

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2022

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 2021-22	New Proposed Fee Levels					Increases/Decreases									
		2022-23	2023-24	2024-25	2025-26	2026-27	2022-23		2023-24		2024-25		2025-26		2026-27	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$32,148	\$33,111	\$34,104	\$35,127	\$36,180	\$37,266	3.0%	\$963	3.0%	\$993	3.0%	\$1,023	3.0%	\$1,053	3.0%	\$1,086
Prof. Degr. Suppl. Tuition (Nonresident)	\$32,148	\$33,111	\$34,104	\$35,127	\$36,180	\$37,266	3.0%	\$963	3.0%	\$993	3.0%	\$1,023	3.0%	\$1,053	3.0%	\$1,086
Mandatory Systemwide Fees*	\$12,570	\$12,852	\$13,176	\$13,542	\$13,944	\$14,358	2.2%	\$282	2.5%	\$324	2.8%	\$366	3.0%	\$402	3.0%	\$414
Campus-based Fees**	\$379	\$391	\$402	\$414	\$427	\$440	3.2%	\$12	2.8%	\$11	3.0%	\$12	3.1%	\$13	3.0%	\$13
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$0	\$0	\$0	\$0	\$0	\$0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Est. First-Year Fees (CA resident)	\$45,097	\$46,354	\$47,682	\$49,083	\$50,551	\$52,064	2.8%	\$1,257	2.9%	\$1,328	2.9%	\$1,401	3.0%	\$1,468	3.0%	\$1,513
Est. First-Year Fees (Nonresident)	\$57,342	\$58,599	\$59,927	\$61,328	\$62,796	\$64,309	2.2%	\$1,257	2.3%	\$1,328	2.3%	\$1,401	2.4%	\$1,468	2.4%	\$1,513

* 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:

Our program is proposing annual increases of 3% to the PDST fee, beginning in 2022-2023 through 2026-2027. The program initially consulted students and faculty about 5% annual increases in PDST levels. There was no feedback from students or faculty related to the proposed increases of PDST when surveyed. After further review with leadership, it was determined that a 3% increase of PDST was sufficient for carrying out our proposed plans as described in this proposal. Additional consultation with students and faculty were scheduled and held in late February. These comments are provided in Part B of the proposal under student and faculty consultation. If approved, we plan on publicizing all projected PDST increases on our program website so that future applicants are aware of the planned increases and can make informed fiduciary decisions when applying.

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

The UC Riverside School of Business A. Gary Anderson Master in Business Administration (MBA) was established in 1983. The Full-time MBA is an 80-unit program typically completed over the course of six quarters or two academic years. The mission of the school is to **create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment, thereby contributing to the upward mobility for our diverse student population.** In addition, our core values (inclusion, integrity, innovation, and collaboration), form the identity and character of our school and empower our students' success by embracing differences, championing better business, empowering innovation, and achieving collaboratively. The school affects the community by creating diverse opportunities, building careers and driving growth.

The UC Riverside School of Business believes in the importance of diversity and inclusion and its responsibility to educate and develop leaders that influence future generations for economic, cultural, and societal benefit by strengthening cultural awareness and enhancing preparation for civic engagement and leadership, thereby better serving an increasingly diverse population. This is achieved by valuing and embracing the uniqueness of all individuals in our strategic initiatives, programming, curriculum, support services, school climate, scholarship, infrastructure, and community engagement. We recognize the need to explore, evaluate, and address social and structural inequities by cultivating intellectual work and a learning environment both inside and outside our campus that is inclusive of all stakeholders, leadership, student body, faculty, staff, and the public in order to overcome the historical legacies of exclusion, disadvantages, and marginalization. The ultimate goal is for people from all backgrounds to be fully integrated, engaged, and empowered.

The MBA program is a traditional 2-year program suitable for applicants with no or low work experience. Given that no business background (in terms of prior business education and/or work experience) is required for admission, the program provides an extensive curriculum (80 quarter credit hours are required for graduation), with an emphasis on professional development and career planning. Students choose a curriculum tailored to their interests and career aspirations and work alongside expert and diverse faculty that provides new applied research opportunities. The program builds upon strong theoretical foundations and stresses the essential interdependencies between hard and soft skills, which develop management, and leadership skills across industries. The MBA is a STEM-certified degree program (science, technology, engineering and math).

Initially accredited in 2003 by the Association to Advance Collegiate Schools of Business (AACSB), the School's focus is to continue to develop and implement a plan that aligns with AACSB's accreditation standards. These standards require excellence in areas relating to strategic management and innovation; student, faculty, and staff as active participants; learning and teaching; and academic and professional engagement. AACSB Accreditation represents the highest standard of achievement for business schools worldwide. Less than 5 percent of the more than 16,000 schools worldwide granting business degrees have earned AACSB Accreditation. Only 30% in the US hold AACSB accreditation.

- For the academic year 2020-2021, 76% of our full-time MBA students found a job within three months of graduation with a median salary of \$86,000.
- Program graduates go on to careers in Project Management, Supply Chain Management, Marketing, Accounting, Financial Analyst, Human Resources, Business Analytics, and Consulting.
- Recent employers of program graduates include T-Mobile, Amazon, Deloitte, Esri, AT&T, AEG Worldwide, Toyota, Dell, Kaiser Permanente, Ernst & Young, PWC, Bank of America Merrill Lynch, FBI, The Walt Disney Company, SolarMax Technology, California Public Utilities Commission, Fox Corporation, and UCR.

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.

Previous Goals

In our last multi-year plan, which spanned 2019-2020 through 2021-2022, the School proposed to use new PDST revenues not only to maintain but, as part of the School's strategic plan, to also improve on the program's previously established quality (e.g., its rankings; student diversity; and student aptitudes, as measured by incoming student (GPAs and GMAT scores)) and support the following goals that were part of our expiring plan:

1. Improve Students' Profile to Reflect Holistic Approach.

A candidate's academic preparedness is evaluated through a candidate's GPA, the quality of academic courses taken, and a candidate's undergraduate institution in combination with a candidate's test scores such as the GMAT/GRE. Admission to the MBA program is made based on holistic assessment of the applicant's background and achievements including academic preparedness (undergraduate GPA and optional GMAT/GRE scores), professional and/or academic experiences, application quality, and potential contribution to diversity. As a response to the unique global impact caused by the COVID-19 coronavirus, we have moved to a test-optional admissions process extended to all applicants through Fall 2022. Most importantly, this initiative is in keeping with the School's (and UCR's) commitment to social mobility as it creates equitable access to the MBA program while the pandemic continues to surge. The School has been successful in improving students' quality as is measured by the average GPA and GMAT/GRE of the incoming cohort. The incoming 2021 (Fall) Class profile is available here (<https://business.ucr.edu/mba/class-profile>) and demonstrate improvements year-on-year. The average age of our full-time MBA students is 27, with an average GPA of 3.59, GMAT score of 632, and 31 months of work experience.

