The Graduate Student Association recently met with Dean Anil Deolalikar, Assistant Dean and CFAO Sally Tavizon, Master of Public Policy Student Affairs Coordinator Jolene Sedita and Business and Financial Operations Manager Alison Rodriguez. The GSA was informed that the School of Public Policy does not intend to raise the Professional Degree Supplemental Tuition (PDST) fee for the three year period 2021/22-2023/24. This will enable the UCR School of Public Policy to continue to offer one of the lowest rates in the UC system for a Professional School Fee, which is especially important as many of the students in their program are 1st generation college students and also serve an ethnically diverse population.

The UCRGSA supports the School of Public Policy's position to delay raising PDST fees for next three years. Please feel free to contact me with any further questions.

Best Regards,

Nichi Yes, President
gsaucr@ucr.edu

Date: October 28, 2020

To: Anil B. Deolalikar, Dean, School of Public Policy

From: Shaun Bowler, Dean, Graduate Division

Subject: Professional Degree Supplemental Tuition

Dear Anil,

Thank you for letting me know about SPP's plan to keep the professional degree supplemental tuition (PDST) unchanged over the next three-year cycle.

I agree with this plan, which is prudent in view of the Master of Public Policy (MPP) program being relatively young and primed for significant enrollment growth over the next few years. An increase in the PDST would certainly act as a deterrent to expansion, especially in the current economic climate in which students and their families are experiencing difficult financial challenges. I believe that in three years' time, when the MPP program has matured and reached a steady and sustainable level of enrollment, you might consider increasing the PDST.

 Sincerely,

Shaun Bowler
Dean, The Graduate Division
University of California, Riverside

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2021

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. 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									
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$27,789	$28,626	$29,487	$30,375	$31,287	$32,229	3%	$837	3%	$861	3%	$888	3%	$912	3%	$942
Prof. Degr. Suppl. Tuition (Nonresident)	$27,789	$28,626	$29,487	$30,375	$31,287	$32,229	3%	$837	3%	$861	3%	$888	3%	$912	3%	$942
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	$13,434	$13,902	$14,382	0.0%	$0	3.3%	$420	3.4%	$444	3.5%	$468	3.5%	$480
Campus-based Fees**	$959	$988	$1,017	$1,048	$1,079	$1,112	3.0%	$29	3.0%	$30	3.0%	$31	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)																
Total Fees (CA resident)	$41,318	$42,184	$43,494	$44,857	$46,268	$47,723	2.1%	$866	3.1%	$1,311	3.1%	$1,363	3.1%	$1,411	3.1%	$1,454
Total Fees (Nonresident)	$53,563	$54,429	$55,739	$57,102	$58,513	$59,968	1.6%	$866	2.4%	$1,311	2.4%	$1,363	2.5%	$1,411	2.5%	$1,454

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

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

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

UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) matriculated its first cohort of 24 student pharmacists in Fall 2002 and currently has an enrollment of 257 student pharmacists. The program provides an accredited four-year curriculum leading to the Doctor of Pharmacy degree. Currently there are more than 800 alumni practicing in a variety of specialty areas including academia, biotech industry, community pharmacy, and hospital pharmacy. Based on alumni survey data the majority practice in California.

Mission
The mission of SSPPS is to educate future pharmacists and scientists to become leaders in diverse fields, to transform pharmacy and pharmaceutical sciences, and to improve human health.

Vision
The vision of SSPPS is to be a catalyst for creative approaches and excellence in pharmacy and pharmaceutical sciences education, discovery, and service, ranging from local to global communities.

Values
We will uphold the same values shared on the campus of UC San Diego. We will achieve our mission by being distinctive and by using our competitive advantages. The values that define UC San Diego create an environment and a culture in which:
- Excellence in teaching, research, patient care, and a people- and service-oriented culture that supports learning, scholarly work, and public service are the norm
- Collaborative and interdisciplinary activities lead to discoveries, technologies, cures, scholarship, and creative works that advance and enrich society
- Diversity, equity, and inclusion enable academics, students, and staff to excel and provide opportunity for all to succeed
- An entrepreneurial spirit leads to agility, taking risks, and creating innovative approaches to solving problems
- Public engagement, sustainability, integrity, and ethics are core principles guiding our activities

Goal
Our major goal is to provide a premier professional education program that meets the national accreditation standards set by the [Accreditation Council for Pharmacy Education](#) (ACPE) and to prepare student pharmacists to be leaders in the profession of pharmacy. This requires SSPPS to attract and retain the most qualified faculty to teach our didactic courses and to provide oversight and precepting for our experiential education, Introductory Pharmacy Practice Experiences (IPPEs), and Advanced Pharmacy Practice Experiences (APPEs).

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

As indicated in our last multi-year plan for academic years 2018-2019 to 2020-2021, our main goals were to provide a premier professional education program and to prepare all student pharmacists to be leaders in the profession of pharmacy, while enrolling a highly talented and diverse group of individuals. We wanted to ensure that no qualified candidate was denied the opportunity to attend pharmacy school. Our program submitted a five-year plan and we received approval for three years (instead of five). We used PDST funds for the following goals:

PDST Goal 1: Enhancing Program Quality

Following our last Accreditation Council for Pharmacy Education (ACPE) accreditation site visit, our PharmD program has been continuously monitored by the ACPE, by the leadership within the school, and by an Assessment Committee made up of faculty, staff, and students. We have provided annual written reports to the ACPE on our progress to document that we have met all accreditation requirements. To prepare our students to be leaders in the pharmacy profession, we have constantly worked to enhance co-curricular experiences, student wellness (which is intricately linked to holistic student performance) and opportunities to enhance professional and leadership skills. We have been able to achieve our goal of meeting all accreditation requirements, and of demonstrating high quality in the delivery of our PharmD program and co-curricular activities via excellent performance in a number of "quality indicators" during the last multi-year plan.

Achievements
Curriculum Enhancements and Redesign
Our Committee on Educational Policy (CEP), with faculty, staff, and student members, performed a thorough and rigorous review of our core pharmacy courses. The CEP analyzed course units compared to the actual "teaching time" and discovered that student pharmacists were actually in some classes more than the allotted time. The Associate Dean for Pharmacy Education worked with the faculty course chairs to reduce the number of assessment tools (i.e., mid-terms, quizzes, or course papers) so that the teaching time was aligned with the actual course units.

The CEP revised the curriculum to make it more up-to-date and pharmacy-career relevant. The CEP discontinued Histology, Basic Neurology, and the Microbiology and Infectious Disease courses and incorporated their pharmacy-relevant content into existing pharmacy courses. The CEP revised the Contemporary Topics in Pharmacology (CTIPS) course series by making it two-quarters, instead of three-quarters, and it revised the content to include clinical case studies that were more relevant for pharmacy. The CEP implemented a co-curricular program via a four-year course series. The purpose was to strengthen and document student pharmacist soft skills (i.e. cultural sensitivity, leadership, networking, professionalism, and self-awareness). The CEP implemented an advanced professional practice series to complement the existing Therapeutics course series. It included a laboratory workshop alongside the Therapeutics course, in which students were able to practice their skills. The laboratory workshop focused on the development of professional skills and the application of knowledge necessary for the practice of pharmacy.

The curriculum enhancements and redesign have made the curriculum more streamlined while maintaining high rigor, reduced content-redundancy, and have made it more relevant to pharmacy today. We have used PDST funds to pay for pharmacy course supplies, laboratory materials and Objective Structured Clinical Examinations (OSCE's), including one inter-professional OSCE (with pharmacy, medical and nursing students) per year ($903,000).

Technology Improvements
We used PDST funds to contribute toward the cost of technology upgrades to improve education:
- Over the last three years we have replaced all the classroom computers and multi-media (audio visuals/projectors) and lecture-capturing (pod-casting) equipment and software in all classrooms and our auditorium ($240,000).
- We have upgraded and have made enhancements to our Pharmacy Information Learning System (PILS), which was the web portal used by faculty and students for all course materials including syllabi, lecture materials, discussions, and assignments ($244,000).
- To meet accreditation assessment requirements, we have implemented the use of ExamSoft to map our examinations to course objectives required by ACPE and to make longitudinal studies on test performance results for our students ($45,000).
- Our faculty have implemented Poll Everywhere, an audience response system, to promote student interactivity in the classroom, to administer quizzes and to take attendance ($7,500).
- We have implemented StrengthsFinder software to provide students with a tool to identify five strengths, which they then used to initiate dialog with their faculty advisors about their soft skills ($2,700)
- We have implemented Politico PRO software as an intelligence platform for information related to the impact of policy and law on pharmacy ($5,900)

Outcomes Data

Each year we report to the Accreditation Council for Pharmacy Education (ACPE) our on-time graduation rates and our NAPLEX passing rates as assessment data to document the quality of our program. We have provided these quality indicators for the last three years in the below tables.

Outcomes Data (*Quality Indicators*)

On-Time Graduation Rate	
Graduating Class	**On Time %**
2017	97%
2018	99%
2019	98%
Average	**98%**

NAPLEX Passing Rates for First Time Takers *		
Graduating Class	**UCSD SSPPS Pass Rate**	**National Pass Rate**
2017	100%	88%
2018	98%	92%
2019	100%	91%
Average	**99%**	**90%**

The NAPLEX®, or North American Pharmacist Licensure Examination®, measures a candidate's knowledge of the practice of pharmacy. It is just one component of the licensure process and is used by the boards of pharmacy as part of their assessment of a candidate's competence to practice as a pharmacist.
Source: California State Board of Pharmacy

* Note: UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences was **ranked #1 in the U.S.** for first-time NAPLEX pass rates for three years in a row (2017-2019).

IMPACT of COVID-19 on GOAL
In spring 2020 we used Zoom to host classes virtually. We used PDST funds to purchase critical educational materials to assure that our students received the required course information, while learning remotely. One example included the purchase of an advanced 3D anatomy platform called Complete Anatomy ($2,450 total), which is an award-winning 3D technology that specializes in medical, educational and health software for student/patient education. We were able to use this software in lieu of an in-person anatomy lab, involving embalmed cadavers (costing $2,600 each), in our Pharmacy Anatomy course.

PDST Goal 2: Supporting Student Services and Enhancing Diversity

The Office of Student Affairs (OSA) has continued to assure equal pharmacy student access to academic advising, financial aid guidance, orientation, career pathway and personal counseling, monitoring of student progression, mentoring and tutoring, faculty advising, academic integrity, and promoting individualized and group wellness.

The Office of Admissions and Outreach (OAO) has continued to provide guidance and leadership in the recruitment and enrollment of students with academic achievements and personal qualities that would translate into proficiency throughout the admitted students' academic and professional careers. Through the Admissions Committee, those applicants who demonstrated strong academic abilities, personal qualities of intelligence, maturity, integrity, dedication to the ideal of service to society, and who were best suited for meeting the educational goals of SSPPS have continued to be matriculated. The OAO and the Admissions Committee have been committed to recruiting students from diverse cultural, economic, and social backgrounds, and aligned with the UC San Diego Strategic Plan goal of Diversity and Access. (https://plan.ucsd.edu/report#goal-2)

Achievements

Student Services

We have used PDST funds to support professional student organizational activities and student travel to professional meetings, particularly when they were presenting posters or representing the school in pharmacy competitions ($360,000). To assist students who needed additional instruction in core courses, we have provided peer-to-peer pharmacy student tutoring sessions throughout the academic year ($4,500).   We have implemented a Student Wellness Program for students to meet one-on-one to discuss wellness needs, including pharmacy school stressors, relationship stressors, test anxiety, "impostor syndrome," wellness strategies, career mentoring, and mental health symptoms/conditions ($90,000).

Student Diversity

We have used PDST funds to support the OAO and our Admissions Committee comprised of faculty, staff and students, along with 22 additional student ambassadors (current students), who have participated in several outreach events, including health fairs and pre-pharmacy society presentations ($45,000). We have provided support to faculty and staff involved in admissions and outreach endeavors, including an Equity, Diversity and Inclusion (EDI) Project Manager position whose primary responsibility has been to host outreach events at multiple local and national locations per year, and who has participated in the interview process ($324,000). Specifically, we increased outreach pipeline efforts at the California State University (CSU) institutions. In academic year 2017-2018 we hosted three events, in academic year 2018-2019 we hosted seven events, and in 2019-2020 we hosted eight events at CSU's. Additional events were scheduled in 2020 but they were postponed due to COVID-19. In addition we hosted information fairs and outreach events at local high schools and middle schools. In academic year 2017-2018 we hosted one event at a local high school, in 2018-2019 we hosted eight events (six at high schools and two at middle schools), and in academic year 2019-2020 we hosted five events (two at high schools and three at middle

schools). We hosted events at San Diego State University (SDSU) and expanded our efforts to include not only the Pre-Pharmacy Club but the Aztec Pre-Health Club to reach a broader group of students. We hosted two events at SDSU in academic year 2017-2018, three events in academic year 2018-2019 and four events in academic year 2019-2020. In 2019 we partnered with UC San Diego Health Beat, part of the career services center, to provide quarterly guidance and advice to students looking to work in the health field.

Our OAO has expanded our communication methods by utilizing social media ([Twitter](#)/[Facebook](#)/[Instagram](#)) to provide information to prospective applicants and highlight SSPPS, faculty, current students, and alumni. We have created a Committee on Equity, Diversity and Inclusion (EDI) comprised of faculty, staff, and students who were responsible for crafting and disseminating information that promoted an inclusive climate and a culture of accountability. The EDI Committee has partnered with the UC San Diego campus to communicate, implement and monitor EDI practices. Faculty, staff, and students have participated in the UC San Diego Health and Health Sciences EDI Summits I and II to discuss inclusive excellence and diversity on the UC San Diego campus.

Outcomes Data

During academic year 2017-2018 we hosted 29 outreach events, which included events at four schools with underrepresented group (URG) student enrollment >=30% of the total enrollment. During academic year 2018-2019 we hosted 44 outreach events, which included events at 13 schools with URG student enrollment >=30% of the total enrollment, and in academic year 2019-2020 we hosted 52 outreach events, which included events at 18 schools with URG student enrollment >=30% of the total enrollment. *See tables below.*

Summary of Outreach Events

July 2017 – June 2018			July 2018 – June 2019			July 2019 – June 2020		
Locations	# Outreach Events	URG	Locations	# Outreach Events	URG	Locations	# Outreach Events	URG
California			California			California		
CSU	3	3*	CSU	7	7*	CSU	8	8*
UC	17	1*	UC	22	2*	UC	27	3*
Other	3	0	Other	10	4	Other	6	0
Outside California or virtual			Outside California or virtual			Outside California or virtual		
	6	0		5	0		11	7
Total Outreach	29	4	Total Outreach	44	13	Total Outreach	52	18

*UC or CSU schools with Underrepresented Group (URG) students making up >= 30% of the total enrollment
Source: UC San Diego SSPPS Office of Admissions and Outreach

The total number of applicants to our PharmD program went down each academic year (588 in 2017-2018, 519 in 2018-2019, and 414 in 2019-2020), which is a national trend. As a result of our outreach efforts, the number of URG students invited to interview increased each academic year. In fall 2018 10% (59 students) who applied for admission to our school were URG applicants. This increased to 12% (63 students) in fall 2019 and to 13% (55 students) in fall 2020. In fall 2018 we made offers of admission to 10 URG students (13% of incoming class). This increased to 17 URG students (27% of incoming class) in fall 2019 and to 20 URG students in fall 2020 (31% of incoming class). Of the URG students to whom we offered admission in fall 2018, 3 (4% of the class) accepted our offer. This increased to 7 URG students (11% of the class) in 2019 and to 8 URG students (13% of the class) in 2020. While the total number of URG students has increased by 1% or 2% for each of the last three academic years (see table located in section V.a.) the number of URG students in each incoming class has increased by a greater percentage each academic year (4%, then 11%, then 13%). Each academic year we moved closer to our goal of admitting a more diverse class. See table below for URG admissions information details.

Table of Underrepresented Group (URG) Admissions Information

Data	Entering class of 2020, Graduating class of 2024	Entering class of 2019, Graduating class of 2023	Entering class of 2018, Graduating class of 2022
How many individuals applied (i.e. completed the application)	414	519	588
How many were URG? 1. African American/Black 2. Hispanic/Latino(a) 3. American Indian/Alaskan Native	Total: 55 (13%)	Total: 63 (12%)	Total: 59 (10%)
How many URG did we invite for interview?	Total: 29 (11.8%)	Total: 24 (4.6%)	Total: 18 (3.1%)
How many declined an interview or an offer? *	5 withdrew	3 withdrew 16 declined offer	9 withdrew
How many did we make an offer to?	Total: 20 *(6-declined our offer and 5 withdrew after accepting our offer; 1 deferred;) If all 20 would have accepted we would have 31% in the class*	Total: 17 *If all 17 would have accepted we would have 27% in the class*	Total: 10 *If all 10 would have accepted we would have 13% in the class*
How many matriculated? 1. African American/Black 2. Hispanic/Latino(a) 3. American Indian/Alaskan Native	Total: 8 (13%) (Out of a total class size of 64 students)	Total: 7 (11%) (Out of a total class size of 62 students)	Total: 3 (4%) (Out of a total class size of 72 students)

* Individuals declined our offer of acceptance or withdrew after accepting either an interview or offer
Source: Pharmacy College Application Service (PharmCAS) and UC San Diego SSPPS Office of Admissions and Outreach

In fall 2018 and 2019 we surveyed all of the students who had declined our offer of admission to find out why they had declined our offer. For both years, the #1 reason was the school's ranking/reputation. Based on the survey results from the prospective students, we are working with staff in the Campus Communications Office to improve our communications strategies regarding our school's ranking and reputation. *See table below for details of the survey results.*

Survey Results from Students Who Declined our Offer of Admission

FY 2018-2019 (60% Response Rate)	FY 2019-2020 (92% Response Rate)
#1 School ranking/reputation	#1 School ranking/reputation
#2 Location of the pharmacy school	#2 Curriculum
#3 Curriculum	#3 Location of pharmacy school

Source: SSPPS survey data from students who declined our admissions offer

IMPACT of COVID-19 on GOAL
We have been using Zoom to host all outreach events virtually since March 2020 and some outreach events scheduled for spring 2020 were rescheduled for a later date at the request of the student participants. For academic year 2020-2021 all pharmacy schools in California agreed to hold all admissions interviews virtually, thus creating a consistent admissions process this year (there will be no in-person interviews).

PDST Goal 3: Affordability
Maintain affordability of the program
While we have used PDST funds as financial support to reduce pharmacy student debt, we have also pursued additional scholarship funding through fundraising and donor stewardship to diversify our student financial aid portfolio. We were able to provide scholarships from 20 donors in academic year 2018-2019, 22 donors in academic year 2019-2020 and 21 donors as of November 2020 (additional fundraising will occur during this academic year).

Achievements

Financial Aid Support

We have invested 1/3 of the additional PDST revenue directly to student financial aid support. This includes an incremental increase of $314,905 in academic year 2018-2019, $314,958 in academic year 2019-2020 and $304,873 in academic year 2020-2021. To improve transparency regarding the cost of our program we have expanded our communication strategies to include our pharmacy dedicated Financial Aid Counselor in our admissions interviews. Student financial aid is a highly specialized field, and the Financial Aid Counselor was able to answer specific questions posed by students during the interview process, which helped the students make more informed decisions.

IMPACT of COVID-19 on GOAL

While COVID-19 had no impact on the goal, we used PDST funds to provide one emergency grant to one student pharmacist who was unable to work for one month during COVID-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?

Assuring the financial health of our school is essential to its long-term sustainability. In this multi-year plan, we are proposing 3% Professional Degree Supplemental Tuition (PDST) annual increases for each of the next five years in order to enhance and maintain the quality of our programs.

Rationale for Increasing PDST

Fee increases are necessary for the school to maintain and improve the academic, experiential, and career-oriented programs as well as to meet accreditation requirements. **Funds from the fee increases will be used to enhance our academic programs, to improve diversity, and to support student financial aid**.

In 2016 the Accreditation Council for Pharmacy Education (ACPE) implemented new accreditation standards requiring all accredited programs to document that their students complete 300 Introductory Pharmacy Practice Experiences (IPPE) hours and 1,680 Advance Pharmacy Practice Experience (APPE) hours to graduate. The updated standards included additional information and clarification of how

the hours should be counted for service learning, community pharmacy, Health-System, ambulatory and acute care rotations. It became clear that UC San Diego Health alone would not be able to meet all the requirements, and we would need additional sites to meet the requirements. These experiential education rotations require direct one-to-one faculty-to-student pharmacist training experiences for more than a quarter of the pharmacy curriculum *(see IPPE and APPE rotations in "green" in table below)*.

UC San Diego SKAGGS SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

Educational Experience At-A-Glance

Students complete 2 Elective and 5 Core APPE rotations. Core APPE include Community, Health Systems, Acute Care, Ambulatory Care, and either Acute or Ambulatory Care.

Updated: Aug. 12, 2019

The curriculum is continuously being improved and is subject to change.

In order to precept pharmacy students during their IPPE and APPE rotations an individual must be a licensed pharmacist in the state of California. Currently our school has 23 licensed PharmD faculty. Therefore, in order to meet the IPPE and APPE rotation hour requirements, we are dependent on a large number of licensed volunteer faculty (over 200) and community sites (non-UC) to meet the experiential education requirements for our program.

Due to the increase in the number of accredited pharmacy schools in California (more than any other state) there is severe competition for volunteer faculty and rotation cites that will accept student pharmacists. Currently all schools of pharmacy in California are private schools except for UC San Diego and UC San Francisco. The UC Irvine School of Pharmacy and Pharmaceutical Sciences is projected to matriculate its charter class of students in fall 2021 so that the competition for volunteer faculty will increase even more in Southern California. Many of the private pharmacy schools, who charge higher tuition and fees, provide compensation to community sites to accept their students for IPPE and APPE rotations. UC San Francisco School of Pharmacy has a mature program, with long-term community partnerships and an established alumni base, with individuals in leadership positions to accept their student pharmacists. Our relationship with the community sites is relatively young and is taking time to build, and we have few alumni in positions to assist us with increasing our access to community sites. Some non-UC sites have informed us they are unable to accept our students because they are fully utilized by other pharmacy schools.

U.S. News and World Report – Best Pharmacy Schools, Ranked in 2020

California School's Ranked	2020 Ranking	Founding Year	School Age
UC San Diego	#18	2000	20 years
UC San Francisco	#2	1872	148 years
University of Southern California (USC)	#14	1905	115 years

Enhance Program Quality
In order to develop excellent pharmacists, accurate and effective assessment tools are essential for the didactic and experiential portions of the curriculum. The SSPPS proposes to use PDST funds to improve educational technology and evaluation tools to support student learning and provide real time data with national benchmarks. Program assessment and evaluation tools will allow us to monitor our progress and measure our outcomes. The assessment services and software will assist us with reporting to the ACPE that we are meeting accreditation requirements.

We propose to use PDST funds to support professional development for our existing salaried and volunteer PharmD faculty. By investing resources in attendance at professional meetings, educational workshops and other educational opportunities, that knowledge and information will be directly passed on to our students during didactic instruction and during their IPPE and APPE experiential education experiences. We must invest more PDST resources in our volunteer faculty in order to compete for community sites because being affiliated with UC is just not enough anymore. More specific details on how PDST funds will be used to enhance program quality are described below under "Goals for New PDST Funds."