Table. School of Business MBA Class Profile of GPA, GMAT, and GRE

	2017	2018	2019	2020	2021
GPA	3.29	3.33	3.49	3.49	3.59
GMAT	588	610	564	611	632
GRE	310	307	304	304	317

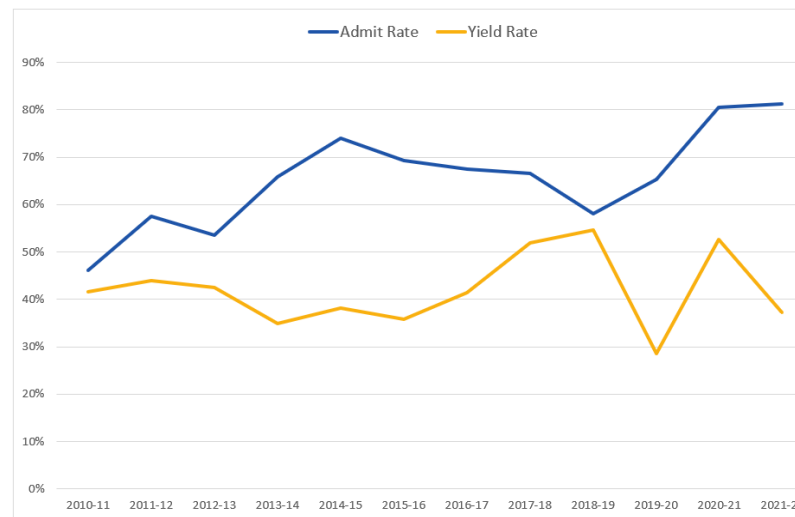
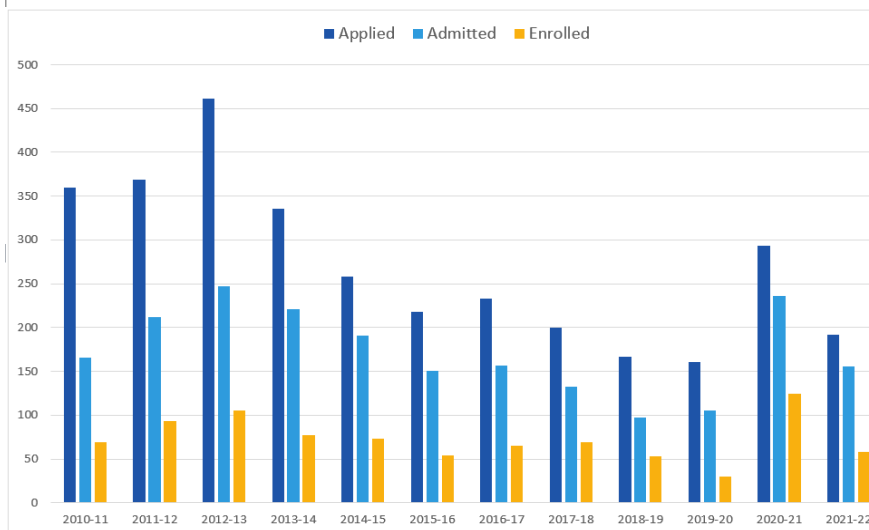
Source: School of Business, Graduate Admissions & Recruitment

UC Riverside/Full-Time MBA Program/ Master in Business Administration (MBA)
Established program
Established PDST

Increasing student quality continues to be a top priority. For the Fall 2022 cohort, 285 applications were received, 197 were accepted, and 103 enrolled for an acceptance rate of about 69%. The tables below show admissions and enrollment numbers. In addition, the proportion of URG enrollment was not negatively affected by changes in our admission process to enroll students with higher GPAs and GMATs/GREs.

Table and Charts. School of Business MBA Program Admissions

	Academic Year												
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*	
Applied	360	369	461	336	258	218	233	200	167	161	293	192	
Admitted	166	212	247	221	191	151	157	133	97	105	236	156	
Enrolled	69	93	105	77	73	54	65	69	53	30	124	58	
Admission Rate	46.1%	57.5%	53.6%	65.8%	74.0%	69.3%	67.4%	66.5%	58.1%	65.2%	80.5%	81.3%	
Yield Rate	41.6%	43.9%	42.5%	34.8%	38.2%	35.8%	41.4%	51.9%	54.6%	28.6%	52.5%	37.2%	