Improve Diversity
We propose to use PDST funds to improve our faculty and student diversity, and we will apply for funding opportunities available through campus and University programs to increase this support. We will continue to participate in programs and events sponsored by the UC San Diego Office of Equity, Diversity and Inclusion. More specific details on how PDST funds will be used to improve diversity are described below under "Goals for New PDST Funds."

Student Financial Aid
We propose to use PDST funds to provide students with additional financial aid, and we will use gifts generated from fundraising to augment the PDST funds. More specific details on how PDST funds will be used to support financial aid are described below under "Goals for New PDST Funds."

Impact of COVID-19
We propose to use PDST funds to protect our faculty, staff and students during educational activities that must be performed in person (i.e. immunization certification course, etc.). For example, we will purchase medical grade surgical masks, face shields, gloves, hand sanitizers, and other personal protective and safety equipment. For students on IPPE and APPE rotations, we will provide similar supplies as requested by the non-UC experiential education sites.

Consequences if PDST Increases are not Approved
If the proposed 3% PDST fee increase is not approved, our ability to acquire timely accurate assessment data for our didactic and IPPE and APPE educational experiences will be severely impacted. We will have fewer resources to invest in our salaried and voluntary faculty. In particular, we need to provide the volunteer faculty with some additional resources so that they feel valued. We can only go so far with "goodwill" in educating our students by our volunteer faculty (over 200). The ultimate impact is that our accreditation could be negatively affected, and equally as important, the student pharmacists could be inadequately prepared for the North American Pharmacist Licensure Examination® (NAPLEX), the California Practice Standards Jurisprudence Exam (CPJE), or be inadequately prepared for a career in the field of pharmacy.

Goals for New PDST Funds

PDST Goal 1: Enhance Program Quality

We propose to use PDST funds for a brand new CORE Technology Suite of programs and services built on the foundation of four integrated applications: Externship & Career Placement Management (Experiential Learning Management System: ELMS), student Competency Management System (CompMS), Credential Presentation ePortfolios (MyCred), and Co-curricular Learning Management System (Readiness) ($36,000 each year). This suite of programs will be used by students, staff, and faculty who teach didactic and experiential education courses. We propose to use PDST funds for an Academic Decision Support Platform (ENFLUX) for accreditation/analytics to create a real-time assessment effectiveness dashboard for use by our faculty course chairs and Assessment Committee, and an ACPE monitoring dashboard with national benchmarking data for comparisons with other pharmacy schools ($23,000 each year). We propose to use PDST funds to provide our salaried and volunteer faculty with support for educational programs, continuing education, and other similar opportunities that they will use to further the education of our students in both didactic and experiential education portions of the curriculum ($30,000 each year). We propose to use PDST funds to purchase essential educational supplies including pharmacy practice supplies, IV preparation, compounding, laboratory slide sets, and anatomical materials (prices will vary depending on inventory from the previous years and from donations). We propose to use PDST funds to provide each incoming class of students with an iPad and pencil (or similar type of tablet computer) along with essential learning software (i.e. pharmacy and medical reference materials, notetaking and course applications). By providing the iPad and pencil, rather than making it a required student purchase upon admission, we can acquire University pricing on the devices and they will all be exactly the same, with the latest technology available at that particular time. This will avoid challenges with different versions of devices, operating systems, and software. Students will use the tablet computer during their four-year tenure in pharmacy school and they will keep it upon graduation ($800 for hardware and $85 for applications per new student each year/$57,525).

PDST Goal 2: Improve Diversity

As new faculty FTEs become available this will be an additional opportunity to improve our faculty diversity. We propose to use PDST funds to recruit PharmD faculty with pharmacy expertise in areas in which we have identified gaps in the curriculum, and this will improve our student faculty ratio. One example includes the area of psychiatry and substance use disorders. Based upon the national opioid epidemic, the increasing need for mental health services, the increase in substance use disorders, and lack of expertise within SSPPS to provide leadership in this area, we hope to recruit a candidate who will provide not only teaching and clinical management of patients with substance use disorders but who will also lead research activities in this area ($203,000 expenditure proposed during first year and increasing 3% each future year in the Improving Student Faculty Ratio budget category). We are participating in University and campus programs to supplement this support. Some examples include "*Excellence Search for Diverse Faculty in Health Sciences*" and "*Advancing Faculty Diversity: Recruitment*" programs.

We propose to use PDST funds to support employees whose responsibility include admissions and outreach activities and who will be involved in a new Pharmacy Underrepresented Mentorship Program (PUMP). PUMP defines underrepresented in pharmacy (URiP) as Black/African American, Latinx, Native American/Alaska Native/First American, Native Hawaiian/Pacific Islander, Southeast Asian (Cambodian, Filipino, Hmong, Lao, Thai, Vietnamese), First-Generation College Graduates, Refugees, and LGBTQIA. We have obtained seed funding from the UC San Diego Office of Equity, Diversity and Inclusion, and we are matching this funding to initiate the program. We will also pursue grant funding opportunities to support the program.

Proposed PUMP Program (specific program details still being developed by committee):
PUMP Phase 1: We will offer mentorship and guidance to students who have applied to our pharmacy school. For individuals who applied but were not admitted to our program, we would offer them the opportunity to be assigned a faculty mentor who would meet with them on a regular basis to provide them with individualized guidance and coaching for developing a stronger application and preparing for the interview. We would encourage these candidates to re-apply to our program in the following year. This phase of the program is designed for strong academic candidates who may need to improve their writing, communication, or interviewing skills.
PUMP Phase 2: We will offer mentorship and guidance to applicants who are juniors and seniors who attend our outreach events.
Our admissions committee would like to provide junior and senior undergraduate students who have attended our outreach events and expressed a continued interest in our program, with the opportunity to be mentored by faculty with similar interests before they apply to pharmacy school. The committee believes that by starting student mentoring earlier in their academic careers (even before they apply to pharmacy school) that it will strengthen their application and interview.
PUMP Phase 3 and beyond: We will expand offering mentorship and guidance to undergraduate applicants who are freshman to seniors who attend outreach events. Once Phase 1 and 2 are successfully implemented, we will expand it to include all undergraduate students.

PDST Goal 3: Support for Student Financial Aid
We propose to use new PDST revenue for student financial aid, in addition to funding from endowments and philanthropy. We will provide 33% of the new PDST revenue for financial aid to be awarded to students based on need.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	
Faculty Salary Adjustments	$2,816,809	$84,504	$87,039	$89,651	$92,340	$95,110	$3,265,454
Benefits/UCRP Cost*	$992,080	$49,491	$52,763	$55,299	$58,267	$60,728	$1,268,629
Providing Student Services	$625,995	$17,235	$16,343	$21,335	$22,121	$22,807	$725,836
Improving the Student-Faculty Ratio	$202,830	$7,136	$7,445	$7,719	$8,020	$8,299	$241,448
Expanding Instructional Support Staff	$0	$0	$0	$0	$0	$0	$0
Instructional Supplies, Equipment, Software	$125,892	-$22,861	$93,690	$144,091	$109,396	-$13,381	$436,827
Providing Student Financial Aid	$2,365,955	$61,816	$111,944	$156,673	$142,907	$85,487	$2,924,782
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	-$10,000	-$30,000	$0	$0	$0	$0
Total use/projected use of revenue	$7,169,562	$187,320	$339,225	$474,768	$433,050	$259,050	$8,862,975

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

Category Information	Additional Comments
Student Services/Programs	Student outreach, student wellness programs, student professional travel
Improving Student/Faculty Ratio	One new PharmD faculty member
Instructional Supplies, Equipment, Software	CORE and ENFLUX assessment software, pharmacy practice consumables, pharmacy laboratory supplies, student computer tablets, learning software and applications

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 SSPPS is utilizing all UC San Diego Health Sciences shared service options to reduce the cost of staffing while providing the highest quality of service to our faculty.

Shared Services
- Academic Resource Center (ARC): Provides support for faculty recruitment, merit and promotion, compensation and benefits.
- Health Human Resources (HHR): Provides support for staff recruitment, compensation and benefits.
- Information Technology (IT): Provides support for faculty and staff hardware, software, audio visual and security.

- Research Service Core (RSC): Provides support for faculty and postdoctoral fellows for grant proposal preparation, review, submission and reporting.

One of the most significant cost-cutting measures has been to maintain relatively the same number of full-time permanent faculty despite the growth of our educational programs and increase in the pharmacy student enrollment (from 65 to 70 students annually). This was accomplished by establishing teaching partnerships with other qualified individuals on the UC San Diego campus and by covering with existing faculty the responsibilities of faculty who retired from leadership positions within the school.

We are seeking to generate additional revenues from our Self-Supporting Master's Degree Program in Pharmacy Drug Development and Product Management. We project that it will generate approximately $100,000 annually in additional revenue by fall 2021. We are partnering with the School of Medicine Department of Biomedical Informatics to create a Self-Supporting Master's Degree Program in Pharmacy Informatics. We project that this program will matriculate its first cohort of students in fall 2022. These additional revenue streams will support the school.

The Dean and our faculty leadership team continue to work closely with the UC San Diego Development and Fundraising Offices to develop strategic partnerships, identify philanthropic opportunities and general fundraising to support our educational programs, and student scholarships. We continue to cultivate relationships with established donors (i.e. CVS, Ralphs, Walgreens, etc.) to maintain and build scholarship 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. N/A

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

	Enrollment					
	Actual 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26
Resident	254	252	256	264	270	270
Domestic Nonresident	4	5	5	5	5	5
International						
Total	258	257	261	269	275	275

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☒   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 FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

Total Charges to Complete Degree by Cohort Start Year

Total *Resident* Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases											
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
UC San Francisco *(public)*	$146,170	$148,692	$152,273	$156,841	$161,546	$166,393	1.7%	2,522	2.4%	3,581	3.0%	4,568	3.0%	4,705	3.0%	4,846
Keck *(private)*	$200,772	$206,795	$212,999	$219,389	$225,971	$232,750	3.0%	6,023	3.0%	6,204	3.0%	6,390	3.0%	6,582	3.0%	6,779
Loma Linda *(private)*	$211,273	$217,611	$224,140	$230,864	$237,790	$244,924	3.0%	6,338	3.0%	6,528	3.0%	6,724	3.0%	6,926	3.0%	7,134
USC *(private)*	$270,405	$278,517	$286,872	$295,478	$304,343	$313,473	3.0%	8,112	3.0%	8,356	3.0%	8,606	3.0%	8,864	3.0%	9,130
Western *(private)*	$212,273	$218,641	$225,200	$231,956	$238,915	$246,083	3.0%	6,368	3.0%	6,559	3.0%	6,756	3.0%	6,959	3.0%	7,167
Average public comparison	$146,170	$148,692	$152,273	$156,841	$161,546	$166,393	1.7%	2,522	2.4%	3,581	3.0%	4,568	3.0%	4,705	3.0%	4,846
Average private comparison	$223,681	$230,391	$237,303	$244,422	$251,755	$259,307	3.0%	6,710	3.0%	6,912	3.0%	7,119	3.0%	7,333	3.0%	7,553
Average public and private comparison	$208,179	$214,051	$220,297	$226,906	$233,713	$240,724	2.8%	5,873	2.9%	6,246	3.0%	6,609	3.0%	6,807	3.0%	7,011
Your program	$171,853	$176,803	$182,342	$188,003	$193,775	$199,655	2.9%	4,950	3.1%	5,539	3.1%	5,661	3.1%	5,772	3.0%	5,880

Total *NonResident* Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases											
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22		2022-23		2023-24		2024-25		2025-26	
							%	$	%	$	%	$	%	$	%	$
UC San Francisco *(public)*	$182,905	$185,794	$190,121	$195,825	$201,699	$207,750	1.6%	2,889	2.3%	4,327	3.0%	5,704	3.0%	5,875	3.0%	6,051
Keck *(private)*	$200,772	$206,795	$212,999	$219,389	$225,971	$232,750	3.0%	6,023	3.0%	6,204	3.0%	6,390	3.0%	6,582	3.0%	6,779
Loma Linda *(private)*	$211,273	$217,611	$224,140	$230,864	$237,790	$244,924	3.0%	6,338	3.0%	6,528	3.0%	6,724	3.0%	6,926	3.0%	7,134
USC *(private)*	$270,405	$278,517	$286,872	$295,478	$304,343	$313,473	3.0%	8,112	3.0%	8,356	3.0%	8,606	3.0%	8,864	3.0%	9,130
Western *(private)*	$212,273	$218,641	$225,200	$231,956	$238,915	$246,083	3.0%	6,368	3.0%	6,559	3.0%	6,756	3.0%	6,959	3.0%	7,167
Average public comparison	$182,905	$185,794	$190,121	$195,825	$201,699	$207,750	1.6%	2,889	2.3%	4,327	3.0%	5,704	3.0%	5,875	3.0%	6,051
Average private comparison	$223,681	$230,391	$237,303	$244,422	$251,755	$259,307	3.0%	6,710	3.0%	6,912	3.0%	7,119	3.0%	7,333	3.0%	7,553
Average public and private comparison	$215,526	$221,472	$227,867	$234,703	$241,744	$248,996	2.8%	5,946	2.9%	6,395	3.0%	6,836	3.0%	7,041	3.0%	7,252
Your program	$184,098	$189,048	$194,587	$200,248	$206,020	$211,900	2.7%	4,950	2.9%	5,539	2.9%	5,661	2.9%	5,772	2.9%	5,880

Source: American Association of Colleges of Pharmacy (AACP)

Additional Comments: UC San Francisco is a three-year PharmD program (all other programs are four-years). Most students are only a nonresident during the first year of pharmacy school.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 majority of our students come from California, and fewer than 10% are from out-of-state. Most applicants who opt to go elsewhere choose to go to UC San Francisco or the University of Southern California (USC). Therefore, we consider the closest comparators to be programs in California. There are no other true comparators. One important distinction about the UC San Francisco School of Pharmacy is their PharmD program is three years and the private comparator schools have a four-year PharmD program like UC San Diego. The major characteristic common to UC San Diego and USC is the fact both schools are located in southern California and both have four-year PharmD programs. These schools are our competitors for prospective students, clinical experiential education sites, and faculty positions. We used UC San Francisco as our only public comparator institution because they are currently the only other public pharmacy school in California. The UC Irvine School of Pharmacy and Pharmaceutical Sciences (just 75 miles from SSPPS) will become another competitor when it matriculates students in Fall 2021.

We use Pharmacy College Application Service (PharmCAS), a centralized application service, through which students can apply to multiple PharmD programs across the country. They provided us with data showing where students go when they decline our offer of admission at UC San Diego. *See table below showing top three pharmacy schools chosen by students who decline our offer of admission.*

Where Students Go Who Decline Our Offer of Admission

Top Three Pharmacy Schools	2017-2018	2018-2019	2019-2020
UC San Francisco	30%	70%	n/a
University of Southern California (USC)	30%	20%	n/a
Western University	7%	2%	n/a

Source: Pharmacy College Application Service (PharmCAS)

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

Our true comparator institutions are in California and, aside from UC San Francisco, are all private. Our program costs, total charges to complete degree, are lower ($171,853 in FY 20/21 for residents) than the average of the comparator PRIVATE institutions ($223,681 in FY 20/21) total charges to complete degree. Over the course of this PDST proposal the UC San Diego resident total charges will remain at least 20% lower than the private institution averages (21/22 through 25/26). Our program costs are greater than the lone comparator PUBLIC institution, UC San Francisco. UC San Francisco School of Pharmacy revised their PharmD program to make it a three-year program like the University of the Pacific, while UC San Diego is a four-year program. UC San Francisco is a well-established and mature school and has had time to build relationships with community partners before the large increase in the number of pharmacy schools in California, which has taken place over the last 20 years (the number of pharmacy schools in California has tripled). UC San Francisco has a large alumni and volunteer base, which they have cultivated over the last 100 years. They may use these individuals to supplement their teaching and experiential education needs. In addition, this provides them with the potential for greater alumni giving and philanthropy opportunities. Because of their maturity, many of these individuals are in leadership positions, have built a professional network, and are in a better position to provide their students with experiential education rotations in hospitals and clinics.

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

Since the inception of our school, the most distinguishable feature of our program is the fact we provide didactic course content more in alignment with a medical school than a pharmacy school. To illustrate this point, our second-year pharmacy students attend the same medical school courses as the first-year medical students, and they take the same examinations together. While inter-professional educational experiences are required for accreditation by the ACPE, other pharmacy schools achieve the requirement through the experiential education portion of the curriculum, in which pharmacy and medical students work together during the clerkship experiences. Our school provides inter-professional educational opportunities during both the didactic and experiential education portions of the curriculum. Staff at ACPE have referred to our program as the "inter-professional educational model" for other pharmacy schools.

As a research-intensive pharmacy school, another unique feature of our program is the requirement for each student to complete and to present an independent research project prior to graduation. The presentation of the project takes place in the form of a research poster, which is presented during a poster session to faculty during the final week of school.

Finally, on average, over 50% of our students pursue additional training after acquiring their PharmD Degree (e.g., residency, fellowship or similar). The national average is 20%. This is important because as noted in a white paper in 2009 by the American College of Clinical

Pharmacy with the continuing evolution of pharmacy as a clinical profession, the need to prepare well-trained clinicians beyond the knowledge gained from a doctor of pharmacy degree program is magnified. Such training is afforded by pharmacy residency programs, which have expanded from hospital sites to practice settings as diverse as managed care organizations and public health departments. Furthermore, many pharmacy positions (particularly hospital and academia) prefer post-graduate training for their leadership positions.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics *	Privates*
Ethnicity**						
Underrepresented						
African American	2%	2%	3%	2%	3%	3%
Hispanic/Latino(a)	6%	6%	6%	7%	7%	7%
American Indian	1%	0.40%	0.40%	0%	0%	0%
Subtotal Underrepresented	*9%*	*9%*	*10%*	*9%*	*10%*	*9%*
Asian/Pacific Islander	65%	64%	60%	63%	68%	58%
White	22%	21%	24%	22%	15%	23%
Domestic Unknown	4%	5%	6%	6%	6%	9%
International	0%	0%	0%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic *						
% Pell recipients	58%	61%	47%	N/A	N/A	N/A
Gender						
% Male	31%	33%	34%	34%	29%	34%
% Female	69%	67%	66%	66%	71%	66%
% Non-Binary	0%	0%	0%	0%	0%	0%
% Unknown	0%	0%	0%	0%	0%	0%

Sources: Comparator Institutions: Public: UC San Francisco; Private: USC and Western (data averaged)
**Ethnicity and gender data: American Association of Colleges of Pharmacy (AACP)
***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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

The trend in enrollment of URG in our program over the past three years shows an increase in the percent of URG for each incoming class of students. In fall 2018 4% URG matriculated, in fall 2019 11% URG matriculated, and in fall 2020 13% URG matriculated in to our program. While the total number of URG students has increased by 1% or 2% for each of the last three years (see table located in section V.a.) the number of URG students in each incoming class has increased by a greater percentage each academic year (4%, then 11%, then 13%). Based on a review of the enrollment of underrepresented groups in our program we had an average of 9% over the last three years. Our public school comparator (UC San Francisco) had 10% in FY 2018-19 and our private school comparator institutions (USC and Western) had an average of 9% in 2018-19.

One of our prior strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) was to increase our out-of-state outreach events. We increased our outreach efforts out-of-state via Zoom meetings and in-person when faculty were in town attending professional meetings, or via our alumni who live in other states, with the hope this would attract a more diverse group of students. We increased our out-of-state outreach events from five in 2018-19 to eleven in 2019-20 with the hope of diversifying our applicant pool. In fall 2019, 69 out-of-state students applied and in fall 2020, 61 out-of-student students applied to our program. We plan to increase the number of events in future years.

Another strategy we used was to establish merit and need-based scholarships through fundraising efforts. In fall 2018 we established a new Endowed Scholarship to be awarded to a student pharmacist who demonstrated exemplary outreach efforts to underserved groups while in pharmacy school (i.e. leading health education fairs or similar, which are required for service learning credit). We raised funds for an additional merit scholarship to be awarded to multiple students who promoted diversity and inclusion, and who actively participated in community education events (for service learning credit). In fall 2019 we raised funds for a new need-based scholarship for two students from underserved backgrounds. In fall 2020 we established two new Endowed Scholarships to be awarded to students from economically disadvantaged backgrounds, and who demonstrated academic achievement, leadership and service during pharmacy school.

The prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) in our program include continuing our outreach events (at UC schools, particularly UC Riverside and Santa Barbara, CSU schools, and high schools) and fundraising efforts for scholarships.

Summary of Proposed Pharmacy Underrepresented Mentorship Program (PUMP) Program for fall 2021 (under committee development):
PUMP Phase 1: We will offer mentorship and guidance to undergraduate students who have applied to our pharmacy school
PUMP Phase 2: We will offer mentorship and guidance to applicants who are juniors and seniors who attend our outreach events
PUMP Phase 3 and beyond: We will expand offering mentorship and guidance to undergraduate applicants who are freshman to seniors who attend outreach events

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?

Because our students were eligible to receive Title VII funding through the Health Resources and Services Administration (HRSA), we were required to identify students who are considered disadvantaged due to either environmental or economic factors. The trend in enrollment ranges from 34% to 39% between academic years 2015-2016 to 2018-2019.

Using the HRSA definition of environmentally and/or economically disadvantaged, we reported the following number of disadvantaged students for the academic years 2015-16 through 2019-20:
(Note: HRSA defines environmentally disadvantaged as a student who comes from an environment that has inhibited them from obtaining the knowledge, skills, and abilities to enroll in and/or graduate from a health professions school. HRSA defines economically disadvantaged as students who come from a family with an annual income below a level based on low-income thresholds established by the U.S. Census Bureau, adjusted annually for changes in the Consumer Price Index.)

2015-16   92 students = 37% of the total enrollment
2016-17   96 students = 39% of the total enrollment
2017-18   108 students = 37% of the total enrollment
2018-19   101 students = 34% of the total enrollment
2019-20   N/A (Beginning 2019-20 the Title-7 loan programs were no longer being awarded to pharmacy students)

In general, a high percentage of our students received Pell Grants as undergraduate students (58% in 2017-2018, 61% in 2018-2019, and 47% in 2019-2020).

We have created strategic partnerships with campus organizations (i.e. Pre-Pharmacy Society, LGBT Resource Center, the Black Resource Center and the Hispanic Serving Institution) to develop pipelines to students from broader backgrounds. Outreach is also conducted to high school students via our "Pharmacist for a Day" Program. This is a full-day educational program led by our pharmacy students, where we host approximately 300 students from low socioeconomic backgrounds from eight different high schools in underserved communities with emphasis in science and math programs.

We waive supplemental application fees for students who demonstrate financial need. We provide merit and need-based scholarships from philanthropy and donor funding and grants based on need, which includes 1/3 of the PDST funding going to financial aid. With the growth of student housing on our campus we will be able to offer on-campus housing to needy and non-resident students. The campus projects the costs for student housing will be at least 20% below market, which will reduce housing costs for our students.