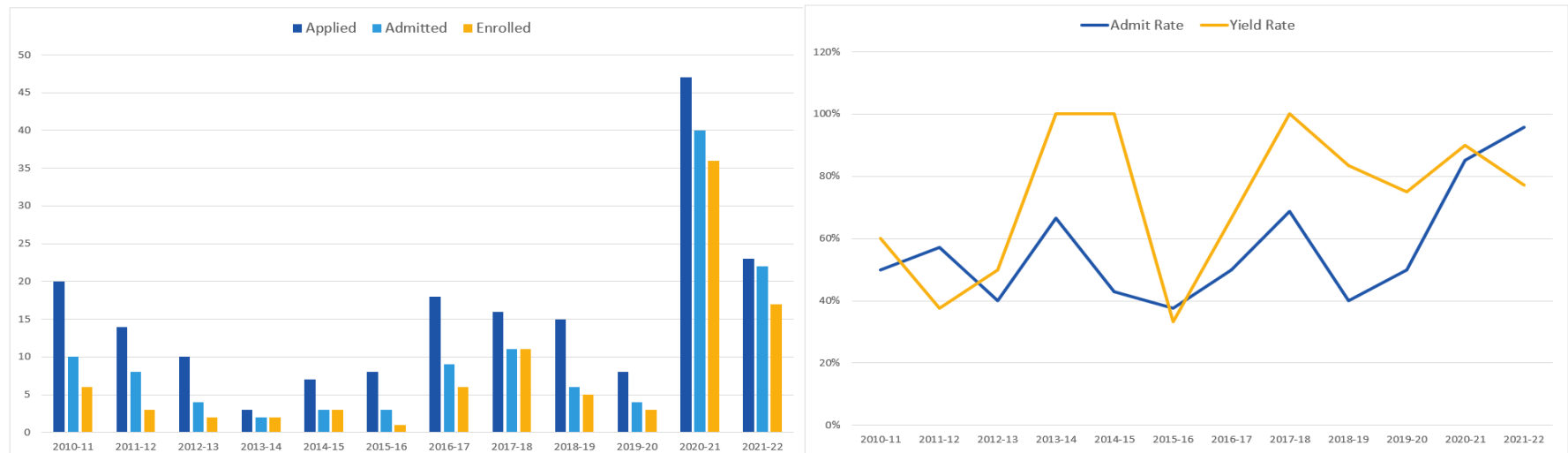


Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Please note that data are based on 3rd quarter data since full data for the 2021-2022 year is not currently available from UCR Institutional Research.

Table and Charts. School of Business MBA Program Admissions – Underrepresented (URG) Students

	Academic Year											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Applied	20	14	10	3	7	8	18	16	15	8	47	23
Admitted	10	8	4	2	3	3	9	11	6	4	40	22
Enrolled	6	3	2	2	3	1	6	11	5	3	36	17
Admission Rate	50.0%	57.1%	40.0%	66.7%	42.9%	37.5%	50.0%	68.8%	40.0%	50.0%	85.1%	95.7%
Yield Rate	60.0%	37.5%	50.0%	100.0%	100.0%	33.3%	66.7%	100.0%	83.3%	75.0%	90.0%	77.3%



Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Please note that data are based on 3rd quarter data since full data for the 2021-2022 year is not currently available from UCR Institutional Research.

Our students' undergraduate majors include, Business and Commerce, Social Science, Humanities, Economics, Science, Computer Science, Engineering, and Law.

2. Increase the quality of our faculty.

In order to achieve this goal, the School will continue its efforts to hire highly qualified ladder rank faculty to minimize the instruction that takes place by temporary instructors/lecturers. Due to COVID, PDST funds were repurposed to improve remote instruction. This included classroom updates to facilitate remote instruction and hybrid models. In particular, funds were invested in innovative classroom technology. This technology helps increase student engagement and enhance learning, provide faculty with new tools that facilitate pedagogical exploration. The School acknowledges its responsibility to refocus efforts in order to achieve desired goals.

During the last multi-year plan (2019-2022), we continued our efforts to hire highly qualified ladder rank faculty. The School of Business at UC Riverside aims to recruit, hire, and retain qualified faculty in order to improve the surrounding diverse communities. This can be done in a number of ways, such as, the number of scholarly publications that provide visibility and enhance program presence in the area; and in research projects, which include student researchers, with deliverables that demonstrate professional engagement and support high-quality outcomes consistent with the school's mission. Indeed, from the 2018/19 academic year until Fall 2022 we hired 10 new faculty in the areas of Marketing (3), Information Systems (2), Accounting (2), Finance (1), Management (1) and Operations & Supply Chain Management (1). Unfortunately, at the same time we had six (6) separations, so the total number of faculty didn't increase significantly. This current recruitment year, we have recently recruited an African American ladder-rank faculty Assistant Professor and a female veteran as an Assistant Professor of Teaching. Also, on July 1, 2021, we had a female recruit start in an endowed chair position. In general, the goal of increasing the number of full-time faculty is to minimize the instruction that takes place by temporary instructors/lecturers for the benefit of the students.

Our faculty include researchers, teachers, and practitioners from around the world – all experts in their respective fields, many of whom were trained at the top business schools, including UC Berkeley, UCLA, Stanford University, University of Southern California, MIT, Ohio State, Penn State, and the University of Chicago. In 2018 and 2019 there was a total of 40 faculty members. In 2020 there were 39 faculty members. As of fall 2021, we had 38 ladder-rank faculty members, including 13 full professors, 11 associate professors, and 14 assistant professors.

The strength of our faculty is evident in the quality and quantity of publications authored. The University of Texas, Dallas (UTD) – a major publisher of business school research rankings (<https://jsom.utdallas.edu/the-utd-top-100-business-school-research-rankings/>), places the faculty of UCR's School of Business at #87 in the US in total number of publications in top business journals (2016-2020; note that UTD does not adjust publication output for faculty size). Since 2013, our faculty published 160 articles in peer-reviewed journals, 50 of which are on the UTD list of 24 leading business journals. Lastly, since

2013, our faculty research has received close to 25,000 citations according to Google Scholar. In addition, faculty currently serve as Editors or Associate Editors of 11 leading peer-reviewed journals (e.g., Journal of Consumer Psychology, MIS Quarterly, and Production and Operations Management). In addition, the business school's faculty currently serve on 39 editorial boards of leading peer-reviewed journals (e.g., Academy of Management Journal, Journal of Marketing, Marketing Science, Organization Science, Strategic Management Journal, and The Accounting Review). They also serve as ad-hoc reviewers for all the leading peer-reviewed journals in business, with some have been recognized by journals for Outstanding Reviewing, and as Chairs of Organizing Committees for academic conferences.

3. Enhance the student experience by improving student services.

In order to achieve this goal, the School provided extracurricular activities related to professional development (career development, career fairs, and student services). In addition, adjustments were made to course offerings such as electives offered in the first year and capstone available in the Winter quarter. PDST funds were used to improve the student experience by increasing the FTE in Grad Advising from 2 ½ FTE when the prior proposal was submitted to 4 FTE at this time. Also, the MGT298I course was also made a requirement for the MBA students, starting in Fall 2020, to ensure students take part in an internship during their learning experience. This also increased the number of available internship opportunities student could choose from.

All units at the School have collaborated to improve student services and shared communication. With these changes, we have increased our percentage of on-time graduation, and many of our students are graduating in 5 quarters. We have enhanced our students' experience and expanded the resources offered by our career development center. This includes internships and collaborating with Graduate Advising to host Welcome Week and Orientation for students. Another valuable resource for our MBA students is our three career counselors and three graduate advising counselors. The Grad Advising unit has implemented a detailed and individualized plan to provide academic success support for the students, create an online platform to share communication and host Student Handbooks through Canvas, and is a one-stop shop to provide access to the different resources available through the School of Business and across the UCR campus. The Advising unit has doubled its one-on-one availability for the students and developed a series of academic advising and academic success workshops.