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

Our numbers appear to be similar in terms of gender parity to other comparison institutions. About 2/3 are female and 1/3 are male. Our strategy for promoting gender parity (that is compliant with Proposition 209) is to provide gender equality training and perform gender monitoring and reporting.

Demographic UC San Diego	2016-17	2017-18	2018-19	2019-20	Demographic UC San Francisco	2016-17	2017-18	2018-19	2019-20
Female	68% /170	69% /173	67% /170	66% /166	Female	68% /331	70% /345	71% /328	73% /345
Male	32% /79	31% /78	33% /84	34% /86	Male	31% /150	29% /144	29% /135	27% /128
Binary					Binary				0% /1
Unknown					Unknown	1% /3	0% /2	0% /2	
Total	100%	100%	100%	100%	Total	100%	100%	100%	100%

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 average underrepresented group enrollment for each incoming class (first-year students) to be greater than the average underrepresented group enrollment for each incoming class (first-year students) over the last five years due to the increased number of outreach events. We expect the number of Pell Grant recipients to be similar in the final year of our multi-year plan (academic year 2020-2021) as academic year 2019-2020 (close to 50%). We expect the gender composition of our students in the final year of our multi-year plan (academic year 2020-2021) to be similar to academic year 2019-2020, with approximately 2/3 female and 1/3 male.

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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	3%	3%	3%
	International	0%	0%	0%
Hispanic/ Latino(a)	Domestic	4%	4%	4%
	International	4%	3%	3%
American Indian	Domestic	0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	21%	19%	19%
	International	1%	3%	3%
White	Domestic	60%	62%	62%
	International	5%	5%	5%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	2%	1%	1%
	International	0%	0%	0%
Percentage by Gender		2017-18	2018-19	2019-20
Female		38%	38%	40%
Male		62%	62%	60%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	3%	3%	3%
	International	0%	0%	0%
Hispanic/ Latino(a)	Domestic	3%	3%	3%
	International	3%	3%	3%
American Indian	Domestic	0%	0%	0%
Native Hawaiian	Domestic	0%	0%	0%
Asian/ Pacific Islander	Domestic	10%	9%	9%
	International	0%	0%	0%
White	Domestic	77%	78%	75%
	International	3%	3%	6%
Two or More Races	Domestic	0%	0%	0%
	International	0%	0%	0%
Other/ Unknown	Domestic	0%	0%	0%
	International	0%	0%	0%
Percentage by Gender		2017-18	2018-19	2019-20
Female		32%	31%	34%
Male		68%	69%	66%
Non-Binary/Unknown		0%	0%	0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

Our current efforts to advance recruitment of diverse faculty includes advertising open recruitments in a variety of sources, including DiversityJobs.com, National Hispanic Pharmacists Association, and National Organization for the Professional Advancement of Black Chemists & Chemical Engineers. We require all faculty serving on search committees to attend implicit bias training as a requirement for participating on the search committee. Every search committee also has an FEA (Faculty Equity Advisor) as a resource for improving equity and diversity, and they review the conduct of the committee and must approve hires to ensure inclusive practices were maximized. We participate in the Health Sciences Equity, Diversity, and Inclusion Summit seminars and in the National Center of Leadership in

Academic Medicine (NCLAM), a Health Sciences professional development program with a mentoring component for junior faculty at UC San Diego.

Our proposed efforts to advance the recruitment of diverse faculty includes utilizing the "Advancing Diverse Faculty, Curricula and Research through a Cluster Hire" Initiative at UC San Diego, a program which was competitively awarded to UC San Diego through UCOP. We propose to participate in a UC San Diego multidisciplinary cluster hire of faculty whose research is focused on racial/ethnic disparities in health, medicine, and the environment.

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 scholarships to enable the program to enroll a highly talented and socioeconomically diverse group of students. We seek to ensure that no qualified candidate is denied the opportunity to attend pharmacy school on the basis of financial need. In order to measure our success in meeting this goal, we monitor the average indebtedness over time, along with the amount of financial support provided to our students. In academic year 2017-2018 we provided students with nearly $2.8M in need-based grant support (PDST, USAP). In academic year 2018-2019 we provided students with over $3M in need-based grant support (PDST, USAP), and in academic year 2019-2020 we provided students with over $3.2M in need-based grant support (PDST, USAP).

The majority of our 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 family (parents) allows us to target our grant and scholarship funds to those students with the most limited resources. We also use data from student surveys to identify those who are most in need of assistance so that we may direct financial aid more intelligently to those students with economic and/or environmental needs. Financial aid is also awarded on the basis of merit to attract disadvantaged and/or highly qualified students. Furthermore, we invest at least 1/3 of the additional PDST revenue directly to student financial aid support.

Graduating Class	2013-14	2014-15	2015-16 *	2016-17	2017-18	2018-19
Percent with Debt	85%	91%	85%	90%	76%	80%
Cumulative Debt among Students with Debt	$79,140	$89,937	$132,455	$125,492	$123,232	$128,959

Class of 2016 debt amount includes a student who paid nonresident tuition for all 4 years of Pharmacy School increasing average debt
Source: UC Graduate PDST Program Debt

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 anticipate that we will continue to see increases and decreases in the percent of students with debt based on the composition of each class and students' unique family situations that impact their willingness and/or ability to take on debt. In the last few years the fluctuations have been relatively small between the classes. We expect that the proposed PDST fee level will affect the trend in our student's average indebtedness level ($128,959) but that it will continue to be below the public ($147,938) and private ($213,090) comparison institutions. We expect that the proposed PDST fee level will affect the trend in the number of students who graduate with no debt, which increases and decreases between years.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
No. of Students Who Graduated with No Debt	12	5	9	6	13	10

Source: UC San Diego Health Sciences Financial Aid Office

|	Graduates with Debt	[1] 2018-19 Average Debt at Graduation among Students with Debt	[2] Median Salary at Graduation	[3] Est. Debt Payment as % of Median Salary
This program	80%	$128,959	$144,050	13%
Public comparisons	[1] 85%	$147,938	$144,050	15%
Private comparisons	[1] 85%	$213,090	$144,050	20%

1 National debt data for comparators are from the American Association of Colleges of Pharmacy
2 Median salary is from the U.S. Department of Labor, Bureau of Labor Statistics

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 the median annual salary at graduation for our public and comparison institutions is the same ($144,050), we have fewer students graduate with debt (80%) compared to our public and private comparison institutions (both 85%) and the amount of our student debt is lower ($128,959) than our public ($147,938) and private ($213, 090) comparison institutions.

It is important to note that an average of 50% of the graduating students from our program participate in a fellowship or residency program (compared to the national average of 20%). This actually increases their earning potential as a result of the additional educational experience. Given that the level of support for a fellowship or residency program is approximately $55,000, the median salary at graduation is significantly lower than would be the case if all graduates were to immediately enter a pharmacy practice position. However, by continuing their education through a pharmacy fellowship or residency program they will expand their earning potential in the long-term. *See table below for details of post graduate activity over the last five years.*

UC San Diego SSPPS - Last 5 Years, Post Graduate Activity
Percentage of Activity by Year
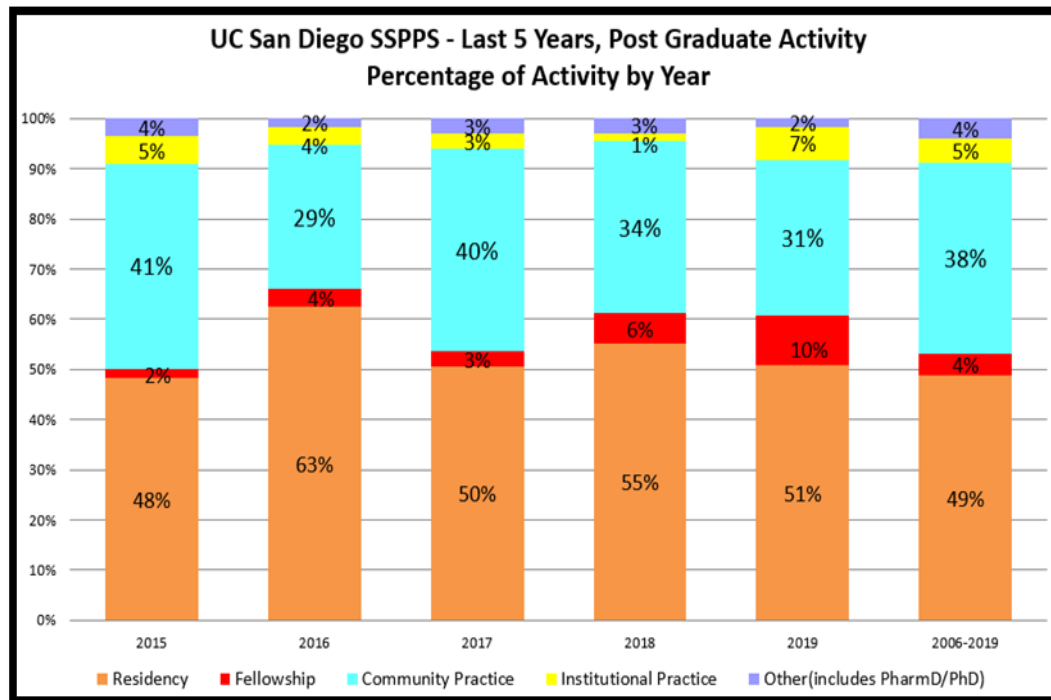
Graduates entering lower paid fellowship and residency positions may be eligible to participate in federal Income Based Repayment Plans, which reduce their monthly debt repayments.

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 including medical schools and teaching hospitals.

In addition, graduates with a significant amount of pharmacy school debt may choose to participate in a loan repayment program, such as the NIH Extramural Loan Repayment Program. This program repays up to $35,000 of qualified student loan debt per year, for a minimum or two years of qualified research funded by a domestic nonprofit organization or U.S. federal, state or local government entity.

Students 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 plans. 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.

Finally, we offer fourth-year students the opportunity to participate in the Pharmacy University Loan program, which offers-long term, low interest rate loans to students in the final year of their pharmacy school curriculum. This is a subsidized, 5% fixed interest rate loan which is deferred during their period of enrollment.

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 UC San Diego Health Sciences Financial Aid Office provides quarterly debt management sessions to all pharmacy students. There is also a debt management session provided to graduating students during their last week of school. During these sessions, information about the Public Service Loan Forgiveness program is given to students, which forgives or cancels 100% of any remaining federal Direct Loan balance of a student who has made 120 monthly payments on their Direct Loan while employed in a public service job (defined as a 501(c)(3) non-profit organization). SSPPS also provides the Health Sciences Financial Aid Office with targeted scholarship listings for both SSPPS provided and outside scholarships. These targeted scholarships are for students who demonstrate outreach to underserved populations or plan to practice in an underserved area 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?

Once our students graduate and enter the workforce or complete their residency or fellowship experience (one or two years), they earn approximately the same as other graduates with similar backgrounds and experience. In California, pharmacists earn a mean hourly wage of $69.25 or $144,050 annually; this does not differ substantially between public or private sector employers. Nationally, hourly wages typically start from $42.50 and go up to $78.32. *Source: U.S. Department of Labor, Bureau of Labor Statistics (2019).*

Based on a review of data provided by our 2019 alumni survey, the majority are working in hospitals (45%) followed by community pharmacy (18%), but our program is designed to ensure the students are well prepared for a variety of career opportunities within the profession as demonstrated in the table below.

2019 SSPPS ALUMNI SURVEY - 146 Respondents from 2006-2018 (22%)										
The purpose of this brief survey is to update SSPPS on students' experience and activities since graduation.										
	Academic	Managed Care	Biotech / Industry	Medical Informatics	Community	PHS	Hospital	Regulatory	Institution	Other
3. Practice Description	3.87%(6)	5.81%(9)	7.74%(12)	1.94%(3)	18.06%(28)	0.00%	45.16%(70)	0.00%	1.94%(3)	15.48%(24) 155

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

The UC San Diego Health Sciences Financial Aid Office (HS-FAO) publishes a financial aid brochure on its website specifically for prospective and current pharmacy students. The HS-FAO participates in providing financial aid presentations to all students during the admissions interview process and at outreach events. The HS-FAO provides a designated financial counselor who specializes in pharmacy financial aid programs, and who is available for one-on-one consultations.

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 HS-FAO provides information on average debt for UC San Diego pharmacy school graduates at two points prior to their matriculation to pharmacy school. The information is provided during the financial aid presentation portion of their admissions interview and the debt information is also provided during their financial aid orientation during the summer prior to the start of their first fall quarter.

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.).

Impact of COVID-19
COVID-19 has impacted our PharmD program in multiple ways, but of particular note is the impact on our didactic and experiential education. While many PharmD courses can be taught remotely, there are several essential activities which require in-person "hands-on" learning. Some examples include immunization certification training, vital signs workshops and IV preparation. Following the UC San Diego Return to Learn Program requires additional resources to maintain the safety of our students, faculty, and staff when we are unable to teach remotely.

Our experiential education opportunities have been the most negatively impacted by COVID-19. For a period of time our students were unable to attend rotations (IPPE and APPE) at clinics or hospitals. To assure that our students received the required hours in each of the core experiences (acute care, ambulatory care, community pharmacy and hospital pharmacy) we had them use tele-pharmacy (phone and video) as a way to provide direct care to patients. They participated in case studies to meet the requirements for their elective rotations. While many community sites are beginning to accept students again, some are taking a more conservative approach, and letting us know they will not accept pharmacy students until 2021. This means that we are more dependent on UC San Diego Health for rotations, but we cannot over-utilize this location.

Other Factors Relevant to our Multi-Year Plan
While we plan to collaborate with the UC Irvine School of Pharmacy and Pharmaceutical Sciences on joint research projects, an annual Pharmacoeconomics Forum, and other activities, when this school opens (projected Fall 2021), we believe our ability to recruit students from the Los Angeles/Orange County area will be negatively affected. Over the last three years an average of 18% of our first-year pharmacy students came from UC Irvine. As a result, we are increasing recruitment efforts at UC Riverside and UC Santa Barbara. In fall 2020 we admitted more students from UC Irvine than from UC San Diego.

School	Number of First-Year Students Who Matriculated from UC San Diego and UC Irvine		
	Class of 2022 Fall 2018	Class of 2023 Fall 2019	Class of 2024 Fall 2020
UC San Diego	17 (23% of total class)	13 (21% of total class)	11 (17% of total class)
UC Irvine	14 (19% of total class)	6 (10% of total class)	16 (25% of total class)

Source: Pharmacy College Application Service (PharmCAS)

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☒ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☐ Other (please describe): Text

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

October 19, 2020, a summary of the proposed PharmD PDST goals was presented via Zoom meeting to the Association of Student Pharmacists (ASP) President and President-Elect. At the end of the Zoom meeting, the information was emailed to them. During the Zoom meeting the ASP President and President-Elect shared some ideas of how they might communicate the information to the rest of the student pharmacists. Some ideas they suggested included sharing the information with the student leadership (class presidents), acquiring feedback via an anonymous survey, holding Zoom meeting office hours, and providing a letter summarizing student feedback (see Attachment 1).

October 23, 2020, as suggested by the ASP President and President-Elect, we hosted a Zoom meeting between 12 PM and 1 PM (during the lunch hour). The Zoom meeting information was communicated to the students by the ASP President. One student participated, and the individual requested clarification as to whether or not the students would be able to keep the iPads after graduation.

October 27, 2020, as suggested by the ASP President and President-Elect, we hosted a Zoom meeting between 5 PM and 6 PM (this time was chosen by the ASP President and President-Elect because it was after school hours). Based on the recommendation from the ASP President and President-Elect, the Zoom meeting information was communicated to the students by the school on October 26, 2020 and

included a reminder. No students participated.

November 1, 2020, the ASP President and President-Elect provided written feedback summarizing the results of the anonymous student survey. A copy of the letter is attached. The School confirmed receipt of the letter and thanked them for their feedback.

Based on the student feedback we revised information in the proposal to provide additional clarification as to why the school proposes to provide incoming student pharmacists with an iPad and pencil (or similar), rather than making it a required student purchase. We also reaffirmed the students would keep the iPads when they graduate.

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

☒ Plan shared with   Quynh Nguyen at president@gsa.ucsd.edu_____ on November 2, 2020_____ .
<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   N/A _____ on _____ .
<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 and elaborate in Section IX.e.

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

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

October 9, 2020, a summary of the proposed PharmD PDST plans and goals was presented via Zoom meeting to the leadership team (nine deans and three division heads) during a regularly scheduled meeting. Members of the leadership team verbally supported the proposal during the Zoom meeting.

October 16, 2020, a summary of the proposed PharmD PDST plans and goals was emailed to the faculty (55 individuals) and feedback was requested via email. Several faculty confirmed receipt of the email but did not provide any additional 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   James Antony   on November 2, 2020   .
                                  Graduate Dean

☒ Plan endorsed by Pradeep K. Khosla   on November 12, 2020   .
                                  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 1: Letter Summarizing Student Feedback

November 1, 2020
Andrina Marshall
Associate Dean for Business and Fiscal Affairs
UC San Diego Skaggs School of Pharmacy & Pharmaceutical Sciences
9500 Gilman Drive, MC 0657
La Jolla, CA 92093

Dear Associate Dean Andrina Marshall,

We have notified the student body about SSPPS's Pharm.D. Multi-year Plan for the next five years (2021-2026) and created an anonymous survey for the students to give their feedback regarding the proposed supplemental tuition increase. The students had two weeks to submit any comments, concerns, questions, and suggestions. We have collected their response and summarized them below.

A total of 98 students ranging from P1s all the way to P3s have responded to our survey. Of these respondents, 95.6% of the students either strongly disagree or disagree with this proposed supplemental tuition increase, leaving only less than 5% of the students that are neutral or agree with the proposal. Many students raised concerns of inappropriate allocations and affordability.

To specify some details, students were concerned with Goal 1 where part of the supplemental tuition increase would be used for iPads and Apple pencils for future P1 classes. Many students felt that this educational tool is not necessary as most students have invested money into their own tablet of choice, and would rather have this allotted money be used towards improving student campus life, such as building a larger student lounge with more microwaves and access to more tables as well as more study spaces.

In addition, students in general felt that UCSD should be able to find alternative financial sources to support the purchase of these tablets as they are deemed as "gifts" by the school and feel that students should not have to pay more tuition to cover this expense. With the past few quarters being entirely remote, many students feel that all of the money that was not being spent on maintaining the facilities/campus resources should be used instead towards accomplishing some of these proposed goals as students are still being charged full tuition.

In Goal 2, most of the students are in agreement with onboarding a pharmacist who specializes in psychiatry and substance abuse disorders to join the faculty here at Skaggs. Students found diversifying staff and faculty to be essential for learning and becoming great pharmacists. In addition to this goal, students would like to see the funds go more towards tutoring programs as well.

In Goal 3, many students in the feedback form expressed significant concerns of not being able to benefit from this goal based on financial status. Every student must pay the tuition increase, however not all will benefit from this goal. Students suggested allocating some funds for more merit based scholarships and grants as well.

Specific goals aside, students are generally at odds with the logic of this tuition increase. The student body is extremely burdened by finances especially during these economically uncertain times of COVID-19, and many see the 3% increase as inequitable financial mismanagement when there is also a palpable lack of jobs and residencies in the industry. As a result, a majority of the students acknowledged their probable inability to afford the high tuition increase in the following five years and deemed SSPPS as no longer a cost-effective option. Beyond this, they repeatedly expressed deep disappointment in wrongfully choosing UCSD SSPPS specifically for its reasonable tuition when compared to other private schools, and some commented that they would feel obliged to dissuade future SSPPS applicants from attending for this reason.

"This proposal over the next 5 years warrants over a 1.2 million dollar increase in costs overall that 65-70 students each year will have to carry the burden for. [...] This cost increase will have to be paid by many students, myself included, in the form of Graduate PLUS Loans, which have a high interest rate of 5.30%. A P1 student like myself will have to pay an extra $2,587 just by the increase of the tuition. Many people pay off students loans in 20 years. This amount compounded over 20 years at 5.30% is $7,267.15, over double the amount the loan would be taken out for."

- *Anonymous Student Survey Response*

Most students wish to maintain the current tuition amount, but if the school seeks to improve the standard of learning, students would like the school to reconsider the amount of supplemental increase, whether in the form of a substantially smaller percentage increase or even at a flat rate rather than compounded percentage increase every year.

We, as well as the students, would like to thank you for the transparency and allowing for the student's voices to be heard. We greatly appreciate the school's support and all the improvements that the school seeks to make!

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2021

<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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$13,362	$13,362	$13,362	0%	$0	0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$13,362	$13,362	$13,362	0%	$0	0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$384	$393	$412	2.3%	$9	4.8%	$19
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***	$3,894	$4,342	$4,488	11.5%	$448	3.4%	$146
Total Fees (CA resident)	$30,210	$30,667	$31,252	1.5%	$457	1.9%	$585
Total Fees (Nonresident)	$42,455	$42,912	$43,497	1.1%	$457	1.4%	$585

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments: We are not requesting a PDST Fee level increase for the next two years and will keep our PDST flat for 2021-22 and 2022-2023. The department is very mindful of student debt, and the potential financial implications and economic challenges of the pandemic facing our students and graduates. In light of all this, we believe we are able to continue providing excellent Physical Therapy education with our current PDST funds. Other represents tuition fees for mandatory summer quarter.

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

The Graduate Program in Physical Therapy offers the Doctor in Physical Therapy (DPT) degree to students embarking on a career in clinical physical therapy and with a lens that understands the imperative of equity in both health and healthcare. UCSF has offered a program in physical therapy since 1942, beginning with a Certificate in Physical Therapy. In 1989, UCSF joined with SFSU to develop a master's degree program and subsequently transitioned to the current entry-level DPT program in 2011. The entry-level DPT degree is a three-year accredited joint program between University of California, San Francisco (UCSF) and San Francisco State University (SFSU). The program enrolls a cohort of 50 students each year for a total of 150 students enrolled. The majority of the students are primarily California residents. The program runs for 36 continuous months beginning in June and includes 34 weeks of full-time clinical experience. Through dynamic learning experiences, students integrate the basic foundations of science into different paradigms and the treatment of patients with movement dysfunctions. 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. Supplementing the didactic coursework are research experiences and structured clinical experiences. The program concludes with a qualifying assessment and culminating experience (https://ptrehab.ucsf.edu/qualifying-assessment-culminating-experience).

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, evidence based 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. The Graduate Program in Physical Therapy is designed to prepare scholarly clinicians, educators, collaborative clinical researchers, administrative managers, and community leaders. The Program's Mission is to develop collaborative professionals in physical therapy practice, education, social responsibility, and discovery and translation of science to improve health. Graduates excel in the National Licensing Examination and are considered top applicants for positions in physical therapy practice across California or the United States. All admitted students hold a bachelor's degree from a regionally accredited institution and meet admissions requirements of the Graduate School Requirements of the University of California and the California State University systems. Admissions requirements can be viewed at https://ptrehab.ucsf.edu/application-requirements.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Our FY18-19 and FY19-20 professional fees did not increase. In FY20-21, professional fees increased by 3%. Our last multi-year plan was approved in March 2019 by the Regents, who approved the first two years of our proposal. Our expiring plan covers FY2019-20 and FY 2020-21. The following lists the goals as described in our expiring proposal and the outcomes of our efforts and use of PDST funds to address these 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 Patients with ALS, Pelvic Health, Providing Care in the ICU, as well as a multitude of research opportunities in educational research, health services and patient outcomes research, Breast Cancer Treatment-Related Impairments, myofascial decompression, osteoarthritis, and the neurosciences. 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.

Outcomes:
Faculty
- As of our previous PDST submission in March 2019, we have expanded our faculty and have improved our faculty diversity profile. We have hired nine new faculty since January 2019. This number includes clinical faculty (n=6), research faculty (n=2), and teaching faculty (n=1) to meet the needs of our curriculum and enhance program quality. New faculty have contributed to enhanced program quality through student advising, clinical expertise, student mentorship in the clinic, and teaching specialized courses that have benefited the student-body that focus on professionalism, health equity, and healthcare informatics.

- From 2018 to 2019 our URM faculty have increased from 14.3 % to 17.9%. Our core faculty diversity profile is comprised of 3.6% Black/African American and 14.3% Hispanic/LatinX members. The 2019 Commission on Accreditation in Physical Therapy Education (CAPTE)

Aggregate Program Data indicates that, nationally, Blacks/African Americans represent 2.5% and Hispanic/LatinX represent 3.6% of core DPT program faculty. While our URM numbers exceed those from the aggregated national race and ethnicity data for DPT program faculty, as discussed in section V.g we continue our efforts to increase our program faculty diversity to better reflect the demographics of our community, to improve the diversity within the profession, and to provide role models for a diverse student body. Current recruitment efforts include job postings that target URM candidates on sites such as 'Blacks in Higher Education' and 'LGBT in Higher Ed', and the UCSF Physical Therapy Residency pipeline.

- In 2019, we created a new position of Vice Chair (VC) of Equity to spearhead our diversity, equity, and inclusion efforts. Since the creation of this position, our VC of Equity has led a townhall, which included faculty, students, and staff, to address the current political climate around police brutality and racism; conducted our first faculty climate survey; created a department "Solidarity in Action" webpage as a resource to guide anti-racism; and formed our first-ever DEI committee that includes staff and faculty to work on department initiatives to create a more equitable and diverse department, profession, and community. This DEI committee has three subcommittees which DPT faculty participate including a climate subcommittee, professional development subcommittee, and university engagement subcommittee. Additionally, we have restructured our DPT program committees (i.e., curriculum committee, student success committee, etc.) so that each committee has a liaison from the DEI subcommittees. This ensures that every committee approaches their charges with a DEI lens/perspective. We believe this structure has put DEI at the center of our discussions for nearly every component of our DPT program further ensuring continuous programmatic quality improvement.

Students
- We have also used the funds as outlined in the goals to increase our applicant and student body diversity by hosting webinars and virtual informational sessions that specifically focused on universities with high black and Hispanic populations. For example, we have targeted our webinars at CSU Los Angeles, CSU Dominquez Hills, CSU San Bernardino, CSU San Marcos, etc. For example, we held approximately five seminars in 2020, had 329 attendees for the combined sessions and will analyze our incoming class data to assess the effectiveness of this strategy. Additionally, we applied for the UC-HBCU Initiative, in partnership Morehouse College Division of Life Sciences. The initiative seeks to improve diversity and strengthen UC graduate programs by investing in relationships between UC and HBCUs. Unfortunately, our program was not selected, but we plan on resubmitting.

- A successful initiative that we initiated and continue to develop is a targeted tiered pipeline between SFSU Kinesiology program students and the UCSF/SFSU DPT program. This program is designed to partner undergraduate Kinesiology students with DPT students to get them excited about a career in Physical Therapy.

- Due to the COVID pandemic and remote learning isolation and concern for student well-being and connection, we funded 30 students to attend the 2020 National Physical Therapy Student Conclave (up from 5 in the previous years). This is a networking, leadership development and career specialty exploration event for DPT students nationally. Of the 30 who attended, 11 were from URG and these learners we exposed to leadership and career skills development within the context of a professional organization.

Goal #2: Expanding instructional support services for our students. As we continue to strive 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 respond to a climate survey that will assist us in pinpointing 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.

Outcome:

- We were able to hire two additional administrative FTEs to support our DPT program. Our Clinical Services Coordinator was hired to assist with placing all 150 of our students in clinical rotations throughout California. Due to COVID-19, this has been a challenge as many clinical sites have temporarily suspended taking any students in their facilities. More than half of our students in the Class of 2020 were delayed in their spring graduation due to pandemic-related cancellations of clinical experiences. Despite those challenges, our clinical partners supported us with last minute additional student clinical placements. All students in the DPT class of 2020 were able to graduate by the end of the summer. Our Clinical Services Coordinator along with our faculty Director of Clinical Education have played a vital role in finding additional sites and have begun the process of obtaining clinical experience contracts in states outside of California.

- In addition, we recently hired a Program Coordinator to provide additional support to the DPT program and faculty. This new position has offloaded our Student Academic Affairs Officer who can now provide greater focus on student success, which includes monitoring, advising, and counseling our students. The Student Academic Affairs Officer attends all Academic Review Committee meetings and provides input to the committee and the students under review, as well as tracks student progress and adjusts the plan of study as needed. The Program Coordinator has supported our faculty by taking on oversight of our course and faculty evaluations, student and graduate outcome surveys, and course support. Also, our newly hired Program Coordinator provides tremendous support for our faculty as we have transitioned from in-person to remote learning as a result of COVID-19. This support includes faculty assistance with course management through the Collaborative Learning Environment, scheduling online classes and in-person intensive labs, assisting with virtual lectures and presentations, as well as posting and proctoring virtual quizzes and practical exams. We have further goals of developing a streamlined approach to posting material on the UCSF Collaborative Learning Environment (CLE) to create a consistent experience for the students.

- In the Spring of 2019, we administered the student climate survey (Exit Survey) to the graduating cohort (DPT Class of 2019), with 100% response rate. Survey questions include student perspectives on Diversity, Faculty Professionalism, Clinical Instructor Professionalism, Learning Environment, Satisfaction with Facilities/Services, and Student Mistreatment. This was the first year for this benchmarking survey, with a commitment to administering it for next five years to evaluate longitudinal outcomes. The 2nd survey was administered to the Class of 2020 in the spring of this year. Responses are used in ongoing program assessment and quality improvement. A summary of the 2019 survey, presented to the Student Success Committee and to all faculty, reveals that only 53% of students are aware of policies/procedures related to mistreatment and 32% of students' experience embarrassment/humiliation. Students felt that their knowledge or opinion was

influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds and that the diversity within the class enhanced their training and skills to work with individuals from different backgrounds. Students also felt that the Program did a good job of fostering and nurturing their development as a person and a future physical therapist. Students responses regarding career planning services, student health services, study space were mixed. We have used this information to update and expand on information provided to students regarding student services and reporting avenues. Analysis of 2020 data is underway.

Goal #3: Secure additional funding sources: PDST funds will provide financial support for faculty and staff to pursue additional funding sources, including fundraising as (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.

Outcome:

- We have an alumna who started an Irene Gilbert Scholarship to support emerging leaders in our DPT cohort. This philanthropic business model is aligned with how UCSF has responded to increased costs and higher operational costs in San Francisco. In 2018, a member of the Class of 2021 received the very first Dr. Irene Gilbert Scholarship, funded and presented by a generous UCSF Physical Therapy Alum. This annual scholarship supports students enrolled in the UCSF/SFSU Graduate Program in Physical Therapy. Students are selected based on their passion for a career in physical therapy, a record of success in initial coursework, and an exceptional commitment to ethics and professionalism. This scholarship was awarded in both 2018 and 2019 to URG students. Additionally, in 2020 this donor made an additional commitment of $35K to the scholarship.

- We continue to work with UCSF Alumni Development to help train our faculty on how to respond to possible donors (i.e. grateful patients) about donating to the program and to the department. We have retrofitted our website to make it easier for alumni and guests to donate to the department.

- 33% of PDST fees are returned to DPT students via Financial aid to support student matriculation and increased accessibility. We continually work with Student Financial Services to identify additional need-based scholarships to help our 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 are not planning to increase PDST fee for the next two years in consideration of the cost to students, especially during these uncertain times in the midst of a global pandemic. Although we are not requesting an increase in PDST fees, we do hope to reassess our financial situation after two years. We will continue to focus on diversity in our recruitment efforts for both students and faculty with the funds that we do get from our current PDST fees. We hope that with our next request for a fee increase, we will be able to recruit more staff to support the needs of the program and additional support for our students. It has been a challenge to recruit students because of the high cost of living in the San Francisco Bay Area and the significant scholarship packages offered by private universities nationally. It has been equally challenging to recruit additional clinical faculty due to the highly competitive salaries for Physical Therapists in the Bay Area.

PDST fees are used primarily for two reasons: Return-to-Aid money to support student matriculation and increased accessibility, and teaching faculty salary and benefits. State funds support a small fraction of the cost of the program. Embedded in these 2 spending priorities, are our goals of:

1. Continuing efforts to increase student body diversity
2. Continuing efforts to increase diversity of faculty (and increase faculty:student ratio)
3. Increasing number of staff to support student success and program goals
4. Maintaining program quality through instructional equipment purchases (expand ZOOM capacity, Anatomy App for all incoming first years, exercise and special test video library, purchase of images from textbooks, curriculum mapping software)
5. Conducting a curriculum self-study audit with plans for a curriculum reform.
   The curricular reform self-study audit will review current and future pedagogical and profession specific trends in order to educate the most innovative and prepared physical therapy provider for the 21st century. Our audit will include engagement with national stakeholders from multiple industries to best understand the skills required to meet the need of a diverse population and a population living longer with increasing complex, chronic health conditions. Other aspects of the new curriculum would include recruiting faculty in rehabilitation fields that specialize in oncology services and pelvic health rehabilitation. In 2021, we will engage in a reaccreditation site visit scheduled for October 2021. This important process has generated lively discussions and excitement toward curricular reform efforts.

II.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$420,567	$20,103	$21,064	$461,734
Benefits/UCRP Cost*	$99,254	$4,744	$4,971	$108,969
Providing Student Services	$2,500	$0	$0	$2,500
Improving the Student-Faculty Ratio	$57,545	($15,410)	($26,035)	$16,100
Expanding Instructional Support Staff	$616,603	$44,563	$0	$661,166
Instructional Equipment Purchases	$9,110	$0	$0	$9,110
Providing Student Financial Aid	$650,284	$0	$0	$650,284
Other Non-salary Cost Increases	$0	$0	$0	$0
Facilities Expansion/Renewal	$32,890	$0	$0	$32,890
Other (Please explain in the "Additional Comments" below)	$62,100	($54,000)	$0	$8,100
Total use/projected use of revenue	$1,950,852	($0)	$0	$1,950,852

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

Additional comments: Other includes $8,100 for EXXAT (PT specific curriculum and clinical education management software), application fees to Oregon and Nevada for student clinical experience, and another software for DPT used for clinical experience (Jun Consulting). The $54K for FY21 is the accreditation fee for a consultant.

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 commitment of $125,000 and an additional commitment in 2020 for $35,000.

In FY19-20 we had a total of $93,500 dispersed to our students in Physical Therapy gifts and endowments. Although our efforts are focused on past alumni, we are also exploring opportunities to engage "the grateful patient" as another revenue source. For FY20-21, a salary and travel

freeze have been implemented by UCSF. Staff salary remains flat, travel plans canceled, and department events reduced and transitioned to virtual environment to comply with university directives to reduce cost.

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

N/A

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	148	148	148
Domestic Nonresident	2	2	2
International			
Total	150	150	150

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐   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 the 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.

UCSF / UCSF-SFSU Graduate Program in Physical Therapy / Doctor of Physical Therapy
Established program
Established PDST

First Year Annual Charges

	Actuals	Projections		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
Residents				%	$	%	$
California State University, Sancramento (public)	$28,233	$29,080	$29,952	3%	$847	3%	$872
California State University, Fresno (public)	$27,710	$28,541	$29,397	3%	$831	3%	$856
California State University, Northridge (public)	$27,441	$28,264	$29,112	3%	$823	3%	$848
University of Southern California (private)	$73,290	$75,489	$77,753	3%	$2,199	3%	$2,265
Samuel Merritt University (private)	$54,052	$55,674	$57,344	3%	$1,622	3%	$1,670
Chapman University (private)	$48,852	$50,318	$51,827	3%	$1,466	3%	$1,510
Public Average	$27,795	$28,628	$29,487	3%	$834	3%	$859
Private Average	$58,731	$60,493	$62,308	3%	$1,762	3%	$1,815
Public and Private Average	$43,263	$44,561	$45,898	3%	$1,298	3%	$1,337
Your program	$30,210	$30,667	$31,252	2%	$457	2%	$585
Nonresidents							
California State University, Sancramento (public)	$42,093	$43,356	$44,656	3%	$1,263	3%	$1,301
California State University, Fresno (public)	$41,350	$42,591	$43,868	3%	$1,241	3%	$1,278
California State University, Northridge (public)	$42,489	$43,764	$45,077	3%	$1,275	3%	$1,313
University of Southern California (private)	$73,290	$75,489	$77,753	3%	$2,199	3%	$2,265
Samuel Merritt University (private)	$54,052	$55,674	$57,344	3%	$1,622	3%	$1,670
Chapman University (private)	$48,852	$50,318	$51,827	3%	$1,466	3%	$1,510
Public Average	$41,977	$43,237	$44,534	3%	$1,259	3%	$1,297
Private Average	$58,731	$60,493	$62,308	3%	$1,762	3%	$1,815
Public and Private Average	$50,354	$51,865	$53,421	3%	$1,511	3%	$1,556
Your Program	$42,455	$42,912	$43,497	1%	$457	1%	$585

Source(s):

CSU Sacramento:	https://www.csus.edu/college/health-human-services/physical-therapy/_internal/documents/dpt-faq-5-24-19.pdf
CSU Fresno:	http://fresnostate.edu/chhs/physical-therapy/prospective-students/faq.html
CSU Northridge:	https://www.csun.edu/stufin/tuition; http://catalog.csun.edu/academics/pt/programs/dpt-physical-therapy/
USC DPT tuition:	https://dpt.usc.edu/residential-dpt-program/admissions/tuition-and-financial-aid/
Samuel Merritt:	https://webapps.samuelmerritt.edu/tuition/tuitiondetail?name=DPT&desc=%20Doctor%20of%20Physical%20Therapy%20Degree%20Program
Chapman University:	https://www.chapman.edu/students/tuition-and-aid/SBS/tuition-and-services/index.aspx

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 Commission on Accreditation in Physical Therapy Education (CAPTE) accredited Doctor Physical Therapy (DPT) programs in California (https://aptaapps.apta.org/accreditedschoolsdirectory/AllPrograms.aspx). Of these, six are public universities (CSU), and ours is the only joint-university program and the only one offered through the University of California system. We have chosen as comparators three public institutions, as well as three 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 three of the five other CSU DPT programs as comparators. The UCSF/SFSU DPT program is the only physical therapy program in the UC system. The public institutions compete for students from the same student pool, largely applicants from within the state of California. It is common for California state residents to apply to a large number of California 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.

We also compete with private universities in California that offer the Doctor of Physical Therapy degree. Chief among these is the University of Southern California (USC), which we regard as our primary competitor for students because of its designation as an R1 research institution. 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. UCSF is considered the #1 public institution receiving NIH research funds and thus our program is highly competitive and sought after due to potential research opportunities. In addition to USC, applicants who apply to UCSF also apply to the only other DPT program in the San Francisco Bay Area, specifically Samuel Merritt University (Oakland, CA), thus it was also chosen as a comparator. Finally, while most DPT granting institutions have similar curricular content and time to completion for their degree, Chapman University offers a similar length program to the UCSF/SFSU DPT program and enroll similar size cohorts. As a result, Chapman was chosen as our third private comparator. For the incoming class of 2020, we received 483 applicants, interviewed 248 applicants, and accepted 50 students.

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. We believe that USC is the closest comparator to UCSF given it is a research-intensive university and as such, we presume that many of our applicants apply to both universities. However, USC accepts 100 students at a cost of $73,290/year compared to our $30,210/year. Our program costs are comparable to other public institutions in California. Most CSUs as well as UCSF are committed to keeping tuition costs low. 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. The UCSF/SFSU program is the only public physical therapy program in California housed within an academic health system, and the only one with a large multi-site faculty practice in which to educate future physical therapists.

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 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 their 2012 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. As evidence of our commitment 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. 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 and has made this a priority strategy for the current strategic planning period (2018-2023) and beyond. We are one of few institutions that offers a stand-alone course in Psychosocial Aspects of Rehabilitation, which emphasizes a trauma informed care approach to building a strong therapeutic alliance particularly with patients experiencing trauma, pain, and addiction.

In addition, because our program is housed in an academic medical center, students are able and expected to participate in interprofessional education and collaborative clinical practice. This includes participating in an interprofessional education curriculum that brings learners from medicine, nursing, pharmacy, dentistry, and physical therapy together. 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, health equity and humanitarianism, sports medicine, running biomechanics, pelvic floor physical therapy, physical therapy for dancers, the TeenFit adolescent health program, movement analysis for patients with neurological disorders, and interprofessional clinical electives.

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 third 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. In addition to these significant clinical opportunities, many of our students are involved in faculty lead extracurricular research opportunities including research ranging from biomechanics, multiple sclerosis, lymphoma, health professions education, and population health services. Student interest in extracurricular research led to the creation of an articulated DPT-PhD program which is a pipeline program that allows DPT students an early admission into our PhD in Rehabilitation Science. We are the only DPT program in the California that offers this articulated program and, as important, we are the only UC institution that offers a PhD in the rapidly expanding Rehabilitation Science field.

The UCSF/SFSU faculty includes leaders in the clinical profession, renowned researchers, and exemplary educators. Nearly 75% of our clinical faculty are specialist board-certified physical therapists and/or have specialty certifications beyond their entry level DPT degree. They provide more than 65,000 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. Additional strengths of the DPT program include faculty engagement in professional development and a strong record of faculty scholarship, and faculty and student participation in numerous outreach events targeting underrepresented populations. Our students meet rigorous entry level performance requirements prior to graduation, participate in extra-curricular professional development during and after their doctoral training, and are actively engaged in their communities. Our graduates excel in the National Licensing Examination and are considered top applicants for positions in physical therapy practice across California and the United States.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)
	2017-18	2018-19	2019-20	Fall 2020	Public & Private
Ethnicity					
Underrepresented					
African American	3.0%	3.0%	5.0%	4.6%	3.4%
Hispanic/Latino(a)	12.0%	14.0%	17.0%	17.1%	6.5%
American Indian	0.0%	0.0%	0.0%	0.7%	0.4%
Subtotal Underrepresented	*15.0%*	*17.0%*	*22.0%*	*22.4%*	*10.3%*
Asian/Pacific Islander	39.0%	39.0%	41.0%	38.2%	8.9%
White	41.0%	39.0%	35.0%	38.8%	74.6%
Domestic Unknown	5.0%	4.0%	2.0%	0.7%	6.2%
International	0.0%	1.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic					
% Pell recipients	41.0%	41.0%	40.0%	N/A	N/A
Gender					
% Male	32.0%	31.0%	34.0%	37.5%	38.0%
% Female	68.0%	69.0%	66.0%	62.5%	61.8%
% Non-Binary	0.0%	0.0%	0.0%	0.0%	0.0%
% Unknown	0.0%	0.0%	0.0%	0.0%	0.04%

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Commission on Accreditation in Physical Therapy Education (AGGREGATE PROGRAM DATA 2019, PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS

Comparison institutions: 2018-19 comparison is only aggregate of all DPT programs (not separate for public or private institutions). Two or more races (3%) is included in domestic unknown.

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Trends in enrollment over the last 3 years: We have made improvements in our students who identify as Chicanx/Latinx and African American. The data we provided in the table above favorably represents the broad diversity in our program as compared to other universities, with 22% of our students identifying as African American, Chicanx/Latinx, and American Indian in 2019-20 compared to 10% for our comparators (this includes African American, American Indian, Native Hawaiian/Pacific Islander, and two or more races), which is based on the national data from the Commission on Accreditation in Physical Therapy Education (CAPTE) on the racial and ethnic diversity of all accredited physical therapy programs across the country for 2019-20. *Our figures have improved each year for the past three years* in terms of higher percentage of URM. For African American students, we are above the national average, with 5% vs. the national average of 3.4%. Compared to 2017-18, our URM enrollment has continued to trend upwards, which may be related to a change to a holistic admissions process and increased diversity outreach. At UCSF, we also define three Asian ethnicities or racial groups as underrepresented in medicine; these include Filipino, Hmong, and Vietnamese. As of 2019-20, 14% of our total student population identify as one of these URM Asian ethnicities, which brings our total URM population to 36%. It is important to note that this year's ethnicity data is different from the data provided in our last plan. In our last plan, we categorized multi-race students as 'domestic unknown', while this year we followed UCOP's hierarchy methodology in categorizing students with two or more races.

Prior and prospective strategies for creating a robust level of racial and ethnic diversity: Approximately six years ago, we initiated 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 three years, we have increased the numbers of applicants who were moved through to the interview phase of our application process, from 100 to approximately 250. This has increased the diversity within the pool of interviewed applicants. We have seen a steady increase in the diversity of our applicants and of our accepted students. 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. Our holistic admissions process was also initiated with the goal to further broaden the diversity our student body to include a wide range of identities such as racial/ethnic, sexual, and gender identities, socioeconomic, first generation to college, abilities, etc. Funds from the PDST has supported the increase time and costs associated with these interview and admission efforts.

We established a Diversity Pipeline Task Force in 2017-18, whose charge was to determine opportunities for outreach to continue to grow our student body diversity. This task force was merged into the Student Success Committee which was established in 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 and low socioeconomic status. While the Student Success Committee oversees the success and needs of the learners enrolled in our program, outreach to immediate and future prospective applicants now falls to the Admissions Committee, and the newly established Diversity, Equity, and Inclusion (DEI) committee, created in 2020 (discussed in section IIa, goal 1).

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. For example, we have done and will continue to do 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 utilize additional staff and faculty resources, supported through the 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 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. All of our new faculty are also required to take a Diversity, Equity and Inclusion Champion Training provided by UCSF to ensure a diverse, equitable, and inclusive environment for learners, faculty, and staff.

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?

Approximately 89% of our students are on some form of financial aid administered by the UCSF Financial Aid Office, and only 27.3% of our FY 2019-20 graduates did not borrow any loans. The program also distributes five scholarships annually based on merit, contributions to diversity, and leadership experience/potential. The holistic admissions approach and changes to our admissions process were implemented to increase the number of students from low socioeconomic backgrounds and underrepresented groups. One change for our admissions process that we plan to implement in partnership with our Financial Aid Office is to create a competitive financial aid package for students from low socioeconomic and underrepresented groups (URG) as a recruitment tool. We plan to use one of our scholarships as a recruitment scholarship starting with the incoming class of 2022. We will select two URG students to receive $10k/year for three years.