Additional efforts include creating a landing page, which is a website full of resources and information (<https://business.ucr.edu/cdc>) that will support students with understanding the services they have available to them at the university and resources. In addition, a career and professional development program was created named Business Ready to ensure students understood graduate school expectations, professionalism expectations, career readiness and exposed them to professionals in the industry. More recently, three career panels have been hosted every quarter to expose students to

alumni and professionals in a particular career path. Finally, Advising and the Career Development Center are creating creative social media content to engage students with career related information and advising information. The social media efforts are supported by student assistants and student organizations. Lastly, there are plans in the future to work with additional local and inland empire non-profits to provide our students with more internship opportunities.

4. Enhance student experience through concentrations.

In order to achieve this goal, the School developed concentrations which allowed students to pursue more purposeful academic tracks. PDST funds were expended to support the development and implementation of the concentrations by hiring new faculty. There are six (6) different areas of concentration that students can choose from in addition to a wide range of electives that further tailor their MBA experience to their interests. The areas of concentration offered are Accounting, Finance, Information Systems, Management, Marketing, and Operations & Supply Chain Management. We also provided courses to students so that they could fill the requirements for their respective concentration.

5. Increase California resident student enrollment.

In order to achieve this goal, the School continued its effort to increase resident student enrollment, primarily through recruitment outreach activities that target California students. PDST funds were used to augment financial support to students as detailed in number 7 of this section. The School has signed agreements with numerous local entities (e.g., City of Riverside, California Steel Industries, Eastern Municipal Water District, County of Riverside, SolarMax, Greater Riverside Hispanic Chamber of Commerce) and shared stories and news on our website at <https://business.ucr.edu/business-news> in order to provide scholarships to employees who are eligible to enroll in one of our Graduate Programs.

During the prior proposal we increased resident enrollment and maintained an increase every year since 2017. The table on the next page shows the number of resident and nonresident students enrolled which shows our success of this goal from the prior plan.

Table. School of Business MBA California/Resident and Nonresident Students

Full-Time MBA (MGMT)	California/ Resident	Nonresident
2011-2012	49	106
2012-2013	44	138
2013-2014	36	138
2014-2015	31	117
2015-2016	29	86
2016-2017	29	79
2017-2018	34	86
2018-2019	41	67
2019-2020	41	33
2020-2021	66	73
OVERALL AVERAGE	40	92

Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Please note that data are based on 3rd quarter data since full data for the 2021-2022 year is not currently available from UCR Institutional Research.

Please note that in the table above, the nonresident enrollment appears to have grown at a much faster rate than resident enrollment in 2020-2021. However, this was an outlier year and if the outlier year (2019-2020) is removed, the data show that nonresident and resident enrollment had steady growth and that in fact resident enrollment grew quicker. Efforts are well underway to increase California resident students. This is a priority again and continues to be monitored to assure a steady and consistent increase. This goal was affected by COVID as total enrollment numbers decreased but it is anticipated that both total enrollment and California resident students will increase. This is evidenced by more recent outreach and recruitment efforts that the program will continue.

6. Diversity/Inclusion

In order to achieve this goal, the School invested PDST funds to attract more diverse pool of applicants and support URM applicants through financial aid. The Table below exhibits enrollment demographics in the MBA program. As can be seen in the table below, our effort to diversify the student body was successful, but clearly there is still more work to be done. In particular, since 2013/14 the percentage of URM students in our program has increased consistently. We believe that the most effective tool we have used was to promote our program to our own undergraduate population. Indeed about 50% of the domestic students in our program received their undergraduate degree from UCR. Given that the UCR undergraduate population is very diverse, this contributes to the diversity of our MBA program. We will continue our efforts to promote our programs to our own undergraduate students and to neighboring California State Universities (e.g., Cal State San

Bernardino). Both our knowledge and awareness of understanding URG needs coupled with increased activities with URG stakeholders and students has had a positive impact on this increase.

Table. School of Business MBA Total Student Enrollment Demographics

Academic Year	Enrollment	Male	Female	URM%
2011-2012	155	49%	51%	5%
2012-2013	182	51%	49%	3%
2013-2014	174	48%	52%	2%
2014-2015	148	48%	52%	3%
2015-2016	114	54%	46%	4%
2016-2017	108	56%	44%	6%
2017-2018	120	55%	45%	13%
2018-2019	108	63%	37%	15%
2019-2020	75	62%	38%	12%
2020-2021	139	51%	49%	26%
OVERALL AVERAGE	132	53%	47%	9%

Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Please note that the decrease in headcount in 2019-2020 reflects a trend across the nation at that time of a decrease in MBA applications. Please note that data are based on 3rd quarter data since full data for the 2021-2022 year is not currently available from UCR Institutional Research.

The table below is a breakdown of our MBA student body by ethnicity at the University of California, Riverside.

Table. School of Business MBA Enrollment by Ethnicity

TermName Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	%	N	%	N	%	N	%	N	%	N
International	70.3%	83	58.6%	65	39.0%	30	42.5%	57	44.8%	77
Chicano/Latino	7.6%	9	12.6%	14	9.1%	7	23.1%	31	23.3%	40
Asian	10.2%	12	11.7%	13	19.5%	15	13.4%	18	12.8%	22
White	6.8%	8	7.2%	8	10.4%	8	11.9%	16	9.9%	17
Two or More Races	0.8%	1	7.2%	8	18.2%	14	5.2%	7	3.5%	6
Black/African American	3.4%	4	2.7%	3	3.9%	3	3.0%	4	4.7%	8
American Indian/Alaskan Native							0.7%	1	0.6%	1
Domestic Unknown	0.8%	1							0.6%	1
Total	100.0%	118	100.0%	111	100.0%	77	100.0%	134	100.0%	172

Source: UCR Institutional Research <https://ir.ucr.edu/stats>

The program has been successful making progress as quantified in the tables below showing graduation details of the student body, which compares data before and after the plan was implemented.