With regards to the trend in the number of our students who received Pell Grants as undergraduates, we have been steady at 40-41% over the last three years. We believe that the percentage of our students who are Pell grant recipients as undergraduates may be attributed to 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). We are very committed to our outreach efforts to attract students from low socioeconomic backgrounds. The role of Vice Chair of Equity, as a new position in 2020, will take lead in many of our outreach efforts along with our admissions officer.

Our Student Success Committee conducts 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 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 (that is compliant with Proposition 209) in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

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 2019, 61.4% of enrollees to PT programs are women, 38.6% are men, and 0.04% chose not to answer/other. Thus, we are aligned with the national average, and we continue to focus our efforts on achieving a well-balanced class. This is also closely aligned with the gender breakdown of physical therapists in the workforce that show 68.5% identify as a woman (https://datausa.io/profile/soc/physical-therapists#demographics). 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 students who self-identify on the gender spectrum. We interview 248 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 African Americans (currently 5%), Chicanx/Latinx (currently 17%), and American Indian (currently 1%), and we would likely see a drop in Caucasian population (from currently 39%). In addition, we are aiming balance our current gender ratio (currently 38:62).
To accomplish these goals, our strategy will include a continuation of our holistic admissions process as described above (e.g., 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). These increases translate to a steady increase in the diversity of our applicants and of our accepted students. Additionally, we have made adjustments to our application requirements to account for a greater diversity in experience and access to resources among our applicants. For example, we decreased the required number of observation hours from 150 to 100, changed our

GRE requirements temporarily to be optional versus required (due to COVID for 2021), and instead have implemented a rubric for the Physical Therapy Knowledge Statement essay question to assess an applicant's writing abilities and their understanding of the field of Physical Therapy. Our DEI and Admissions Committees will work together to determine opportunities for outreach to continue to grow our student body diversity.

Our faculty will continue to participate in 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, Hispanic, and Native American Pacific Islander serving institutions.

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)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	4.8%	3.6%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	11.1%	9.5%	14.3%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	22.2%	19.0%	21.4%
	International	0.0%	0.0%	0.0%
White	Domestic	61.1%	57.1%	46.4%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	7.1%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	5.6%	9.5%	7.1%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		72.0%	62.0%	54.0%
Male		28.0%	38.0%	46.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International			
Hispanic/ Latino(a)	Domestic	0.0%	0.0%	0.0%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	0.0%	0.0%	0.0%
	International			
White	Domestic	6%	5%	0.0%
	International			
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International			
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International			
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		6.0%	5.0%	0.0%
Male		0.0%	0.0%	0.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

We have made a conscious and deliberate effort to recruit new faculty to improve diversity. In 2018, we hired four new faculty members who identify as underrepresented (African American, LGBT, Disability, and Hispanic/Latinx). Unfortunately, our faculty who identify as LGBT and who identify a disability would not be captured in the above tables. We have hired nine new faculty members since January 2019. These new hires include two that identify has Hispanic/Latino(a), two Asian/Pacific Islanders, three that identify as White, and two that identify as Two or More Races.

In addition to the faculty recruitments, our program strives to create a diverse, inclusive, and equitable program. Our 2020 Fall faculty retreat included a workshop on antiracism, and as of 2018, all new faculty members are required to take UCSF's Diversity, Equity and Inclusion Champion training. We have diverse search committees and reinforce the priority of meeting diversity standards and reducing unconscious bias 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 a history of increasing 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, one to attend the Early Career Leadership for Women in Academic Medicine conference, and one to attend the UC Wide Leadership Development for Women. Additionally, we successfully retained a senior women scientist in our Department who was being recruited by a competitor university. Our women have leadership roles at UCSF wide committees including one that co-chairs the UCSF Chancellor's Committee on Disability and one that chairs the UCSF Chancellor's Committee on LGBTQ issues. Lastly, we supported a faculty who identifies as part of the LGBTQ community and non-binary gender to take part in the National Center for Diversity and Development Faculty Bootcamp. This program teaches faculty how to be both productive in academia and how to incorporate self-care and resiliency in their careers. We plan to continue these efforts for our female and diverse faculty members.

As of 2019 faculty members who are underrepresented in medicine (UIM) make up 17.9% of our faculty (compared to 14.3% in AY 17-18), and we have actively recruited a number of additional academic and clinical faculty. One of our newer faculty members is UIM (African American), and another is working with a disability. We will continue these broad, yet targeted, recruitment practices as new positions open. Additionally, among our staff, 42% of staff are female (60% since last PDST submission) and 57% of staff are from underrepresented groups (up from 50%).

Please note, the DPT program does not have Ladder Rank Faculty. Our only ladder rank faculty from the previous years has since retired.

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 not to increase PDST fees for the next two years. 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 AY19-20, approximately $640K of the PDST revenue was used as need-based financial aid to DPT students (33% of PDST revenue). The Department also administered five scholarships for a total of $93,500 based on merit, contributions to diversity, and leadership experience/potential for AY19-20. In addition, 62

students received the Cost of Living Supplement (COLS) Award for a total of $155,000, and $23,000 for undocumented student funding. Our campus also offers Rapid Rehousing funds to secure, support, and prevent the imminent danger of student homelessness for students with the greatest financial need, which our students were awarded $10,000.

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. We are working with the financial aid office to provide financial aid recruitment packages to aid students that have the highest financial need.

We will monitor the FY19-20 and FY20-21 debt as the numbers do not reflect the true graduating class due to COVID-19 creating a delay in securing clinical sites for our students to complete their final rotation before the graduation cut-off date. Hence, students who have a clinical rotation past the graduation date are not included in the financial aid debt report, but instead, they will show up as a graduate in the following year. In addition, we do not plan on receiving any loan paydowns from the Graduate Division for FY20-21; however, UCSF financial aid has secured additional STIP funding in the amount of $550k for FY20-21 Physical Therapy graduates.

Lastly, we have faculty whose efforts are dedicated to working closely with our colleagues in the UCSF development office to increase scholarship opportunities by providing guidance and training to faculty on how to approach a grateful patient or alum that wishes to donate to our program. 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.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	n/a	76%	88%	80%	72%	78%
Cumulative Debt among Students with Debt	n/a	$71,970	$99,168	$107,557	$82,902	$99,652

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 FY16-17 our student indebtedness was $108K and it decreased by 23% to $83K 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.

Unfortunately, our average debt for our graduating class in FY18-19 has increased to $99.7K and an additional 8.9% in FY19-20 to $108.9K. For both FY18-19 and FY19-20 we had a handful of students whose clinicals continued past the graduation cut-off date to be included in their

scheduled graduating year. We believe that this is an anomaly and could have a negative impact on our average debt, because this accounts for only 42 graduates and 33 graduates respectively out of 50 students for each graduating class.

A third of the PDST revenue 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 $300K ($150k each) from the graduate division because of student debt concerns. We subsequently saw indebtedness increase from $99.7K in FY18-19 to $108.9K in FY19-20. According to a recent article by the American Physical Therapy Association (APTA), the average related debt to PT education is $116,000, which is the national public institution comparator as reported by the APTA (https://www.apta.org/contentassets/ee2d1bb7f9d841c983d0f21bb076bb79/impact-of-student-debt-report.pdf). It is also important to note that the percentage of graduates with loans have steadily decreased from 88% in FY15-16 to 78% in FY19-20. The higher average debt could be attributed to our holistic admissions approach and an increase in students with low socioeconomic backgrounds. 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	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	78%	$99,652	$92,000	15%
Public comparisons	93%	$116,183	$67,000	25%
Private comparisons	93%	$116,183	$67,000	25%

Sources: Impact of Student Debt on the Physical Therapy Profession (A Report from the American Physical Therapy Association, June 2020)
UC: Corporate data
Comparison institutions: Debt information was cumulative from survey and is not broken into public or private universities

Additional comments: California has the 4th highest average PT education debt of new graduates ($135,000), which is significantly higher than our average student debt (https://www.apta.org/apta-and-you/news-publications/2020/impact-of-student-debt-on-the-physical-therapy-profession).

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. Our students have a lower amount of debt – $99,652 for 2018-19 graduates – compared to the average debt from other DPT graduates nationally - $116,183 – and compared to DPT graduates residing in California – $135,000. We believe that the impact of not increasing our PDST fees for the next two years will contribute to decreasing student debt.

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 $92,000 according to the APTA (https://www.apta.org/your-career/careers-in-physical-therapy/workforce-data/pt-median-income), 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 18% from 2019 to 2029 —"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 (https://www.bls.gov/ooh/healthcare/physical-therapists.htm). 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 profession financially. For example, prior to COVID, our students participate at "Legislature Day" at the state capital to advocate for various issues confronting the physical therapy profession. During COVID, our faculty and students join remote campaigns to lobby for appropriate access to and reimbursement for physical therapy services, particularly for reimbursement for Telehealth rehab as a means to deliver rehab services during COVID (and to provide access for certain patient populations). 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.

All scholarship information that is sent to our program from various organizations are posted on the classroom bulletin board at our SFSU campus and on our program website (https://ptrehab.ucsf.edu/financial-aid). These include targeted scholarships and loan repayment assistance programs that promote serving in underserved areas. Some examples include the HIS Health Professions Scholarship Program that encourages American Indians and Alaska Natives to practice at an Indian health facility. Additionally, we have included a link for students to 3RNet (https://www.3rnet.org/), which helps health professionals search for positions in rural and underserved areas. 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.

We strongly promote providing services to underserved populations through opportunities in our curriculum and community-based events that serve underserved areas. Each cohort has a community service class representative and our students are involved in a PT Day of Service activity where they can volunteer with different community partners. Some partnerships include Safe & Sound, where our students encourage movement and provide resources for movement opportunities, and KEEN, an organization that empowers youth with disabilities in which our faculty and students developed an education program that focuses on mind-body connections and movement for youth with disabilities. In addition, we provide a community engagement google spreadsheet that captures ongoing activities for our students to see different opportunities they can get involved in the community. One elective we offer is the TeenFit program at Rise University Prep in San Francisco, which is an adolescent health education program involving our faculty and students. We also started a newly developed partnership with Mabuhay Health Clinic in collaboration with the School of Medicine, School of Dentistry, and School of Pharmacy. It is a community clinic serving the Filipino American Community in the San Francisco Bay Area. Services are once a month physical therapy education consultation.

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?

According to the APTA, PTs that work in a school system (preschool to secondary) earn substantially less than those that work in other settings, which we believe is in line with most professional careers. There is no data that we found that compares salaries in a public setting versus private. As previously mentioned, 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.

Median Gross Earned Income of Physical Therapists by Employment Settings[1]

	2010	2013	2016
Acute care hospital	$85,000	$92,000	$89,000
Hospital-based outpatient facility or clinic	$80,000	$83,000	$85,000
Private outpatient office or group practice	$80,000	$80,000	$80,000
Skilled nursing facility (SNF)/long-term care	$88,000	$91,000	$95,000
Patient's home/home care	$85,500	$87,000	$90,000
School system (preschool/primary/secondary)	$70,000	$71,000	$72,000
Academic institution (post-secondary)	$85,000	$90,000	$90,000
Health and wellness facility	N/A	N/A	N/A
Research center	N/A	N/A	N/A
Industry	$85,000	N/A	N/A
Inpatient rehab facility (IRF)	$74,000	$70,000	$82,000
Other	$80,000	$80,000	$90,000

[1]APTA updated its standard list of facility types/practice settings for the 2010 survey to better represent current practice. Data reflect 2010 – 2016 only.
N/A: To ensure confidentiality, salaries are not reported in categories with fewer than 25 respondents.

https://www.apta.org/contentassets/c97f989e8de544198bc75ad416c06d67/physical-therapist-median-income.pdf

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. The UCSF Financial Aid Officer speaks at our annual Interview Day event, and provides handouts and online resources, to explain the financial aid options which are available. Additionally, we have a dedicated financial aid individual that is dedicated to the success of our students in 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?

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 (https://www.apta.org/your-career/financial-management). 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.

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 currently conducting a curriculum self-study to prepare for reaccreditation and future curricular reform. In doing so we have briefly begun to discuss the possibility in reducing our overall program length. This audit is in the infancy stages and we are actively involved with the discussions at the Association and Accreditation level about minimum-maximum lengths of programs and the benefits and challenges of various lengths of programs.

The pandemic has created a major shift in the way we educate our learners. All classes were moved to zoom to allow for remote learning. This took significant time and effort by our faculty and support from our administrative team. Once we were allowed to do essential skill-based class sessions, faculty had to teach the sessions multiple times to smaller groups to accommodate the social distancing guidelines. The same clinical faculty had to also convert their patient visits to virtual visits for a profession that is very tactile and hands on. It was a time-consuming process to teach essential skill content/labs. All of our labs that require hands-on learning has been transitioned to weekly or week-end intensives. Although the information is packed in such a short amount of time, we are hoping to provide the same number of contact hours for our students to train in our labs. We also partnered with instructional designers at UCSF to make the CLE more robust for remote learning. We are also in the process of standardizing the CLE page, but creating templates for faculty.

Securing clinical education sites has been a challenge as many sites are not taking students during the pandemic. There is a tremendous challenge in obtaining enough clinical rotations to support our clinical education needs of our student body due to Covid. Many institutions excused our students during the initial stages of Covid, which lead to a slight delay in graduation dates for our third year DPT students this year.

Our Admissions process is going through a complete overhaul as we work on conducting all 250 interviews virtually. This has taken numerous hours from staff and faculty to ensure that we attract a diverse cohort. We believe that Covid has not affected the number of applicants as we are seeing an increase in the number of completed applications, and we plan to interview just as many candidates as last year. We hope to enroll a full class of 50 students for the 2021 academic year as we were able to for the 2020 academic year. During our admitted student's day orientation, our faculty facilitates exercises which allow the students to set expectations for themselves and their classmates in the context of virtual learning, and they have also facilitated team building events.

Our faculty mentors, program leadership, and student affairs officer are available to students to ensure that the transition to remote learning has not been a burden on any student. We have also conducted town halls with students and individual meetings to promote open communication and feedback from students during this transition.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☒ Other (please describe): Students were also given the opportunity to complete an anonymous survey. Results of the survey are summarized below.

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

We held one town hall with students to discuss the PDST proposal. The meeting took place virtually on October 29, 2020. All students were invited to this optional town hall to get a basic understanding of the PDST fee and how it supports the program. We had a total of 40 students attend the townhall. The discussion focused on the PDST budget and tuition as opposed to the proposal. They were content that the we plan to keep the PDST fees flat for the next two years. Details of the October 29, 2020 town hall are provided below. We plan to provide more information on debt, graduation, and employment on our website for students to reference as part of the feedback we received from the town hall. We also solicited feedback via an anonymous Qualtrics survey. The responses to the survey are summarized below.

Email to Students
Dear DPT Students,

We are writing to invite you to a DPT Town Hall Meeting on 10/29 at 12-1pm (optional). Specifically, we request your input on the fees you pay annually called the Professional Degree Supplemental Tuition (PDST). Each student registered in a professional program at UCSF pays PDST fees annually. Every 2-5 years, professional programs adjust their fees depending on programmatic needs. When this process occurs, we consult our student body for feedback on our proposal prior to submitting our plan. At this time, we do not plan on increasing our PDST fees for at least a minimum of two years (2021-22 and 2022-23).

You may be asking the question "what do these fees go toward?".
*   A simple answer is that 1/3 of total fees are returned to our students in form of financial aid (as calculated by the UCSF Financial Aid office).
*   The remaining 2/3rds of the fees go directly to the UCSF/SFSU Graduate Program in Physical Therapy. With these funds, we support DPT program-related costs including faculty salaries, staff salaries, and other program related costs (i.e. equipment needs, technology platforms for curriculum, student learning materials such as anatomy apps, exercise video libraries etc.).
*   Currently, each student in the DPT program pays approximately $13,362 /year in this Professional Degree Supplemental Tuition.

We are keenly aware of the cost of tuition and the concerning amounts of student debt. This is why we are interested in receiving student input regarding this proposal and to be as transparent as possible in our decision making around tuition dollars (PDST fees). If you are unable to join the Town Hall, we will also be providing a survey for you to provide input (anonymously).

All three classes are invited to attend, and we hope you will provide input and discuss our plan.
Amber will present a high-level overview of how tuition dollars are allocated at UCSF.

Best,
Amber and Jet

Minutes from town hall on October 29, 2020:
Attendees: 40 DPT students and Amber Fitzsimmons, Jet Lee, Christopher Franco, Ivan Quesada (program leadership and administrative staff)
- Amber Fitzsimmons lead the discussion and provided detailed information on PDST fees and tuition.
- Students appreciated the detailed information on PDST fees and tuitions and would like the continued transparency on where their tuition and PDST fees are allocated.
- They were happy to hear that the PDST fees would not increase again for at least the time they are students in the program.
- They were also pleasantly surprised to see that our PDST fees were much lower than other programs at UCSF.
- They were particularly interested in how COVID has affected the Universities overall costs as it related to maintenance of facility and overhead fees, which we let them know is still an expense to the university regardless of whether students are in the facilities or not.

Soliciting Feedback from Students:
Dear DPT Students,

Thank you to those that were able to attend the town hall today where we were able to share more information regarding our PDST fees and the proposal to keep the PDST fee flat for the next two years (2021-22 and 2022-23). Even if you were unable to attend, please fill out the anonymous survey (8 questions) https://ucsf.co1.qualtrics.com/jfe/form/SV_1NOR2cYi1KmYqax. We are hoping that you will be able to complete the survey by midnight on Sunday, November 1.

Please let me know if you have any questions.

Sincerely,
Christopher Franco
Chief Administrative Officer
Dept. of Physical Therapy and Rehabilitation Science
University of California, San Francisco
1500 Owens Street, Suite 400
San Francisco, CA 94143-0736
415-514-6770
Pronouns: he/him/his

Summary of Survey:
11 total respondents (8/11 respondents attended the town hall)

The townhall was well received and deemed informative. The students appreciated our plans to keep the PDST fees flat for the next two years as many of them are concerned about tuition costs. They appreciated our transparency and description of how PDST fees are used to support the program and faculty/staff, and also appreciated the relatively low PDST fees as compared to other programs at UCSF. They also voiced appreciation that their total tuition is in line with many other public institutions. They were very appreciative of the description of how money is returned to students for financial aid. They are still concerned about the high level of debt and lower salaries of the PT profession compared to other health professionals (MD, DDS, Pharmacy). Students reported their support for using funds to attract a diverse faculty and student body. Our Townhall event was important to our students and we will continue to share how tuition and PDST fees are used within our program and campus.

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

☒ Plan shared with _____Adam Catching ,Graduate Professional Students Association (GPSA)_____ on 10/5/2020.
               Campus graduate student organization (i.e., your campus' GSA president)

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

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

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

Consultation with faculty

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

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

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

We sent an email to the faculty on November 10, 2020 notifying them of our PDST proposal as well as added it to our faculty meeting agenda as a topic of discussion on November 9, 2020. We reiterated what was summarized in our email reminding them what our PDST fees go towards and informing them that we plan on keeping our fees flat for at least a minimum of two years. We did not receive any feedback from faculty in response to the email or at our faculty meeting as this proposal was very straightforward.

Email to Faculty:
Dear Faculty,

We are writing to update you on the fees students pay annually called the Professional Degree Supplemental Tuition (PDST). Each student registered in a professional program at UCSF pays PDST fees annually. Every 2-5 years, professional programs adjust their fees depending on programmatic needs. When this process occurs, we notify our faculty and request feedback. At this time, we do **not** plan on increasing our PDST fees for at least a minimum of two years (2021-22 and 2022-23).

You may be asking the question "what do these fees go toward?".
- A simple answer is that 33% of total fees are returned to our students in form of financial aid (as calculated by the UCSF Financial Aid office).
- The remaining 2/3rds of the fees go directly to support the UCSF/SFSU Graduate Program in Physical Therapy. With these funds, we support

DPT program-related costs including faculty salaries, staff salaries, and other program related costs (i.e. student learning materials such as anatomy apps, exercise video libraries, equipment needs, technology platforms for curriculum, etc.).

- Currently, each student in the DPT program pays approximately $13,362 /year in this Professional Degree Supplemental Tuition.

We are keenly aware of the cost of tuition and the concerning amounts of student debt. This, along with the uncertainty of the economic impact of the pandemic on the department and our students, are why we are proposing a flat rate of our PDST fees. We plan to discuss this at our next faculty meeting, and should you have feedback, please send directly to Christopher Franco (Christopher.franco@ucsf.edu).

Thank you,
Amber, Theresa, Jet

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 12, 2020   .
                       Graduate Dean and Vice Chancellor, Student Academic Affairs

☒ Plan endorsed by   Sam Hawgood, MBBS   on   November 18, 2020   .
                       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 2021

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. 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 | | | |
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$12,795	$12,795	$12,795	0.0%	$0.0	0.0%	$0.0
Prof. Degr. Suppl. Tuition (Nonresident)	$12,795	$12,795	$12,795	0.0%	$0.0	0.0%	$0.0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0.0	3.3%	$420.0
Campus-based Fees**	$405	$414	$433	2.2%	$9.0	4.6%	$19.0
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0.0	0.0%	$0.0
Other (explain below)***							
Total Fees (CA resident)	**$25,770**	**$25,779**	**$26,218**	0.0%	$9.0	1.7%	$439.0
Total Fees (Nonresident)	**$38,015**	**$38,024**	**$38,463**	0.0%	$9.0	1.2%	$439.0

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

Additional comments: Although UCSF's Master of Science in Nursing program has attempted to maximize revenue sources other than PDST over the last few years, the program's ability to innovate and remain in the top-five rankings for nursing programs across the nation has eroded due to limited funds. A PDST increase is necessary to support program quality and innovation, but we are proposing no increases for the next two academic years after careful and thoughtful deliberation in conjunction with the other UC nursing schools. This decision takes into consideration the current economic environment affecting our continuing and prospective students. The flat PDST level, however, is not reflective of the cost of the program, nor the actual need. State and PDST funding are the largest components of our academic revenue stream. As such, we do not have adequate reserves; we will continue to look for other revenue streams, including philanthropy, to help us bridge the gap as we weather the financial downturn from the pandemic.

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. Since then, the UCSF 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 prepare nurses for advanced practice certification in California, with an enrollment of 306 in fall 2020 as of the preparation of this proposal. Courses from nursing and other disciplines provide advanced theoretical knowledge, assessment skills, role/leadership development, and advanced clinical practice in a selected specialization. The curriculum offers an opportunity to critique and apply nursing theory and research as a scientific base for nursing practice. UCSF School of Nursing also has a long history of advocacy, which is integrated throughout our program. Coursework in advocacy, health policy, and health equity are provided through our Nursing and Sociology departments where Health Equity has now been elevated to a major research focus. When last measured in September 2019, 63% of our student clinical placements were in either county-based or not-for-profit facilities with no religious affiliation working with underserved populations.