Table. School of Business MBA Student Graduate Demographics

Full-Time MBA (MGMT)	Degrees Awarded	Entry Year			% Graduated On-Time (Year 2)	Retained after Year 1	Cohort Success Rate by Year 2	Average Time to Degree (AY Enrolled)	
		Male	Female	URM %					
2011-2012	68	33	35	6%	90	92.2%	95.6%	96.70%	2.09
2012-2013	82	41	41	2%	102	90.2%	92.2%	92.20%	1.99
2013-2014	96	50	46	2%	74	95.9%	97.3%	95.90%	1.99
2014-2015	81	35	46	1%	73	83.6%	87.7%	86.30%	2.02
2015-2016	63	32	31	5%	54	83.3%	85.2%	85.20%	2.02
2016-2017	47	28	19	2%	63	84.1%	88.9%	88.90%	2.03
2017-2018	54	29	25	7%	60	93.3%	95.0%	95%	1.99
2018-2019	66	37	29	20%	43	N/A*	88.4%	N/A*	1.95
2019-2020	45	30	15	11%	40	N/A*	N/A*	N/A*	1.97
AVERAGES	67	35	32	6%	67	89%	91.14%	91%	2.0

Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Full-Time MBA (MGMT)	Degrees Awarded	Male	Female	URM %
2020-2021	26	16	10	19%

Source: School of Business, Graduate Advising & Student Services

Please note the number of degrees awarded in 2020-2021 were affected by the COVID pandemic.

7. Affordability

In order to achieve this goal, the School typically provides more than the minimum required 33% of the PDST total for return-to-aid. PDST funds were expended in financial aid to support students' ability to obtain their MBA degree and limit the impact of financial hardship to all students. The program has been successful in its progress as quantified in the table below showing an average of 54% return-to-aid from PDST for the past 5 years. Please note that PDST revenue was returned to students as financial aid for AY 2020-21 beyond what was indicated in the program's expiring plan. For this proposal we are committing to providing at least **33%** return-to-aid in each year. We do hope to be able to provide additional funds to students should PDST be approved.

Table. PDST Return-to-Aid Over Past 5 Years

Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PDST	\$2,712,231	\$3,051,255	\$2,804,871	\$1,871,832	\$4,012,983
Financial Aid	\$1,622,789	\$1,826,455	\$1,444,733	\$863,401	\$2,081,422
Return-to-Aid	60%	61%	53%	45%	52%

Source: UCRFS TOTALS

COVID-19

Due to Covid-19 there were limited in-person workshops, activities, and social networking events. Still, we were able to provide all student service activities by temporarily moving them to an online platform (Zoom), which decreased our costs (approximately \$27K from prior years) as related to space reservations, catering, travel, and other logistical costs.

These savings provided more opportunities to host speakers and special guests at a reduced rate/limited costs (e.g., travel) that created additional savings. The School also has three existing and one new self-supporting program in collaboration with CNAS that enables the School to provide the necessary support and infrastructure for all graduate programs and students. These programs include: Masters in Finance, Accounting, Science in Business Analytics, and Professional MBA (formerly FLEX program), which bring in additional revenue and shared resources in support of our graduate students.

III. PROGRAM GOALS AND EXPENDITURE PLANS

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

Our program is proposing annual increases of 3% to the PDST fee, beginning in 2022-2023 and continuing through 2026-2027, which will allow us to continue to provide access, affordability, and quality to our MBA students. We propose to utilize new PDST revenue to improve program quality as evidenced by student success, quality and diversity, institutional reputation, faculty productivity and reputation, societal impact, recent alumni employment outcomes, and alumni engagement. **Thee PDST increases will allow us to (1) deliver a world class environment, (2) engage with students in rigorous learning and discovery, (3) increase professional development opportunities, (4) improve diversity and inclusion, (5) maintain affordability.** In addition, PDST increases are necessary to primarily mitigate cost increases and inflation. These typically include staff and faculty benefit/Composite Benefit Rate increases (annually average 3%), merits, retention efforts, services, and operational costs.

Goals

Our goals for this proposal will align with our School's new strategic plan to create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment thereby contributing to the upward mobility for our diverse student population. These goals as they relate to our graduate programs and this program in particular include:

1. Delivering a world class environment

In order to achieve this goal, the School will break ground on additional physical space with a new building (expected to be completed in the 2024-2025 academic year), an inclusive organizational culture, and connections that extend beyond the boundaries of campus. If approved, PDST revenue will contribute to the cost of construction of the new building to accomplish goals and benefit students with the construction of the new building, facility renovations, classroom updates, systems/data collection improvements, updated and new technology/equipment to support in-person and remote/hybrid interactions for learning, improving the student-faculty ratio (at least one additional FTE), expanding our instructional support staff (at least two additional FTE) to better serve our students, and increased student services and instructional and academic resources. In addition, a healthy ratio of faculty and staff to students will provide consistent support and responsiveness. Students will benefit from construction of the new School of Business building (includes other fund sources,

contribute to the cost of) will foster organic interaction and serve as a signature landmark for all our stakeholders. The program will show success by quantifying data such as new building costs and timeline; assessment of satisfaction in student, faculty, and staff feedback; the number of networking activities, resources (e.g. Coursera and Bloomberg terminals), organizational partners, ratio of faculty to students, ratio of staff to faculty/students, number of alumni and mentors by comparing data prior to and after plan implementation.

2. Engaging with students in relevant rigorous learning and discovery

In order to achieve this goal, the School will meet the needs of our graduate students of today and tomorrow and stay on the cutting edge of the research enterprise. If approved, PDST funds will be used to accomplish goals and benefit students with systems/data collection improvements, monitor program improvements, maintain and update current facilities (e.g. lecture halls, classrooms, conference rooms, etc.) to incorporate the latest technology and electronic capabilities, review and update curricula to enhance students' competitiveness in the job market, and increase faculty and student opportunities. In addition, our students will benefit from increased awareness and readiness in preparation for entering the workforce through updated curriculums. All of this will be both relevant and provide rigorous learning and discovery opportunities to students. This includes faculty programming (e.g., competitions, cases, etc.) and activities which provide students with unique opportunities. The program will show success by quantifying data such as student course satisfaction surveys; number of curriculum updates; and number of faculty and student publications and awards by comparing data prior to and after plan implementation. We continue to monitor the most in-demand hard and soft skills by employers (e.g., LinkedIn Talent Blog) and we continuously review and revise curricula to enhance students' competitiveness in the job market. Indeed, this effort is one of the cornerstones in our new strategic plan (2022-2027).