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 (MEPN), 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 students 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 the advanced practice roles of nurse practitioner, clinical nurse specialist, nurse-midwife, population health and health policy expert, 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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Our program is dependent on PDST revenues and State appropriations. With the State budget reductions of 2020-21resulting from the COVID-19 pandemic and the added expenses of distance learning platforms and online instructional designers, our last approved PDST fees became instrumental in our ability to maintain program quality. Our last approved PDST plan proposed increasing PDST by 5% each year, resulting in a $579 increase in 2019-20, and a $609 increase in 2020-21. The additional revenues from these increases allowed us to advance the goals we stated in our last plan in the following ways:

- **Retain Faculty:** Health system salaries often exceed academic salaries, making clinical faculty extremely difficult to retain. With the University's multi-year plan to raise faculty salaries to market rate, the additional PDST revenues were instrumental in supporting faculty salaries, narrowing faculty salary gaps, and recruiting and retaining faculty from underrepresented groups.

- **Enhance Instructional Support:** The school was able to form a centralized Office of Clinical Placement (OCP) to support the clinical education of our students. The 5-member team is funded through a combination of non-recurring fund sources in addition to PDST. The team oversees placement contracts, coordinates student placements into clinical settings, and ensures credentialing compliance. Because much of this work was performed by faculty in the past, forming the OCP team has allowed our faculty to focus on continuously improving the academic program and mentoring our diverse student population. This year in particular, the PDST revenue is enabling the program to purchase a subscription to online simulation software, which became a necessary tool for distance learning during the COVID-19 pandemic.

- **Maintain and Improve Diversity:** During the course of our last multi-year plan, one third of our PDST revenue was allocated to student financial aid to help reduce the impact of the PDST increases on our neediest students. Though not funded through PDST revenues, the School continued outreach at nearly 40 student recruitment events at undergraduate campuses enrolling high proportions of underrepresented students, and we continue to grow our School's social media presence. These efforts are key to the continued growth of our underrepresented student population, which increased from 18.6% in fall 2015 to 26.6% in fall 2019. We believe much of this growth can be attributed to the outreach efforts of our dedicated recruiter. (See section V.e. below for additional information on our recruitment and outreach efforts.)

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?

As noted above, we are proposing no increases for the next two academic years. The flat fee, however, is not reflective of the cost of the program nor the actual need. Instead, it was deemed necessary due to the current economic downturn that is affecting our continuing and prospective students. Our program has limited reserves. For this reason, holding PDST flat for the next two years may put a strain on our efforts to improve program quality. We will continue to look for other revenue streams, including philanthropy, to help us temporarily bridge the gap as we weather the financial downturn from the COVID-19 pandemic with our students. With no increases in fee revenues, our primary goals for the next two years will be to retain our faculty in order to maintain program quality, and preserve services to students.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$856,400	$0	$0	$856,400
Benefits/UCRP Cost*	$610,539	$0	$0	$610,539
Providing Student Services	$620,322	$0	$0	$620,322
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$434,286	$0	$0	$434,286
Instructional Equipment Purchases	$0	$0	$0	$0
Providing Student Financial Aid	$1,305,090	$0	$0	$1,305,090
Other Non-salary Cost Increases	$88,633	$0	$0	$88,633
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	$3,915,270	$0	$0	$3,915,270

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

Additional comments:
The total 2020-21 PDST revenue is estimated based on fall 2020 enrollment of 306.

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 continues to fundraise heavily to support faculty and programmatic activity. Through a generous gift, we were able to appoint a part-time faculty lead to our Educational Technology Hub in 2019-20 for four years; this position has been instrumental as we navigated distance learning in spring 2020 during shelter-in-place from the COVID-19 pandemic, and continues to be of great importance as we explore content delivery methods that best meet our diverse students' needs. This position will eventually need a more stable and recurring funding source once donor funds are exhausted.

We continue to work 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 our departments and the degree program. In the last year, we centralized our clinical placement services, online educational design services, and are currently developing recommendations for the consolidation of financial 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.

N/A

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	285	285	285
Domestic Nonresident	17	17	17
International	4	4	4
Total	306	306	306

Additional comments:
In 2017-18, we saw a marked decline in enrollment from 343 to 299 that continued into 2018-19, which we believe was the result of the national enrollment trend favoring the Doctor of Nursing Practice (DNP) degree. Through heavy recruitment efforts, we were able to increase enrollments to 316 in 2019-20, but will likely not see enrollments back to the 2016-17 level. Our own DNP program was launched in spring 2018 as a post-master's entry program, and we are developing a proposal to transition the MS program to a post-baccalaureate-entry DNP program, which we anticipate will expand enrollments.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☐   If the box is checked, the program provided the total charges to degree completion for each comparator in the following table; otherwise, amounts for first year annual charges were provided 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			
	2020-21	2021-22	2022-23	2021-22		2021-22	
Residents				%	$	%	$
Penn State	$ 22,994	$ 23,684	$ 24,394	3%	$ 690	3%	$ 711
Univ of North Carolina - Chapel Hill	$ 19,322	$ 19,902	$ 20,499	3%	$ 580	3%	$ 597
University of Michigan	$ 32,584	$ 33,562	$ 34,568	3%	$ 978	3%	$ 1,007
University of Southern California	$ 61,845	$ 63,700	$ 65,611	3%	$ 1,855	3%	$ 1,911
University of Pennsylvania	$ 69,766	$ 71,859	$ 74,015	3%	$ 2,093	3%	$ 2,156
Georgetown University	$ 59,518	$ 61,303	$ 63,142	3%	$ 1,786	3%	$ 1,839
Public Average	$ 24,967	$ 25,716	$ 26,487	3%	$ 749	3%	$ 771
Private Average	$ 63,710	$ 65,621	$ 67,589	3%	$ 1,911	3%	$ 1,969
Public and Private Average	$ 44,338	$ 45,668	$ 47,038	3%	$ 1,330	3%	$ 1,370
UCSF	$ 25,770	$ 25,779	$ 26,218	0%	$ 9	2%	$ 439
Nonresidents							
Penn State	$ 38,728	$ 39,890	$ 41,087	3%	$ 1,162	3%	$ 1,197
Univ of North Carolina - Chapel Hill	$ 37,048	$ 38,159	$ 39,304	3%	$ 1,111	3%	$ 1,145
University of Michigan	$ 65,278	$ 67,236	$ 69,253	3%	$ 1,958	3%	$ 2,017
University of Southern California	$ 61,845	$ 63,700	$ 65,611	3%	$ 1,855	3%	$ 1,911
University of Pennsylvania	$ 69,766	$ 71,859	$ 74,015	3%	$ 2,093	3%	$ 2,156
Georgetown University	$ 59,518	$ 61,303	$ 63,142	3%	$ 1,786	3%	$ 1,839
Public Average	$ 47,018	$ 48,429	$ 49,881	3%	$ 1,411	3%	$ 1,453
Private Average	$ 63,710	$ 65,621	$ 67,589	3%	$ 1,911	3%	$ 1,969
Public and Private Average	$ 55,364	$ 57,025	$ 58,735	3%	$ 1,661	3%	$ 1,711
UCSF	$ 38,015	$ 38,024	$ 38,463	0%	$ 9	1%	$ 439

Source(s):

US News & World Report was used to identify comparable institutions that still offer an M.S. advanced practice program, and published tuition and fees were obtained from the institutions' websites.

Penn State: https://cce.ais.psu.edu/tuition-calculator-ui/#!/

University of North Carolina, Chapel Hill: https://cashier.unc.edu/wp-content/uploads/sites/259/2020/07/20_21YR.pdf

University of Michigan: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=159&college_school=30&full_half_term=35&level_of_study=38

University of Southern California: https://nursing.usc.edu/fnp-online/tuition-financial-aid/ (Used half of total 2 year program fee.)

University of Pennsylvania: https://www.nursing.upenn.edu/admissions/tuition-and-fees/masters-post-masters-costs/
Georgetown University: https://finaid.georgetown.edu/graduate/aid-by-program/1920cost-of-attendance/
        (Used tuition and mandatory fees for CNL program for Class of 2021, and added 3% to the 2019-20 published rate.)

Additional comments:
The majority of our nursing tracks do not require a summer term. Accordingly, first year annual charges for our program reflect the total fall, winter, and spring fees assessed to students in their first year.

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

As noted earlier, national enrollment trends favor entry into Doctor of Nursing Practice (DNP) programs because of shifting national standards by the American Association of Colleges of Nursing (AACN). This shift in terminal degrees for Advanced Practice Registered Nurse (APRN) programs has made it difficult to find better aligned comparators to UCSF with an M.S.-level APRN track, such as the University of Washington and Oregon Health and Science University, which were included as public comparators in past proposals, but which no longer offer advanced clinical practice M.S. degrees. Of the institutions that still offer an M.S. advanced practice degree, we selected the institutions in table IV.a. because they most closely represent the public and private institutions that compete with our program for faculty and national rankings. We used the US News & World Report to identify institutions that were highly ranked research intensive universities that offer similar specialties as the UC schools, and that produce strong, well-regarded 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 higher than 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 the private averages because we do not charge a higher PDST fee for non-residents and there are no increases to the systemwide non-resident supplemental tuition level.

Although California residents at UCSF only pay 3% more in tuition and fees than residents pay at our public comparators, our graduates have a much higher earning potential. As we show later in Section VI.b., the average salary of nurse practitioners in the San Francisco Bay Area of $157,150 is 47% higher than the average salary of $106,833 in the metropolitan areas of our public comparators.

An additional factor in the cost of attendance at UCSF is the higher cost of instruction due to the California and Bay Area cost of living. We have to pay our faculty and staff more than Michigan, Penn State, or UNC, which drives the need for higher tuition than our public comparators.

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

The number of clinical specializations that we offer continue to be a significant recruitment tool and part of our national standing. We are for example the only UC campus that currently offers a Psychiatric Mental Health NP track. Our program offers a large number of clinical specializations leading to an M.S. degree; although most institutions offer an average of 3 to 5 specialties, our program offers 13:

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner – Occupational & Environmental Health
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Nurse Practitioner – Acute Care
- Pediatric Nurse Practitioner – Primary Care
- Psychiatric/Mental Health Nurse Practitioner
- Certified Nurse Midwife/Women's Health Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Neonatal Clinical Nurse Specialist
- Advanced Public Health Nursing
- Health Policy Nursing

In addition to these specialties, the UCSF School of Nursing also offers electives in concentration areas that allow students to further specialize their education and training. These concentration areas include: Oncology, Critical Care Trauma, Advocacy, Community

Engagement, Quality Improvement, and Leadership; Diabetes; Genomics; Geriatrics; Health Policy; HIV/AIDS; Leadership and Education in Adolescent Health; Palliative Care; and Rural Health.

As mentioned earlier, 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 specialties at the Master's level. The selected comparator programs include three public institutions on the eastern seaboard or central US. Each of these is highly regarded and are part of a large state system. Our distinction from these three rests in the wide range of specialties we offer and in the accomplishments of our faculty in research. We remain the top ranked public institution in federal nursing 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, but like the public comparator peers, none offer the wide range of our specialties.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2019-20)
	2017-18	2018-19	2019-20	Fall 2020	Publics & Privates
Ethnicity					
Underrepresented					
African American	5.9%	7.2%	7.8%	9.5%	13.3%
Hispanic/Latino(a)	14.5%	14.3%	16.9%	15.0%	9.0%
American Indian	0.7%	2.0%	1.9%	1.3%	0.6%
Subtotal Underrepresented	*21.1%*	*23.5%*	*26.6%*	*25.8%*	*22.9%*
Asian/Pacific Islander	26.0%	26.3%	25.3%	28.4%	7.8%
White	44.7%	44.0%	42.2%	40.9%	59.7%
Domestic Unknown	5.6%	4.8%	4.7%	3.6%	9.5%
International	2.6%	1.4%	1.3%	1.3%	
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Socioeconomic					
% Pell recipients	43.0%	35.0%	35.0%	N/A	45.8%
Gender					
% Male	14.5%	17.1%	18.8%	15.0%	12.0%
% Female	85.2%	81.9%	80.0%	84.6%	87.0%
% Non-Binary					
% Unknown	0.3%	1.0%	1.3%	0.3%	1.0%

Sources:

UC ethnicity, socioeconomic status: Actual from UC Corporate data, estimated from UCSF Office of the Registrar. The Fall 2020 estimate for the "Asian/Pacific Islander" category includes 17 students who identified as Filipino and 17 students who identified as Vietnamese, both ethnic groups are considered URM at UCSF and are 11% of the total.

Comparison institutions: Student demographics data was not available from our comparator institutions. In its place, we are using national demographics data from the "2019-20 Enrollment and Graduations" publication by the American Association of Colleges of Nursing (AACN) for M.S. programs in the U.S. that includes both private and public institutions. The national data does not separate public from private institutions, nor international from domestic. The national comparison data reported under "domestic unknown" includes 1.9% of dual ethnicity.

Pell Data: 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.

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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Over the past three years, our enrollment of students from underrepresented groups (URG) grew from 21.1% in fall 2017 to 26.6% in fall 2019, following an existing upward trend that started in fall 2012, when our program enrolled 12% URG students. This growth has been cultivated through outreach at nearly 40 student recruitment events a year at undergraduate campuses enrolling high proportions of underrepresented students. This growth places us slightly above the national average of 22.9%. After a steady period of growth in enrollment from underrepresented groups, we saw a small decline to 25.8% in fall 2020, which could have been due to the pandemic and cancelation of outreach events. We have been working on growing our School's social media presence, attending virtual recruitment events, investing in print advertising and video production to diversify our recruitment efforts through other venues.

Our strategies for creating a robust level of racial and ethnic diversity are as follows. 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 students, and represent our school at national programs attended by students from a variety of disciplines. Because the pandemic eliminated in-person outreach opportunities, we invested in audiovisual equipment for our recruiter to enable recording for online marketing, presentations, and outreach that we hope will help us maintain our program's URG growth. This year, because we are using webinars and other remote platforms for information sessions, our recruitment and outreach can reach many more persons living and working in remote regions who are interested in applying. This includes regions of the state that have larger Chicano/Latino communities.

In collaboration with Dentistry, Medicine, Pharmacy, Graduate Division, and Physical Therapy, the School of Nursing participates in **Inside UCSF**, an annual outreach program geared towards students at two- and four-year degree schools who are interested in pursuing careers in health and science. This free two-day program is designed to give students an in-depth introduction to a specific health science career path, and a chance to meet current students and become inspired about future career possibilities.

Our Office of Student Affairs staff meet and counsel current and prospective students on all aspects of the cost of attendance and basic student needs during the admissions cycle. Our website presence also provides information on not just campus student aid, but also information on student funding support unique to the School of Nursing from our many private funds. In 2018, we raised

private funds to fully support two entering students from the Navajo Nation for their two-year programs of study. The same donor has committed to supporting two Navajo Nation students per year for three years, for a total of six students. Last year, we raised a total of $1.6 million for student scholarships in all of our programs in the form of current-use funds and endowments.

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 rose steadily from 31% in 2012-13 to 43% in 2017-18, and although we saw a decline to 35% in 2019-20, UCSF internal estimates from our campus financial aid office show that Pell Grant recipients are projected to go back up to 41% in 2020-21. We promote access through private fundraising for student aid and provide opportunities for donors to engage with the students they support. Students write thank-you letters to the donors and are often introduced at donor events so that donors can see the impact of their philanthropy.

Our student recruitment efforts (described in section V.b.) also focus on the needs of our first-generation students who may not have the support network to help them navigate college funding options or professional opportunities. In 2017, the School established the FirstGenRN program to support first-generation students. This program connects students with peers, faculty, staff, and alumni mentors, and creates events and workshops that further build community and help first-generation students develop the necessary skills for a successful academic experience. These workshops include everything from communication with mentors and advisors, financial management, scientific writing, to how to conduct salary negotiations.

In 2019-20, UCSF provided $3.47 million of funding support to our M.S. program students, including $1.19 million of return-to-aid (RTA) from our PDST revenues; $773,000 of tuition return-to-aid; $610,000 of donor funds; $471,000 of grants; and $426,000 of other sources supporting cost-of-living supplements, rapid rehousing, basic needs, and undocumented student support. Our return-to-aid funds, along with many of our donor funds, are awarded based on financial need.

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

Promoting gender parity is another part of our recruiter's outreach effort. In particular, our program does better than the national average in recruiting male students as a result of our recruitment efforts described in section V.b. 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 is seeking out military career and educational fairs to continue to promote gender parity in our 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 percentage of our underrepresented students has been steadily increasing over the last eight years, staying ahead of the national average. We believe this is due in large part to our recruitment and outreach program. Our Director of Recruitment and Outreach makes a concerted effort to provide information sessions that highlight the diverse faculty who teach in our programs and the School's commitment to developing a nursing workforce and leaders that reflect the populations of California. The Director also provides guidance about the application process and what content should be highlighted in the various sections of the application. In addition, faculty who sit on program screening committees engage in a holistic applicant review that can facilitate entry of URG and first generation applicants. As described in section V.c. above, our Pell Grant recipients rose steadily from 31% in 2012-13 to 43% in 2017-18, and although we saw a decline in the last two years to 35%, the percentage is projected to grow back to 41% in 2020-21. Similarly, with gender, our percent of male students has also steadily climbed to 18.8% in 2019-20 compared to just 12% nationally. With our ongoing outreach efforts and private fundraising for student aid, we expect to, at the very least, maintain the current composition of our student population.

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)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	3.6%	4.0%	5.2%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	7.1%	7.4%	6.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.7%	0.7%	0.6%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	20.0%	18.8%	19.5%
	International	0.0%	0.0%	0.0%
White	Domestic	68.6%	67.8%	65.6%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	1.3%	2.6%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		90.7%	91.9%	89.0%
Male		9.3%	8.1%	11.0%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)		2017-18	2018-19	2019-20
Ethnicity		**2017-18**	**2018-19**	**2019-20**
Black/ African/ African American	Domestic	11.4%	13.2%	15.4%
	International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	0.0%	2.6%	2.6%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	2.9%	2.6%	2.6%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	28.6%	26.3%	28.2%
	International	0.0%	0.0%	0.0%
White	Domestic	57.1%	55.3%	51.3%
	International	0.0%	0.0%	0.0%
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Other/ Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		**2017-18**	**2018-19**	**2019-20**
Female		91.4%	89.5%	87.2%
Male		8.6%	10.5%	12.8%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Note:
UCSF faculty demographics data is for combined domestic and international.

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

As part of our commitment to a Faculty that reflects the diversity of our state, and a means of marketing our school to a diverse group of faculty, our Associate Dean for Diversity, Inclusion and Outreach continues to engage with ethnic nursing organizations such as the Bay Area Black Nurses Association (BABNA) and the National Association of Hispanic Nurses (NAHN) through sponsorship and presentations at their annual conferences. In 2016, the School named two faculty equity advisors who participated 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; this position has engaged the School of Nursing community in equity and diversity conversations and workshops with leading experts. Last year, the School established a Strategic Hiring Committee that is working on recruiting scholars focused on health equity. We've also been developing strategies to support students in our diverse student body who are interested in teaching, in their transition to faculty.

The UCSF Office of Diversity and Inclusion received a multi-year State grant to support a research startup for underrepresented faculty hires. The School of Nursing has received three awards from this grant that helped us recruit three new ladder rank faculty in 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?

Our top financial aid/affordability goals are to provide easy access to financial aid information and keep our programs affordable. We are the only School at UCSF with an in-house Student Funding team, comprised of two full-time financial aid advisors, 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 advising, outreach, and dissemination of award opportunities in support of our students. Most recently, our Student Funding team distributed private emergency funds to students with needs arising from the COVID-19 pandemic.

We measure our success by the percent of graduating students with loan debt and the average amount of debt. The percent of M.S. students with debt has decreased from 75% in 2013-14 to 70% in 2018-19 (dipping down to 65% in 2017-18). This trend reflects our fundraising efforts for private support for our students. Additional context for this trend can be found in section VI.b. below.

Our financial strategy with private funds is designed to increase the dollars available to help pay the increasing cost of attendance. Because a large portion of our students continue employment while enrolled full time in our M.S. program, many do not meet the federal need criteria. For this reason, we actively pursue funding that is not contingent on strict need-based criteria, and our student support includes merit-based awards and loan forgiveness programs. This is one of the crucial tools for attracting qualified and diverse applicants. Our percent of M.S. students receiving funding support increased from 70% in 2017-18 to 78% in 2019-20, with average funding support increasing from $11,618 to $14,396 per student.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	75%	71%	73%	67%	65%	70%
Cumulative Debt among Students with Debt	$68,843	$69,371	$74,518	$79,242	$79,540	$93,386

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?

There has been a steady rise over the years in the average cumulative debt amount, but this trend is not necessarily correlated with PDST increases during that same period. The increasing debt may be disproportionately due to the increasing cost of living in San Francisco and its surrounding communities. The Bay Area is considered one of the most expensive places to live in the United States, comparable only to New York City, with housing, transportation and food costs significantly higher than those of our closest competitor institutions. We believe this is a factor that drives up borrowing. And while the amount of debt is increasing, the percent of students with debt has been trending downward.

As described in section I.b., a portion of our students join the M.S. program through the Masters Entry Program in Nursing (MEPN), and the average cumulative debt includes the debt that these students take on during the extra year of accelerated pre-licensure education. In 2018-19, 55% of our regular M.S. graduates carried an average cumulative debt of $57,660, compared to 86% of graduates with a MEPN year having an average cumulative debt of $122,768.

Because we are not proposing a PDST increase for the next two years, we are not anticipating an impact on this trend. Nonetheless, we continue our efforts to lower student debt through the significant support provided by the campus and the School to students in the form of stipends and scholarships. For example, to reduce the impact of housing cost in San Francisco, 148 of our M.S. students received a cost of living supplement of $2,500 each from the UCSF Graduate Division in 2019-20.

Since our last proposal, we have raised a number of private funds and endowments to support our neediest MEPN students in their first year of accelerated pre-licensure studies to help lower these students' cumulative debt. In 2020-21, we will award over $538K

to MEPN students in their pre-licensure year on a financial need basis; this is in addition to the student funding support levels described in section V.c. for the M.S. program years.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	70%	$93,386	$157,150	8%
Public comparisons	69%	$47,500	$106,833	6%
Private comparisons	69%	$47,500	$117,130	6%

Sources:

UC: Debt from UC Corporate Data. Median salary at graduation uses average Nurse Practitioner salary in the San Francisco Bay Area from the U.S. Bureau of Labor Statistics (BLS).

Comparison institutions: Individual comparator school indebtedness data were not available.

Median debt for graduate nursing students comes from the October 2017 debt report by the American Association of Colleges of Nursing (AACN).

http://www.aacnnursing.org/Portals/42/Policy/PDF/Debt_Report.pdf

Median salary at graduation uses BLS statistics for Nurse Practitioner average salaries in the metropolitan areas of the comparison institutions.

https://www.bls.gov/oes/current/oes291171.htm

Additional comments:

The public and private comparisons are from an October 2017 report by the American Association of Colleges of Nursing; we could not find more current data to compare to our 2018-19 student debt.