3. Increasing Professional Development Opportunities

In order to achieve this goal, the School will provide services that include career coaching, student support, and mentoring opportunities. If approved, PDST funds will be used to accomplish goals and benefit students with activities provided to students relevant to the pursuit of their degree and post-degree/career goals with programming such as Business Ready, the Executive Mentor Program, the MBA Fellowship Program, career assessments, and mock interviews. In addition, networking opportunities, activities, and events may improve chances of successful job placement upon graduation. Plans include expanding services at the Career Development Center at the School of Business to increase industry outreach and sustain engagement between employers, alumni, donors, and the school to better support student achievement. The program will show success by quantifying data such as session satisfaction and feedback surveys; number of sessions/participants; job placements; and number of mentors and fellows by comparing data prior to and after plan implementation. We continually monitoring what are the needs of employers and provide services that based on our expertise will best meet these needs. In particular, we provide career coaching, student support, and mentoring opportunities.

4. Improving Diversity and Inclusion

In order to achieve this goal, the School has aligned strategic initiatives, programming, curriculum, support services, school climate, scholarship, infrastructure, and community engagement that supports awareness, leadership, and civic engagement that allows people from all backgrounds to be fully integrated, engaged, and empowered. If approved, PDST funds will be used to accomplish goals and benefit students with program quality as evidenced by student success, institutional reputation, faculty productivity and reputation, recent alumni employment outcomes, and alumni engagement. The program will show success by quantifying data associated with construction of the new School of Business building which will foster organic interaction and serve as a signature landmark for all our stakeholders; expand our instructional support staff (this will include at least 2 FTE) to better serve our students; update lecture halls and classrooms to incorporate the latest technology and electronic capabilities; improve the student-faculty ratio (this will include faculty support and an additional 1 FTE) which will allow for review and update of curriculum to enhance students' competitiveness in the job market; enhance and sustain engagement activities between employers; alumni, donors and the school; and expand the Career Development Center at the School of Business to increase industry outreach activities and opportunities to better support student achievement by comparing data prior to and after plan implementation.

Efforts that encourage inclusivity will contribute to the diversity of the student population. Some examples include:

- Special programming and support services such as women in business, mentoring URM students, financial accessibility workshops, and tutoring to aid in remediation
- Scholarships aimed at diversity and minority students
- Engaging with student leadership to better outreach with student organizations on campus

We continue to recruit to increase the quality and diversity of our faculty. Currently, we are recruiting in Accounting, IS, and Management. To enhance the diversity of our faculty we submitted a proposal to UCOP for "Advancing Faculty Diversity (AFD) Recruitment funds" and based on the feedback we got from UCOP it was very likely that our proposal would be approved. We recently received communication from UCOP that our proposal was funded in a letter dated February 8, 2022. We plan to implement an innovative recruiting method by which we will target specific areas of research (in business) that are more likely to attract URG scholars (e.g., pay gap, minority-owned businesses). Second, we will expand the search for scholars from related fields (e.g., psychology, sociology) that have a more diverse pool of candidates. Third, we will follow the spirit Senate Bill 979 that requires publicly held corporations in California to diversify their boards of directors by 2023. We will do it by appointing a search committee that 50% of its members are URG faculty.

Last summer, August 30, 2021, the UCR's A. Gary Anderson Graduate School of Management hosted the Summer Institute for Emerging Managers and Leaders (SIEML). The program draws Students from across the nation from Historically Black Colleges and Universities and Hispanic-serving Institutions.

5. Maintaining Affordability

In order to achieve this goal, the School reviewed the financial data for support provided to students in order to reduce the barriers associated with a lack of financial resources. Our return-to-aid for our students from the School's financial aid packages not only include direct grants but TA employment appointments, tuition and fee waivers, scholarships, and stipends to help offset costs and financial impact to our students in pursuit of their graduate degree. If approved, PDST funds will be used to accomplish goals and benefit students by setting aside 33% of the PDST total for return-to-aid. The program will show success by combined student support (in all of its forms mentioned) at the 33% minimum of the PDST total. Return to aid will provide economic opportunity to maintain inclusion and accessibility to a diverse body of students while providing a necessary pathway for upward social mobility.

PDST Impact

If PDST is not approved, there will likely be negative repercussions that may take years to overcome and students will be affected as a direct result. If not approved and the resources are not available, we may have to make budget cuts (e.g., reduce consultants/specialists support, student assistants, retire certain programmatic activities, reduce the number of student resources/outreach efforts, and online services), which will have a negative impact and affect program quality and student experience. Ultimately, we would not be able to implement our goals as outlined in this proposal. Specifically, there would be impacts to:

1. **Financial Aid** - It will greatly reduce our ability to increase funding as we hope to do to support student scholarships, research, waivers, and grants to aid students in obtaining their degree. Not being able to be more generous in student financial aid which may impact our low-income students.
2. **Recruitment** - It may impede our ability to promote the school and provide necessary resources to students which could result in a loss of both interest and enrollment. We may be unable to attend a larger number of recruitment events/fairs aimed at California resident students. It may also affect our ability to attend recruitment events/fairs that are further away from UCR, which could impact our ability to connect with underrepresented/disadvantaged students, particularly in rural areas.

3. **Instructional and Administrative Staff** - Without the necessary revenue from PDST the program may be unable to hire qualified and talented individuals to support the program, faculty, and caliber of students that will improve the school's ranking and visibility. Staff positions that would be eliminated or reduced include consultants, temporary/limited staff, and student assistants in the advising, recruitment, and/or career services. A reduction in staff would in turn reduce the number of outreach activities attended, number of planned events, and number of programmatic activities offered.
4. **Technology** - We will be unable to support growing technology demands, particularly in this post-COVID environment, while supporting flexibility that is inclusive and balanced for all faculty, staff, and students. This includes purchases related to maintenance, updates, and new server, software, databases, equipment, and classroom electronics. Computers are generally replaced with new equipment every three (3) years as reflected in the proposed use of PDST table below.
5. **Resources/Opportunities** - There may be a decrease and/or impact to sustainability of fellowship/GSR opportunities.
6. **Faculty Impact/programming (e.g. competitions, etc.)** - There will be an impact in faculty interest (due to constraints in time/commitments) and ability to provide additional programmatic activities (e.g. case competitions).

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2021-22 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.