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 January 2021 entry-level Nurse Practitioner salary in the UCSF Health system was $166,000 for those with six months of experience. According to the latest report by the U.S. Bureau of Labor Statistics, California ranked as the highest-paying state for Nurse Practitioners with an average salary of $138,660 in 2019, with the San Francisco Bay Area average salary of $157,150 ranking in the top third-paying metropolitan area in the nation.[1] With average debt payments estimated at 8% of median salary at graduation, we believe the debt is manageable for our students.

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[1] May 2019 U.S. 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.

In 2018 we recruited two nonresident students from the Navajo Nation whose costs of attendance were fully supported and whose curriculum will prepare them to care for the health problems anticipated in native health care centers, if they so choose. The School has an endowment that supports 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 one full-time year 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 that ensures competitive salaries. Graduates can also benefit from public service loan forgiveness programs. Our program makes information available to students about various loan programs, including the Faculty Loan Program, which provides loans that are forgiven if the student holds a faculty position for two years after graduation.

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

Our Student Funding team 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 as well as the cost of attendance. The tuition and fees are also published annually by the UCSF Registrar's Office, and the estimated cost of attendance is updated and published annually by the UCSF Financial Aid Office. Although prospective students have not yet inquired specifically about debt, our recruiter will share the information if there is 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 and/or merit depending on donor's wishes.

Program Quality: Since January 2018, we have engaged several external consulting teams to visit the school to advise on the quality and contemporaneousness of our programs. Written reports were shared with the faculty leaders and improvement plans were developed and implemented, leading to the continued accreditation of our M.S. Program this year.

Strategic Planning: With the support of Chancellor Sam Hawgood, we initiated Strategic Planning in July 2018. Faculty and staff were fully engaged in this community-wide initiative and identified "Education" as a major topic for review and innovation.

COVID-19 Impact: In January 2020 we appointed a faculty lead as our Assistant Dean for Educational Technology to lead our newly consolidated Ed Tech Hub; we were fortunate to have had this reorganized unit and a faculty lead when the pandemic forced us into distance learning. Our faculty lead and educational designers were instrumental in helping faculty transform didactic courses into online lectures. The School of Nursing, like many other units, has had to make investments in equipment, Zoom license, and online simulation software among other needed expenditures, which required a re-prioritization of financial resources within the School. As noted earlier, our student recruitment and outreach has moved online during the pandemic, and although we are hoping the online outreach will contribute to diversity growth, we won't know the impact until our next admission cycle.

This year, we also created a privately-funded emergency fund to support students with emergency needs. The School has so far awarded $26,500 to students with needs arising from the COVID-19 pandemic.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* **requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).**

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

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

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

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

☐ Convened in-person or virtual focus groups of students in the program to discuss the plan and solicited feedback

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

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

☒ Other (please describe):
Presented the fee and its uses to the Graduate Professional Student Association at their fall 2020 meeting, and answered student questions regarding the PDST fee.

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

Our proposed PDST fee was shared via Zoom with the Graduate Professional Student Association (GPSA) at their first fall quarter general meeting on 10/5/2020. The purpose of the PDST fee was explained as well as its uses, and time was allotted for questions and answers. One student thanked us for keeping the PDST flat and others echoed this sentiment. At the conclusion of our time, students were given the opportunity to provide any additional comments or feedback via email. No additional feedback has been received as of this submission.

The proposal was subsequently shared via email, with a link to a confidential Qualtrics survey, with both our M.S. program students as well as our Masters Entry Program in Nursing (MEPN) students. Our MEPN students were included in the consultation because once they complete their one-year accelerated, licensure program, they enter the 2-year M.S. program the following year. Because the MEPN year is a self-supported program, these students feel the burden of the fees the most.

Of the 385 students surveyed (306 MS, and 79 MEPN), only 30 students responded (or 7.8%). Of the 30 respondents, 15 left written feedback about the fees. Although we are not proposing to increase the PDST, many of the respondents shared concerns about overall fee increases, likely because of the initial assumption of an increase in University tuition. Respondents cited the following as reasons the University should reduce or refund fees: dissatisfaction with missing the in-person educational experience, reduced clinical opportunities resulting from COVID-19 pandemic restrictions on student access to health care practice sites, and constrained use of the campus facilities. While 93% of respondents felt that the overall cost of the program was slightly to extremely expensive and 64% felt that the program was slightly to very unaffordable, 76% of the respondents felt that the value the program provides for its cost was from average to extremely valuable. So although respondents felt the program is costly, the majority felt they received value for the cost. The student feedback provides us valuable data points for continued value-added innovations. We have in the past engaged with the students in lowering a proposed increased based on feedback. This year, we are proposing no increases, and some students have stated their gratitude for keeping the fees from increasing. (See attached student feedback at the end of 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 should be provided by the program.**

☒ Plan shared with   Adam, Catching - Graduate Professional Student Association (GPSA)   on   10/5/2020   .
  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: See Section IX.b.

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

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

Consultation with faculty

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

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

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

The proposed fee was shared with the School of Nursing Faculty Council on October 16, 2020, and faculty were asked to provide anonymous feedback to the Dean via an online portal through October 21, 2020. Of the eleven respondents, six supported not raising the PDST, one supported raising fees to allow for more educational design support and financial aid, and four faculty shared concerns about maintaining program quality, supporting and retaining faculty, and our ability to continue with our curriculum improvement initiative and the transitioning of our DNP program across the advanced practice specialties without the necessary resources. Feedback attached.

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 12, 2020__.
Graduate Dean

☒ Plan endorsed by _____Sam Hawgood, MBBS_____ on ____November 18, 2020__.
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

Attachment - Anonymous Written Student Feedback

1. There should not be an increase to the PDST. If anything, there should be a decrease since some of us are missing out on the invaluable in-person procedure labs and learning because of the pandemic. Unless the school plans to "owe" us these courses even after we graduate.

2. This survey, in my opinion, is not well-phrased. It seems to have intent to imply that I should be grateful to only get out of graduate school with $50,000-60,000 of debt, if I am lucky. I suppose the issue is largely political in that public institutions are not well-funded. In short, no increase would be ideal. Thank you.

3. I agree that the school should not increase tuition. During the pandemic our education has suffered, though we continue to pay premium prices for our education. Our educators struggle as well to adjust to virtual education without enough resources. I urge the school to look into evidence based virtual education from programs who have been operating virtually and successfully for years of training clinicians. I worry that UCSF has merely shifted an in person lecture model into a virtual model without accounting for how it is very different and thus the model should shift. If UCSF wants to stay on the forefront of educating nursing leaders, you will want to pursue the best and most engaging methods of virtual education and offering more hands on supplies to be delivered to students in order to run simulations at home in addition to dry zoom lectures.

4. Almost all of my courses have pre-recorded lectures and I have no interaction with classmates throughout the week. I am on a screen 50 hours a week. I think the quality of education has gone down significantly d/t the online learning transition and I don't need to be paying for a very expensive apartment in the Bay Area even though we were told we were required to stay local. I think that the fees should be decreased, or stay the same at the very least.

5. There should be a decrease in PDST due to virtual learning during COVID. I am experiencing zero access to in-person skills, when it is critical to my learning as a nurse practitioner student. I am also experiencing reduced clinical hours. There should be a decrease, instead of increase, to the PDST to accommodate student needs during this pandemic.

6. Given that we are remote, there is currently a low value at a very high cost. Frankly, I would like to see UCSF reimburse some tuition given the current learning value reduction caused by COVID. When we applied, and accepted school, this was not part of the agreed upon service we would be receiving. While this COVID isn't the University's fault, we shouldn't be expected to bear the burden of this deficit in the form of crippling loans, exacerbated by the lack of work and opportunity available in society at large. There is currently lawsuits targeting higher education systems across the country, including the entire UC system, addressing this widespread concern.

7. Online classes and lectures (even before COVID) take away from in person learners' experience.

8. Offer more financial aid to first generation, low income students.

9. With nursing education transitioning to online lecture and virtual simulation, UC tuition has not lowered to reflect that. I'm grateful that we still have clinical opportunities although they are limited. We aren't using classrooms or facilities. Students aren't eating in the dining halls. They aren't using university services. They're living at home and watching lectures on Zoom — all while paying the same tuition charged for an in-person experience. I understand that the tuition increase would not affect me and my cohort. The students that would face the PDST increase shouldn't have to pay more either. Please stop increasing tuition for current and future students.

10. I'm so glad to see that they plan not to increase. It was a hard decision for me to stay in school this year, knowing that our learning would continue to be negatively impacted by COVID restrictions. I imagine many students will choose not to start with the uncertain economic situation. Thank you for not taking advantage of us students who decided to continue on by not asking us to pay even more during this time.

11. Most students are full time and will not be able to work. This increases the stress of additional cost.

12. It is very frustrating to pay PDST and not be able to use the campus facilities. We should not pay a fee for a resource we do not use. I appreciate the proposal not to increase the PDST and would appreciate any considerations given to refunding students.

13. I think it is likely that multiple students, especially those with children, jobs, other family members to care for, are going to be prolonging their course of study due to COVID and having to reduce course load or take a school break altogether. For this reason, I would HIGHLY request you postpone raising fees for a few years, so that at least people who are already enrolled don't end up paying more than they initially felt they were signing up for. Secondarily, part of what makes this program overall so expensive is the cost of MEPN. I believe that for nurses entering as master's students, the tuition and fees is not exorbitant compared to comparable programs. However, the overall cost is very high for MEPNs, so while I don't see a huge problem with a cost increase in the master's program, I would like to see more efforts to lower the MEPN costs.

14. Most in-person simulation labs have inadequate materials for students to complete activities. Lectures are generally very poor quality and consist of faculty reading off of PowerPoint slides. I'm honestly shocked at the poor quality of this education compared to its price - this program is of a caliber I'd expect from a severely under-resourced community college, not from UCSF. I cannot fathom why tuition is so high or what UCSF does with our money, because it clearly isn't invested in quality education.

15. Accommodations for reduced fees to accommodate distance learning, such as community, gym, and classroom.

Anonymous Written Faculty Feedback

1. I agree with the vote that we not increase fees for next year.

2. On behalf of MEPN I support a pause on fee increases at this time. Our enrollment is strong, so we have the funds to provide the program, and supplement with Simulation.

3. I am in favor of increasing professional fees for this upcoming year. The first year MS students made it very clear in recent feedback to the Dean that they want more educational design support to review the SON courses, and this would help pay for that. Student financial aid is also sorely needed.

4. I support not having students incur additional costs at this time although it's not fully clear to me how this also will impact services provided.

5. I agree with the UC Schools of Nursing proposal of no increase in fees for the next two years.

6. It's disheartening that so little of the PDST go to faculty and so much of it goes back to students, either through not raising the fees, or the 33.3% back to the return to aid. Faculty did not get a raise this year. The morale is low. All at the expense of our customer- many whom end up making a substantial salary when they graduate. Please consider taking funds from the student aid portion to fund faculty welfare or support to offload our workload. I know this is not a popular opinion, but you're burning out the faculty at the expense of ensuring students don't leave UCSF with any/little debt.

7. Have mixed feelings about the decision not to increase PDST. I understand that students are under financial pressure, but am also concerned that we are facing cutbacks in state funds and PDST is one of the only ways that is under our control to make up lost revenue to the SON. Given shortages of staff support in my dept. and difficulty recruiting/retaining clinical faculty because of the low salaries, I am concerned re: lack of resources to maintain a quality program.

8. It feels like we are being asked to do so much that require needed ADDITIONAL resources (both human and financial resources) and support, meanwhile the UC System and campus are tittering on decisions on whether to enact curtailments, furloughs, etc. on top of hiring freezes. Isn't this enough to justify at least a minimal increase in PDST?
We're changing our curriculum, implementing a process for implementing the DNP across the advanced practice programs, trying to do more to be more inclusive and focus on equity, deal with structural changes needed to meet our students' needs, implement more student support services, etc. It would seem we require more funds. Change done right and permanently requires resources. While freezing tuition costs is the political thing to do, where will the funds to support all of these efforts come from?

9. I support the decision to keep professional fees stable this year. Thanks!

I agree that given the circumstances facing our students, we should not raise the professional fees this year.

Curious why the nursing fees are incredibly lower than the other UCSF schools. What exactly are the fees? Is this why we cannot seem to afford much in SON (such as fixing broken water fountains? paying livable salaries?).

University of California, San Francisco/Professional Studies - Pharmacy/Doctorate of Pharmacy (Pharm D)
Established program
Established PDST

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2021

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. 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		Increases/Decreases			
	2020-21	2021-22	2022-23	2021-22		2022-23	
				%	$	%	$
Prof. Degr. Suppl. Tuition (CA resident)	$31,260	$31,260	$31,260	0%	$0	0%	$0
Prof. Degr. Suppl. Tuition (Nonresident)	$31,260	$31,260	$31,260	0%	$0	0%	$0
Mandatory Systemwide Fees*	$12,570	$12,570	$12,990	0.0%	$0	3.3%	$420
Campus-based Fees**	$497	$512	$527	3.0%	$15	3.0%	$15
Nonresident Suppl. Tuition	$12,245	$12,245	$12,245	0.0%	$0	0.0%	$0
Other (explain below)***	$3,894	$4,342	$4,488	11.5%	$448	3.4%	$146
Total Fees (CA resident)	**$48,221**	**$48,684**	**$49,265**	1.0%	$463	1.2%	$581
Total Fees (Nonresident)	**$60,466**	**$60,929**	**$61,510**	0.8%	$463	1.0%	$581

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

** Include compulsory campus-based fees for the fall, winter, and spring terms. Do <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. Include summer fees (Tuition, the SSF, and campus-based fees).

Additional comments: Other represents mandatory summer quarter tuition. The School of Pharmacy respectfully offers the following **background information** to explain our decision to not augment PDST, as well as our student body diversification efforts.

Over the past 2 decades, the number of schools of pharmacy has dramatically increased, both nationally and in the State of California. In the late 1970's/early 1980's, there were approximately 70 U.S. schools of pharmacy. As per the American Association of Colleges of Pharmacy (AACP), as of July 2020, there were a total of 141 accredited schools, as well as another 5-7 as precandidates. In California, the proliferation of schools has been even more accelerated, increasing from 3 (UCSF, University of the Pacific, University of Southern California) in the late 1970's, to currently a total of 15 schools of pharmacy in California. The Regents recently approved the 15th California school of pharmacy, University of California Irvine, which will enroll its first class in Fall 2021. This proliferation of pharmacy schools has significantly affected the number of applicants for every single professional program.

In addition to the increased number of pharmacy programs, the applicant pool independently has significantly declined. As per AACP, the peak number of U.S. applicants was in 2012-13 with a total of 17,617; this number has declined every year, most recently declining to 13,988 for 2019-20. The impact of the doubling numbers of schools coupled with the decreased numbers of applicants has substantially affected applications and admissions. Specific to the UCSF School of Pharmacy, there were 1,100 applicants in 2012 vying for approximately 125 UCSF first year admissions; for the class which will start this July 2021, that total had decreased to 350 applicants.

The reduced applicant pool has challenged our student diversification efforts; declining numbers of applications has followed with declining numbers of applicants from underrepresented groups (URG). From 2013-19, the % of URG in the entering first year classes has ranged from 12%-22%. Of the current 1st year class (the class which matriculated in July 2020), the School had 423 applicants, of which 91 (22%) were URG. From these 423 applicants, a total of 127 students were accepted; of these 127, 33 (25%) of accepted students were URG.

The combined increased number of schools of pharmacy (particularly in California), coupled with the previously stated decreased numbers of applicants, heavily influenced the UCSF decision to not request augmentation of PDST. Specific to our efforts to diversify our student body, the marked reduction in applicants has caused us to redouble our efforts regarding the URG applicant pool (details on our diversity efforts are described in section V). These efforts have particularly centered upon our recruitment efforts in the California State College system and our post baccalaureate program. The previously described admissions data for the current first year class suggests we have maintained, if not modestly increased, our student diversity. That said, the decreased applicant pool, coupled with the increased competition from 14 other California schools of pharmacy will continue to challenge our diversity efforts.

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

UCSF's 3-year, year-round PharmD program prepares students for diverse and dynamic careers in pharmacy and beyond. Our students care for—and learn from—diverse patient populations and evolve into patient-centered clinicians. The School of Pharmacy first established the PharmD program in 1955. The PharmD program students are primarily California residents. Our class size is 127 for each new entering class, which in the three-year program means we have around 381 students enrolled at any one time. Our clinical rotation sites are in the Bay Area, Southern California, and Fresno. The UCSF PharmD curriculum prepares inquisitive students with the critical thinking skills, strong science and therapeutics knowledge, and patient focus needed to improve the health of patients today and into the future, regardless of the continual changes in science knowledge and health care practices. With a UCSF PharmD, graduates are prepared as both scientific thinkers and experts in the safe and effective use of medications to prevent, cure, and manage diseases with career options that are wide open. We prepare our students to demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity

The UCSF doctor of pharmacy (PharmD) degree program is a science-based, integrated, experiential course of study that prepares ambitious minds for diverse and dynamic careers in pharmacy and beyond. Students are at the center of their own learning in this curriculum, as they question the status quo, identify and solve problems, and explore the latest developments in science and the latest innovations in practice with renowned research and clinical faculty members. Ultimately, the curriculum prepares students to lead in a constantly changing health care environment while developing into skilled, compassionate, patient-centered pharmacists.

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, highlighting how goals have been affected due to COVID-19, and include quantitative indicators of achievement wherever possible.

Our previous proposal covered from the 2018-19 academic year to the 2020-21 academic year. That proposal covered both the first three years of our new three-year program and the last three years of our previous four-year program. One use of the PDST fees not covered in the goals below was the unexpected difficulty of finding enough training slots in the Bay Area requiring placement of more students in regions that were not their first choice, including Los Angeles and Fresno. We helped cover the housing costs of these students if their rotations required them to leave the Bay Area. Additional COVID-specific costs included more frequent

cleaning of our school classrooms and providing PPE for students on clinical rotations as required by our experiential sites. PDST funds were used for the following:

1. **Provide funding for the additional staff needed to support a three-year curriculum that runs year-round.** Prior to implementing the new curriculum, we had a five-person team in Office of Education and Instructional Services (OEIS), which is now triple that size. This proved to be an advantage when it came time to pivot to online due to Covid-19. The size of the team had to grow during the overlap period when we were supporting two separate curriculums. The additional PDST funds were used to fund this growth.

2. **Provide staff support to faculty in instructional technology that is heavily used in this curriculum.** We have increased staffing in our Office of Education and Instructional Services (OEIS) which now has 15 FTE. Our Didactic unit has three education coordinators, a curriculum planner, and an instructional designer. We have a three-person data team to provide assessment data back to the faculty, and a four-person experiential education team. The larger staff in OEIS and their experience with flipped classrooms played a crucial factor in our ability to quickly pivot to fully online program. The increased staffing was needed due to the new curriculum moving away from large lecture-based classes to more small group case studies and to support the increased experiential education required by our accrediting body ACPE. A major focus for this group is administering and managing core education technologies for the PharmD program including Ilios (curriculum management), Collaborative Learning Environment (Moodle implementation used by all four professional health education schools at UCSF), e*Value (course evaluation software), and ExamSoft (exam software). We also implemented a closed captioning system that we could use with Zoom for classes done on that platform.

3. **Provide additional staff for experiential education that occurs year one through three**. In addition to the four staff members that provide coordination for the experiential program we now have an Associate Dean of Experiential Education and an Assistant Director. Both of these positions are filled by faculty from our Clinical Pharmacy department. This extra depth in our team proved crucial as we dealt with the fallout from Covid-19 and experiential sites refusal to take students during the initial stages of the pandemic. PDST funds were used to fund these experiential administrative positions due to the fact both the first cohort of our new curriculum and the last cohort of our old curriculum required clinical rotation spots in the same year. These additional roles were critical to identifying additional sites in Southern California and Fresno, addressing the dual impact of two classes moving into their clinical year, and handling the loss of some sites due to Covid-19.

4. **Increase the diversity of our student body.** While the number of African American and Native American students remains low, as described earlier, we have been able to maintain, if not modestly increase our URG diversity. We are continuing our outreach

to HBC institutions through virtual college fairs and our video tour program. This year we made a concerted effort to attract more Latinx students by a more focused outreach to the California State University campuses as well as focusing on UC campuses like Merced and Irvine that have more diverse student populations. Our interprofessional post baccalaureate program has been in existence for 10 years with >90% of the students ultimately admitted to our program. In recent years, we have provided our post baccalaureate students stipends ranging from $7,500 – $15,000 per student. To our knowledge, the UCSF School of Pharmacy is the only health professional school that offers such scholarships to post baccalaureate students.

5. **Continue to raise money for scholarships** to address the affordability and to support the Cost of Living supplement program. In addition to 33% of the PDST going to financial aid, which is allocated solely based upon need, the school has 25 scholarship funds and devotes one third of our annual fund to student financial aid. During the period covered by our previous PDST plan, the School spent $1.8 million dollars on scholarships in addition to the RTA. The previous three years we spent $1.1 million.

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 proposal covers the next two years. In consideration of Covid-19 on the student experience, the extreme economic downturn, and the decreasing applicant pool, the UCSF School of Pharmacy will not be requesting an increase for the next two years. We plan to submit a new five-year plan once this plan expires. The reduction and increases in PDST revenue, as shown in our expenditure table below, reflect changes in enrollment tied our program's transition from four-year and three-year programs to solely a three-year program. The current year is the last in which we have overlapping curricula. The reduction in total class size in FY 22, the reduction in cost due to completion of our curriculum development, and no longer providing advanced practice pharmacy experiences (APPE) to two classes in their final year will result in a reduction of expense. PDST funds will be continued to be used for faculty salary adjustments for faculty directly involved in teaching the PharmD program. Our new curriculum uses increased numbers of our basic science faculty as instructors to provide our students with insight into cutting edge developments in drug discovery. We continue to set aside 33% of all PDST for return to aid.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2020-21 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 2020-21 PDST Revenue	Proposed Use of Incremental PDST Revenue		Total Projected PDST Revenue in Final Year
		Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	
Faculty Salary Adjustments	$1,428,000	($142,800)	$24,933	$1,310,133
Benefits/UCRP Cost*	$2,210,000	($191,205)	$39,165	$2,057,960
Providing Student Services	$3,200,000	($320,000)	$55,872	$2,935,872
Improving the Student-Faculty Ratio	$0	$0	$0	$0
Expanding Instructional Support Staff	$1,600,000	($160,000)	$27,936	$1,467,936
Instructional Equipment Purchases	$100,000	($70,000)	$582	$30,582
Providing Student Financial Aid	$4,348,000	($479,575)	$74,893	$3,943,318
Other Non-salary Cost Increases	$300,089	($100,009)	$3,567	$203,647
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	$13,186,089	($1,463,589)	$226,947	$11,949,447

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

Additional comments:

Fiscal Year 20-21 marks the last year, sunset, and graduation of our legacy curriculum as well as the first graduating class of our 3-year curriculum. PDST revenue will decline during 2021-22 as the final cohort completes the four-year program. PDST revenue will increase in 2022-23 due to projected increases in the entering cohort size.

Other non-salary cost increases can be found dispersed within the other service oriented categories such as Student Services, Expanding Instructional Support Staff, Instructional Equipment Purchases. For FY20-21, Instructional Equipment Purchases include the ramp-up for infrastructure and design of online teaching, software as necessary, and precautions and safety measures during the Covid-19 pandemic.