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2021-22 PDST Revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	Incremental 2025-26 PDST revenue	Incremental 2026-27 PDST revenue	
Faculty Salary Adjustments	\$855,000	\$25,650	\$26,420	\$27,212	\$28,028	\$28,869	\$991,179
Benefits/UCRP Cost	\$658,972	(\$197,307)	\$67,702	\$52,318	\$16,665	\$17,145	\$615,495
Providing Student Services	\$254,000	\$6,350	\$6,509	\$6,671	\$6,838	\$7,009	\$287,378
Improving the Student-Faculty Ratio	\$210,640	(\$210,640)	\$0	\$105,000	\$3,150	\$3,245	\$111,395
Expanding Instructional Support Staff	\$270,000	(\$270,000)	\$95,000	\$2,850	\$2,936	\$3,024	\$103,809
Instructional Equipment Purchases	\$72,507	\$552	\$22,127	(\$19,344)	(\$971)	\$24,516	\$99,387
Providing Student Financial Aid	\$1,824,720	(\$557,231)	\$38,012	\$39,160	\$40,309	\$41,572	\$1,426,542
Other Non-salary Cost Increases	\$392,478	\$9,812	\$10,057	\$10,309	\$10,566	\$10,831	\$444,053
Facilities Expansion/Renewal	\$850,000	(\$500,000)	(\$155,000)	(\$110,000)	\$10,000	(\$15,000)	\$80,000
Other (Please explain in the "Additional Comments" below)	\$141,138	\$4,234	\$4,361	\$4,492	\$4,627	\$4,766	\$163,618
Total use/projected use of revenue	\$5,529,456	(\$1,688,580)	\$115,188	\$118,668	\$122,148	\$125,976	\$4,322,856

Additional comments:

- Please note that negative amounts in 2022-23 are due to anticipated reduced enrollment, from 172 to 116 total students, despite the PDST increase. Enrollment is expected to stabilize in future years.
- “Other” includes 2 GSRs in support of research endeavors, learning experience, and mentoring as part of this proposal’s plan.

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

Cost-Cutting

In the past our cost cutting efforts have included sharing costs with our other graduate programs, using technology to improve efficiency (e.g., Google drive), converting printing to virtual/online communication, reviewing consultant contracts and negotiating reduced pricing, limiting travel, and reducing per person amounts for events.

Fundraising

During the period of the prior multi-year plan, we secured additional funds to support our graduate students. In 2014, the Anderson Family Foundation committed \$850,000 as matching funds to attract new philanthropic support to increase the enrollment of Inland Southern California students pursuing a degree at the graduate school. More recently the School has secured two new funds in support of students. One is a \$5,000 annual award for students who demonstrate financial need, academic achievement, and leadership. This scholarship award and others like it allow the School to ensure that financial need does not hinder the academic and professional development of our students. In the future we plan to continue to improve our fundraising campaigns as the entire UCR campus has committed to doing so by completing the first comprehensive fundraising campaign in December 2020 and surpassing the \$300 million-dollar goal for the campus.

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

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					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Resident	85	70	74	79	79	81
Domestic Nonresident	0	0	1	1	2	3
International	87	46	41	36	35	32
Total	172	116	116	116	116	116

Source: School of Business, Graduate Admissions & Recruitment

Additional comments:

It is our expectation that we will increase and serve more California/residents by the end of this plan. We are making targeted efforts to advertise, recruit, and retain our California/resident students as it aligns with our strategic goals and our plan in supporting our California/resident student population.

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.

TOTAL CHARGES TO COMPLETE DEGREE BY COHORT START YEAR																
Total <i>Resident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2021-22 (\$)	2022-23 (\$)	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2022-23		2023-24		2024-25		2025-26		2026-27	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Minnesota (Carlson)	87,546	90,172	92,877	95,663	98,533	101,489	3.0%	2,626	3.0%	2,705	3.0%	2,786	3.0%	2,870	3.0%	2,956
University of North Carolina (Kenan-Flagler)	105,655	108,825	112,090	115,453	118,917	122,485	3.0%	3,170	3.0%	3,265	3.0%	3,363	3.0%	3,464	3.0%	3,568
University of Maryland (Smith)	58,643	60,402	62,214	64,080	66,002	67,982	3.0%	1,759	3.0%	1,812	3.0%	1,866	3.0%	1,922	3.0%	1,980
University of Washington (Foster)	75,869	78,145	80,489	82,904	85,391	87,953	3.0%	2,276	3.0%	2,344	3.0%	2,415	3.0%	2,487	3.0%	2,562
University of Texas at Austin (McCombs)	106,677	109,877	113,173	116,568	120,065	123,667	3.0%	3,200	3.0%	3,296	3.0%	3,395	3.0%	3,497	3.0%	3,602
Chapman University (Argyros)	96,425	99,318	102,298	105,367	108,528	111,784	3.0%	2,893	3.0%	2,980	3.0%	3,069	3.0%	3,161	3.0%	3,256
University of San Diego	84,259	86,787	89,391	92,073	94,835	97,680	3.0%	2,528	3.0%	2,604	3.0%	2,682	3.0%	2,762	3.0%	2,845
Pepperdine University	107,742	110,974	114,303	117,732	121,264	124,902	3.0%	3,232	3.0%	3,329	3.0%	3,429	3.0%	3,532	3.0%	3,638
Average public comparison	86,878	89,484	92,169	94,934	97,782	100,715	3.0%	2,606	3.0%	2,684	3.0%	2,765	3.0%	2,848	3.0%	2,934
Average private comparison	96,142	99,026	101,997	105,057	108,209	111,455	3.0%	2,884	3.0%	2,971	3.0%	3,060	3.0%	3,152	3.0%	3,246
Average public and private comparison	90,352	93,063	95,854	98,730	101,692	104,743	3.0%	2,711	3.0%	2,792	3.0%	2,876	3.0%	2,962	3.0%	3,051
Your program	91,451	94,036	96,765	99,634	102,615	105,690	2.8%	2,585	2.9%	2,729	3.0%	2,869	3.0%	2,981	3.0%	3,075