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 termination of various one-time costs and additional cost avoidance will allow the program to avoid increasing our PDST for the next two years. With the completion of curriculum development, salary costs for faculty who were working on the curriculum will be reduced. Our major renovations for the Skill Center and the Office of Education and Instructional Services are now finished, and we have no additional capital outlays planned in the next two years related to the PharmD program. Payroll costs will also grow more slowly due to the lack of a salary increase for non-represented staff and faculty during 2020-21. Finally, new endowed scholarship funds will allow us to offer more scholarships. We are not filling two associate dean positions by covering their duties with existing staffing. We have eliminated an academic human resources position and duties covered by our former Space Strategist have been absorbed into the Associate Dean for Administration position.

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

Since we are not proposing any increase this is not applicable.

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

	Enrollment		
	2020-21	**2021-22**	**2022-23**
Resident	458	363	375
Domestic Nonresident	12	12	12
International			
Total	470	375	387

Additional comments:
These numbers assume a stable economy and continued interest and demand for the profession of pharmacy and a stabilized applicant pool. The reduction in numbers from 2020-21 to 2021-22 reflect the end of overlapping cohorts from the new and old curriculum.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that are 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.

☒ If the box is checked, the program 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.

University of California, San Francisco/Professional Studies - Pharmacy/Doctorate of Pharmacy (Pharm D)
Established program
Established PDST

Total Charges to Complete Degree by Cohort Start Year

	Projections			Increases/Decreases			
	2020-21	**2021-22**	**2022-23**	**2021-22**		**2022-23**	
Residents				%	$	%	$
University of California San Diego	$171,853	$176,803	$182,342	3%	$4,950	3%	$5,539
University of Pittsburgh	$143,549	$147,855	$152,291	3%	$4,306	3%	$4,436
Univ Texas at Austin	$100,416	$103,428	$106,531	3%	$3,012	3%	$3,103
Chapman University	$252,867	$260,453	$268,266	3%	$7,586	3%	$7,814
University of the Pacific	$252,401	$259,973	$267,772	3%	$7,572	3%	$7,799
USC	$270,405	$278,517	$286,872	3%	$8,112	3%	$8,356
Public Average	$138,606	$142,696	$147,055	3%	$4,090	3%	$4,359
Private Average	$258,557	$266,314	$274,304	3%	$7,757	3%	$7,989
Public and Private Average	$198,582	$204,505	$210,679	3%	$5,923	3%	$6,174
Your program	$146,170	$148,692	$152,273	2%	$2,522	2%	$3,581
Nonresidents							
University of California San Diego	$220,833	$225,783	$231,322	2%	$4,950	2%	$5,539
University of Pittsburgh	$164,082	$169,004	$174,074	3%	$4,922	3%	$5,070
Univ Texas at Austin	$229,452	$236,336	$243,426	3%	$6,884	3%	$7,090
Chapman University	$252,867	$260,453	$268,266	3%	$7,586	3%	$7,814
University of the Pacific	$252,401	$265,021	$272,972	5%	$12,620	3%	$7,951
USC	$270,405	$278,517	$286,872	3%	$8,112	3%	$8,356
Public Average	$204,789	$210,374	$216,274	3%	$5,585	3%	$5,900
Private Average	$258,557	$267,997	$276,037	4%	$9,439	3%	$8,040
Public and Private Average	$231,673	$239,186	$246,155	3%	$7,512	3%	$6,970
Your Program	$182,905	$185,794	$190,121	2%	$2,889	2%	$4,327

Source: American Association of Colleges of Pharmacy (AACP)

Additional Comments: We used the total charges to program completion noted above, in light of the fact we now have a three-year program, year round program. Except for the University of the Pacific and Chapman University which are also three-year programs, our other comparators are four-year programs.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 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 three private programs were chosen because they are all located in California and since the majority of our students are from California, we are competing for the same students. USC is the only private pharmacy school ranked in the top 40 by U.S. News and World Report which ranked USC number nine. The three public institutions were chosen because they are all part of large public university systems with strong research programs like our own.

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

As the table shows, we are substantially more affordable than private institutions in our state. At the time this proposal is written, we are one of only two public schools of pharmacy in California (the other is at UC San Diego), which has 14 schools of pharmacy. Our total charges to degree completion are lower than our closest comparator (UCSD) and is slightly higher than the public aggregate average for in-state students. We are much lower than the total (public and private) aggregate average. We operate in one of the most expensive cities in the country and we are a top tier school, consistently ranking among the top three pharmacy schools in the nation. The SF Bay Area is a major driver of our salary and benefit costs. Because we offer a three-year curriculum, our graduates enter the job market a year sooner than most of our comparators.

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

The PharmD program is unique in the way innovative science is threaded through the curriculum. UCSF School of Pharmacy has been the number one U.S. school of pharmacy with respect to NIH grants received for the last 40 consecutive years. The scientists responsible for that record of research accomplishment are regular contributors to our PharmD program. They teach a scientific

method of thinking and an awareness of the cutting edge of biomedical science that is not encountered at any of our comparison institutions.

V. ENROLLMENT AND DIVERSITY STRATEGY

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

	Actual	Actual	Actual	Estimated	Comparison (2018-19)	
	2017-18	2018-19	2019-20	Fall 2020	Publics	Privates
Ethnicity						
Underrepresented						
African American	3%	3%	3%	5%	3%	2%
Hispanic/Latino(a)	9%	7%	8%	9%	11%	4%
American Indian	0%	0%	0%	0%	0%	0%
Subtotal Underrepresented	*12%*	*10%*	*11%*	*14%*	*14%*	*7%*
Asian/Pacific Islander	66%	68%	67%	71%	36%	67%
White	15%	15%	17%	13%	46%	17%
Domestic Unknown	6%	6%	5%	2%	2%	9%
International	1%	1%	1%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	46%	49%	38%	N/A	N/A	N/A
Gender						
% Male	29%	29%	27%	33%	38%	35%
% Female	70%	71%	73%	67%	62%	65%
% Non-Binary	0%	0%	0%	0%	N/A	N/A
% Unknown	0%	0%	0%	0%	N/A	N/A

Sources:
UCSF Ethnicity, Pell Data, and Gender: UC Corporate data (2017-18 – 2019-20). Fall 2020 Estimate: UCSF Office of Institutional Research.
Comparison institutions: Ethnicity/Gender: American Association of Colleges of Pharmacy (Fall-2018-profile-of-pharmacy-students-enrollments)

Additional Comments: In addition to the demographic figures in the table above , which are specific to our market competitor programs, we also analyzed data published by the American Association of Colleges of Pharmacy (see Fall 2018 figures for 2018-19 comparison), for a comparison to student demographics in PharmD programs nationally. The breakdown (aggregate of all participating schools, public and private) is as follows:

African American	9%
Hispanic/Latinx	6%
American Indian/Alaska Native	0.36%
Subtotal Underrepresented	*16%*
Asian	25%
Native Hawaiian or Other Pacific Islander	0.21%
White	49%
Two or More Races	3%
Unknown	4%
International	3%

Demographic	Category		2018
Gender	Female	% of Total Enrollments along Category, Demographic	63%
		Enrollments	39,349
	Male	% of Total Enrollments along Category, Demographic	37%
		Enrollments	23,084
	Unknown/Other	% of Total Enrollments along Category, Demographic	0%
		Enrollments	71

See also AAPC's American Journal of Pharmaceutical Education article regarding population trends in US Schools of Pharmacy:
https://www.ajpe.org/content/84/7/ajpe8207/tab-figures-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 are your prior and prospective strategies for creating a robust level of racial and ethnic diversity (that are compliant with Proposition 209) 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?

Compared to other programs at the national level we have a lower percentage of white and black students and a higher percentage of Asian/Pacific Islander students. This is because most of our students come from California which has a different racial profile than many parts of the United States. Note that 37% of our Asian/Pacific Islander students are Filipino or Vietnamese which are considered underrepresented by UCSF. However, considering this is not how national data is organized, we are following the national standard. The variances with our specific competitor program are also largely related to regional differences. For example, the higher Asian enrollment in Private institutions (67%) is due to the fact that all three of the comparators are in California. When comparing our total URG of 10% (2018-19) with our public comparators (14%), while ours was lower, UC San Diego was 7% and the University of Pittsburgh 6%. However, the University of Texas at Austin was 26%, primarily due to a large Latinx student population, which factored heavily in averaging these three schools.

We have a strong commitment to outreach and recruitment of underrepresented students. As part of our larger goal of visibility, we are committed to having a presence at campuses with historically large underrepresented populations, such as CSU Hayward, CSU Long Beach, and CSU Los Angeles. In addition, we have maintained our presence in the Central Valley, with an annual outreach program held in Fresno and campus visits at locations including UC Merced, CSU Fresno, and CSU Bakersfield. Two programs that we invest a great deal of resources in serve as pipelines for underrepresented students: (1) As described previously, we heavily invest in the UCSF Pharmacy *Post-Baccalaureate Certificate Program*, which is a year-long, structured program designed for those who have completed the required undergraduate coursework but feel they need a stronger academic foundation to be more competitive in applying to pharmacy school. As described previously and unique to all Health Science school post baccalaureate programs, the School of Pharmacy provides stipends ranging between $7,500-15,000/student. (2) *Inside UCSF* is an annual outreach program geared towards students at two- and four-year degree schools who are interested in pursuing careers in health and science. These two programs have provided opportunities for underrepresented students to observe UCSF's PharmD program as "reachable" and, as a result, many past participants of these outreach programs have matriculated into our PharmD program. This year we have engaged an outside consultant to create a series of virtual tour videos for our PharmD website.   In order to achieve this alignment, the School of Pharmacy uses a holistic admissions process that looks at the totality of a student's life experiences and challenges. This approach allows underrepresented students to be considered for admission not simply based on test scores which have been

shown to favor students in more wealthy socioeconomic groups. We have also made the PCAT (Pharmacy College Admissions Test) optional because students indicated the additional cost was a deterrent to applying to 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?

UCSF continues to provide a Cost of Living Supplement to students to help with housing and other living expenses. This program is for students who are not in campus housing and is awarded on financial need basis. In 2019-20, 60 PharmD students each received $2,400. We are also devoting more resources to fundraising for student scholarships. The proportion of our students who received Pell grants has fluctuated. In 2014, 40% of our students received Pell grants and in 2016 that number rose to 49.6%. The 2019-20 percentage has declined to 38%. This is in line with national trends of a decline in Pell grants as a percentage of federal student aid programs. Note that the percent of undergraduate students in the UC system receiving Pell Grants was 37% in 2018.

https://accountability.universityofcalifornia.edu/2019/chapters/chapter-2.html
https://research.collegeboard.org/pdf/trends-student-aid-2019-full-report.pdf

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

Nationally, PharmD program enrollment is 37% male and 63% female. Our program historically has been approximately 29% male and 71% female. School-based strategies are not likely to change this male to female ratio, which has been a national constant for the last 40 years We do make an effort in our marketing materials and videos to have male pharmacists featured to show that the profession and our program are gender neutral. Our expectation is that we will be able to maintain our percent of male students in at least the high twenty percent range.

Source: https://www.ajpe.org/content/84/7/ajpe8207/tab-figures-data

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 hope to see an increase in our Latinx, African American, and Native American students. The reason we are optimistic with this increase in diversity is we are spending increased recruitment and outreach efforts to the CSU campuses since their student populations have large numbers of underrepresented students. Previously our focus was centered more upon the other UC campuses. These students from the CSUs tend to have a higher percentage of Pell grant recipients. We hope to bring our percentage of Pell grant recipients back up to 49%. This will be accomplished through our admission process during which we factor in the additional challenges that students from lower socioeconomic circumstances in preparing for admission to the PharmD program. As of fall 2020-21, the % of males in our program has risen to 33%. We are optimistic our holistic recruitment approach and marketing strategies will continue this trend over time.

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		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	1.3%	2.3%	2.3%
	International			
Hispanic/ Latino(a)	Domestic	1.3%	3.4%	3.5%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	29.5%	27.3%	26.7%
	International			
White	Domestic	66.7%	63.6%	64.0%
	International			
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International			
Other/ Unknown	Domestic	1.3%	3.4%	3.5%
	International			
Percentage by Gender		2017-18	2018-19	2019-20
Female		48.7%	44.3%	46.5%
Male		51.3%	55.7%	53.5%
Non-Binary/Unknown		0.0%	0.0%	0.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2017-18	2018-19	2019-20
Black/ African/ African American	Domestic	0.0%	0.0%	0.0%
	International			
Hispanic/ Latino(a)	Domestic	2.9%	2.9%	3.0%
	International			
American Indian	Domestic	0.0%	0.0%	0.0%
Native Hawaiian	Domestic	0.0%	0.0%	0.0%
Asian/ Pacific Islander	Domestic	25.7%	26.5%	27.3%
	International			
White	Domestic	68.6%	70.6%	69.7%
	International			
Two or More Races	Domestic	0.0%	0.0%	0.0%
	International			
Other/ Unknown	Domestic	2.9%	0.0%	0.0%
	International			
Percentage by Gender		2017-18	2018-19	2019-20
Female		28.6%	29.4%	33.3%
Male		71.4%	70.6%	66.7%
Non-Binary/Unknown		0.0%	0.0%	0.0%

V.g. What are your campus efforts and, specifically, your program's current and proposed efforts (that are compliant with Proposition 209) to advance the recruitment and retention of diverse faculty?

The following are examples of campus and program efforts:

- Include the following language in all advertisements: "UCSF seeks candidates whose experience, teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence."
- Ensure that women and underrepresented minorities have equal opportunity to serve on search committees.

- Review and use the UCSF Academic Search Committee Member Responsibilities document, guidelines for conducting a search likely to attract women and underrepresented minority applicants. In alignment with these guidelines, the School of Pharmacy requires that all search committees are comprised of 25% women or minorities.
- Engage search committees in taking the Implicit Association Test to become aware of any implicit bias before conducting a search.

Our Schools strategy centers around the recommendations from the Health Sciences Diversity Report: Disrupting the Status Quo. We are examining school and campus polices that make it difficult for BIPOC faculty to succeed. We are making changes to how we do faculty searches including making sure that the search committee is diverse both in terms of gender and race. Search committee members are advised to take unconscious bias training prior to the beginning of the search. We have a representative from the Office of Diversity and Inclusion speak to the group about unconscious bias prior to the start of the process. We are currently analyzing the Disrupting the Status Quo to create a hierarchy of things we can do at the school level.

We have had recent success in hiring diverse faculty, including hiring underrepresented faculty in Pharmaceutical Chemistry and Bioengineering Therapeutic Sciences. In addition to these strategies around the interview and selection process, we have engaged our colleagues at the Office of Diversity and Outreach to have conversations with diverse faculty as to why UCSF would be a good fit. Granted these are initial steps, however, we feel we are gaining momentum in this area. The implementation on our campus of having Faculty Equity Advisors for faculty searches was key in the above stated recruitments. Their monitoring of the processes and outcomes of the search, including their review of the diversity of the applicant pool relative to the availability pool were key to the success of these recent successful searches. While these are important steps, a major barrier to hiring of diverse faculty is the high cost of living in the SF Bay Area. The School, campus, and the University of California need to create novel strategies to financially support the recruitment and diversification of our 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?

Financial aid is awarded to students who have demonstrated financial need, in accordance with federal and UCSF policies. Financial aid is awarded based on the concept of equity packaging. Students who come from lower-income families qualify for greater percentages of grant and scholarship funding. The equity (free money portion) can change from year to year based on the total amount of dollars available from all sources and the number of students who are eligible for equity funding. Sources include the

University Student Aid Program (USAP), Professional Fee return to aid, departmental funding and scholarship dollars. The financial aid and affordability goals of the program are crafted towards the current, year-round, 3-year program. These goals are a necessary complement to the lifestyle and rigors of a year-round, 3-year program –alleviate the financial stress of the professional student. Our goal is to ensure that a decision to decline an offer of admissions to the program is not based on affordability. We are not seeing students not accepting our offer based on affordability of the program. We do see some students not accepting based on the cost of living in San Francisco which is why we provide funding for the Cost of Living Supplement. This is largely successful for in-state students. Out of state students sometimes find the differential between cost of living in California and their home state are so great that this becomes a determining factor. We measure by their responses to our question to students who decline about why they did not accept our offer.

We work closely with our campus Financial Aid office to offer a suite of loans and grants that are supplemented by the School of Pharmacy's scholarship offerings.

Graduating Class	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percent with Debt	94%	93%	82%	82%	88%	78%
Cumulative Debt among Students with Debt	$110,122	$114,562	$125,827	$127,609	$122,843	$139,666

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 data above show, we had an increase in student debt in 2018-19 by 12.4%. Median debt increased 3.9%, but the percent of graduates who borrowed decreased by 9.3% percent. In 2016, Congress failed to renew the Perkins Loan program thereby sunsetting the program. We suspect because a Perkins Loan was not offered, a small group of students chose to not borrow. This is a similar impact to the percentage of borrowers when the Direct Subsidized Loan was no longer offered to graduate students. The biggest impact in the decline of % of students with loans will be seen in the graduating class of 2019-20 (who were never offered the Perkins), and small percentage of these graduates instead chose not to borrow. The 2018-2019 year was the first year of our new curriculum which charges four quarters of PDST which due to the increased annual cost and the inability to have summer jobs to help with the funding of their education. One advantage of the three-year program is the savings from rent costs for a fourth year which is approximately $24,000. We will have a clearer picture of student indebtedness for the new curriculum once we no longer have the overlap with our legacy curriculum, nevertheless, we do not expect trends in our indebtedness levels to be affected to any significant degree by keeping the PDST flat for the next two years.

	Graduates with Debt	2018-19 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	78%	$139,666	$144,050	14%
Public comparisons	85%	$147,938	$144,050	15%
Private comparisons	85%	$213,090	$144,050	21%

Sources:
Bureau of Labor statistics for Salary data for 2018-19
Public and private national debt data from American Association of Colleges of Pharmacy (AACP) 2018-209 California salaries mirror the national averages.

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.

Our Financial Aid office has developed workshops on loan management and financial literacy that have helped students in making decisions about how much debt to take on in relation to their starting salaries and educating them in the various loan forgiveness plans available to them. Overall our graduates are able to manage their debt due to relatively high starting salaries in relation to their debt load.

Pharmacist earning power continues to be strong; at the present time, this may partially mitigate concerns about cost. We are beginning to see some softening of the demand, so we must be mindful of costs relative to changes in the demand for pharmacists.

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

We have two full time career advisors to assist students in their planning for employment after graduation. They encourage students to consider careers in public health due to the number of loan forgiveness programs that they can utilize. We make sure they are aware of the Public Service Loan Forgiveness program, the National Health Service Corps State Loan Repayment program, the Substance Use Disorder Workforce Loan Repayment program, the NIH Loan Repayment Plan, the Indian Health Service Loan Program, and the U.S. Army Pharmacists Loan Repayment 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?

Students who pursue public interest careers, which in the case of pharmacists is public health, earn on average around $118,000 as opposed to positions in retail pharmacy and hospitals which are typically in the $130,000-$150,000 range depending on locality. The school provides experiential education sites that provide care to the underserved so that students can experience both the satisfaction and challenges that come with providing care to the underserved. Our career advisors highlight for students that there is a great need for pharmacists in public health in the rural parts of California. The career advisors help students calculate how they can repay their loans in these types of positions due to the much lower cost of housing in rural areas which can mean more disposable income for students despite the lower starting salary.

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

UCSF Student Financial Aid works closely with the School of Pharmacy to meet student financial need through grants and loans. These funds—combined with scholarships available through the School of Pharmacy for both California residents and promising out of state applicants—are included in financial aid packages for entering students. UCSF also offers a cost-of-living supplement to eligible students to address the cost of living in San Francisco. We discuss these programs with prospective students in our Pharmacy Information Days outreach.

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, this information is on the Prospective Students portion of our School website. In addition, we discuss these issues during our Pharmacy Information Days.

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.).

COVID-19 had a huge impact on our program. One aspect that demanded immediate attention was maintaining engagement during classes that were done virtually. We have been making use of Poll Everywhere and case-based learning to engage students. We have utilized the breakout room feature of Zoom to have small group discussions as part of a larger class. Our instructors have utilized various engagement technology to ensure that every 15 minutes that there is an interactive portion where the students need to apply a skill or assessment of their understanding of the content. The pandemic affected our Advanced Pharmacy Practice Experiences (APPE) with some of our partner hospitals declining to have our students on site during the initial surge. Luckily, we had built in more APPE sessions than required by our accreditors, so we were able to trim this part of the curriculum from eight sessions to six. We also needed to send students to sites that were not their preferred sites, such as our Fresno location. Some of our hands on skills sessions needed to be modified for virtual and some activities such as taking blood pressure needed to be shelved during the pandemic.

Prior to the Covid-19 pandemic, we used a multiple mini-interview process. For the upcoming class interviews we are utilizing a traditional interview process. The prospective students will be interviewed online by a faculty member and current student (together) for approximately 45 minutes. The entire process is spread over two days to avoid "Zoom Fatigue". The first day is the pre-interview session where we do an orientation/overview, presentation on UCSF's three year PharmD program; financial aid presentation, student break-out sessions (where they can ask questions of our current students.) The second day is the actual interview as well as an essay exercise which is used to assess candidates' writing skills.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2021-22 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

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

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

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

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

An email was sent on November 3rd, 2021 from the Associate Dean for Administration to all students in the program telling them that, due to the impact on the curriculum of COVID-19, the School had decided to not ask for a fee increase for the next two years and that fee increases will be reconsidered at the end of that two- year period. We requested feedback and let the students know that their feedback would be shared with the Dean and the Vice Chancellor of Academic Affairs. We received no feedback from the students. When we submit our next proposal we will return to utilizing surveys and town hall meetings to solicit feedback earlier in the Fall.

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

☒ Plan shared with _____ Adam Catching - Graduate & Professional Student Association _____ on ___ 10/5/2020.
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 GPSA was supportive of not increasing the PDST for the next two years. They expressed interest in other fees that make up their total tuition bill to not be increased as well.

☒ If applicable, plan shared with _____ Associated Students School of Pharmacy _____ on 11/3/2020.
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 full proposal was provided to them for comment. There has been no feedback received.

Consultation with faculty

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

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

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

The flat tuition proposal was shared with the School's leadership group, which includes the Dean, Vice Dean, and Department Chairs, on November 2. An email went out to all faculty on November 3rd informing them that the PDST would not be increased for the next two years. To date one response was received: "Glad to learn the School is forward looking...since there is so much zoom teaching was it considered to reduce the fees until classes resume?" Our response to the faculty member was that having the program online was not less costly than when it was when done in person. The possibility of halting fee increases was also discussed at our last full faculty meeting in June but was rejected due to the increased cost of covering part of the salaries of the theme 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 _____Elizabeth Watkins, PhD_____ on ___November 12, 2020___.
　　　　　　　　　　Graduate Dean

☒ Plan endorsed by _____Sam Hawgood, MBBS_____ on ___November 18, 2020___.
　　　　　　　　　　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