Total <i>Nonresident</i> Charges to Complete Degree by Cohort Starting in:	Projections						Increases/Decreases									
	2021-22 (\$)	2022-23 (\$)	2023-24 (\$)	2024-25 (\$)	2025-26 (\$)	2026-27 (\$)	2022-23		2023-24		2024-25		2025-26		2026-27	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Minnesota (Carlson)	110,785	114,109	117,532	121,058	124,690	128,431	3.0%	3,324	3.0%	3,423	3.0%	3,526	3.0%	3,632	3.0%	3,741
University of North Carolina (Kenan-Flagler)	137,502	141,627	145,876	150,252	154,760	159,403	3.0%	4,125	3.0%	4,249	3.0%	4,376	3.0%	4,508	3.0%	4,643
University of Maryland (Smith)	71,817	73,972	76,191	78,477	80,831	83,256	3.0%	2,155	3.0%	2,219	3.0%	2,286	3.0%	2,354	3.0%	2,425
University of Washington (Foster)	110,058	113,360	116,761	120,264	123,872	127,588	3.0%	3,302	3.0%	3,401	3.0%	3,503	3.0%	3,608	3.0%	3,716
University of Texas at Austin (McCombs)	118,288	121,837	125,492	129,257	133,135	137,129	3.0%	3,549	3.0%	3,655	3.0%	3,765	3.0%	3,878	3.0%	3,994
Chapman University (Argyros)	96,425	99,318	102,298	105,367	108,528	111,784	3.0%	2,893	3.0%	2,980	3.0%	3,069	3.0%	3,161	3.0%	3,256
University of San Diego	84,259	86,787	89,391	92,073	94,835	97,680	3.0%	2,528	3.0%	2,604	3.0%	2,682	3.0%	2,762	3.0%	2,845
Pepperdine University	107,742	110,974	114,303	117,732	121,264	124,902	3.0%	3,232	3.0%	3,329	3.0%	3,429	3.0%	3,532	3.0%	3,638
Average public comparison	109,690	112,981	116,370	119,862	123,458	127,161	3.0%	3,291	3.0%	3,389	3.0%	3,491	3.0%	3,596	3.0%	3,704
Average private comparison	96,142	99,026	101,997	105,057	108,209	111,455	3.0%	2,884	3.0%	2,971	3.0%	3,060	3.0%	3,152	3.0%	3,246
Average public and private comparison	104,610	107,748	110,981	114,310	117,739	121,272	3.0%	3,139	3.0%	3,233	3.0%	3,330	3.0%	3,429	3.0%	3,532
Your program	115,941	118,526	121,255	124,124	127,105	130,180	2.2%	2,585	2.3%	2,729	2.4%	2,869	2.4%	2,981	2.4%	3,075

Source(s): Market Comparators websites, (US News) <https://premium.usnews.com/best-graduate-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 five years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within five years, the aspirational program should not be included).

The selected institutions are competitors that have similar characteristics to the UCR School of Business – public, research-focused, relatively small full-time MBA graduate business program. Some of these schools are our direct competitors.

- University of Minnesota (Carlson) - Public comparator, similar quality of applicants/students
- University of Maryland (Smith) - Public comparator, similar quality of students
- University of North Carolina (Kenan-Flagler) - Public comparator
- University of Washington (Foster) – Public comparator, similar student body
- University of Texas at Austin (McCombs) - Public comparator, similar student body
- University of San Diego - Private comparator, direct competitor
- Chapman University - Private comparator, Direct competitor, similar quality of students
- Pepperdine University - Private comparator, direct competitor, similar student body

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

For in-state students, the total charges to degree completion for our program is anticipated to be about \$5K more and \$6K less than the average of our public and private comparators, respectively, by the last year of our plan. It has been the position of the School to place itself financially at a marker that makes the program affordable to all students but in particular to California/residents. The School will continue to maintain a cost-effective education program that meets student demand in a market saturated by similar programs.

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

- We have small class sizes, many with 30 or less students, which allow faculty to get to know students at a personal level.
- Our current faculty is one of the most published/cited in the UC system.
- As a UC, more weight is put on faculty research which leads to more cutting-edge instruction of students.
- We are one of only a few programs with a required career development class.
- We have a high job placement (90% four-year average) for students, despite less work experience.
- We provide a programming workshop highlighting women and minorities in leadership to foster diversity and inclusiveness.
- In 2020-2021 we had 47% California/resident students.
- Our graduates report that they stay (90% in 2021) in California/Inland Empire based on a survey of our graduates by the Career Development Center, thereby increasing the economic benefits to the area.

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)	
	2018-19	2019-20	2020-21	Fall 2021	Publics	Privates
Ethnicity						
Underrepresented						
African American	5.0%	9.0%	7.0%	4.7%	6.0%	2.0%
Hispanic/Latino(a)	12.0%	9.0%	20.0%	23.3%	5.0%	10.0%
American Indian	1.0%	1.0%	1.0%	0.0%	1.0%	0.0%
Subtotal Underrepresented	18.0%	19.0%	28.0%	28.0%	12.0%	12.0%
Asian/Pacific Islander	17.0%	27.0%	16.0%	12.8%	12%	8.0%
White	7.0%	10.0%	10.0%	9.9%	53%	41.0%
Domestic Unknown	1.0%	1.0%	0.0%	0.5%	5%	13.0%
International	58.0%	43.0%	46.0%	48.8%	18%	26.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	46.0%	67.0%	61.0%	N/A	N/A	N/A
Gender						
% Male	62.0%	63.0%	54.0%	53.0%	63.0%	64.0%
% Female	37.0%	37.0%	46.0%	47.0%	36.0%	36.0%
% Non-Binary	0.0%	0.0%	0.0%	0.0%	N/A	N/A
% Unknown	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%

Sources: UC ethnicity, socioeconomic status: UC Corporate data from the Corporate Student System, UCR Institutional Research <https://ir.ucr.edu/stats>, Market Comparators websites, (US News) <https://premium.usnews.com/best-graduate-schools>

Additional Comments: In the table above, it is important to note that although American Indian and African American percentages decreased for fall 2021, our Hispanic/Latino population increased and the overall underrepresented percentages were maintained.

In addition, our program has a large percentage of undergraduate students who are Pell grant recipients. Lastly, efforts to increase female percentages in the program have been successful as outlined in the table above. About 50% of the students in our program are California residents and received their undergraduate degree from UCR. This greatly contributed to the diversity of our MBA program and reflects the demographic composition of UCR undergraduate students with 37.8% Chicano/Latino and 2.9% Black/African American. We will continue our efforts to attract a diverse body of students to our program by promoting our program among historically black and tribal colleges and universities.

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?

Our program is above the average for underrepresented groups in comparison to both public and private institutions as demonstrated in the demographics table above, in which 19% of our student population are from URG backgrounds compared to 12% for our public and private comparators in AY 2019-20. This proportion has grown to 28%. The table below summarizes the admissions data for URG students.

Table. School of Business MBA Applications from URGs

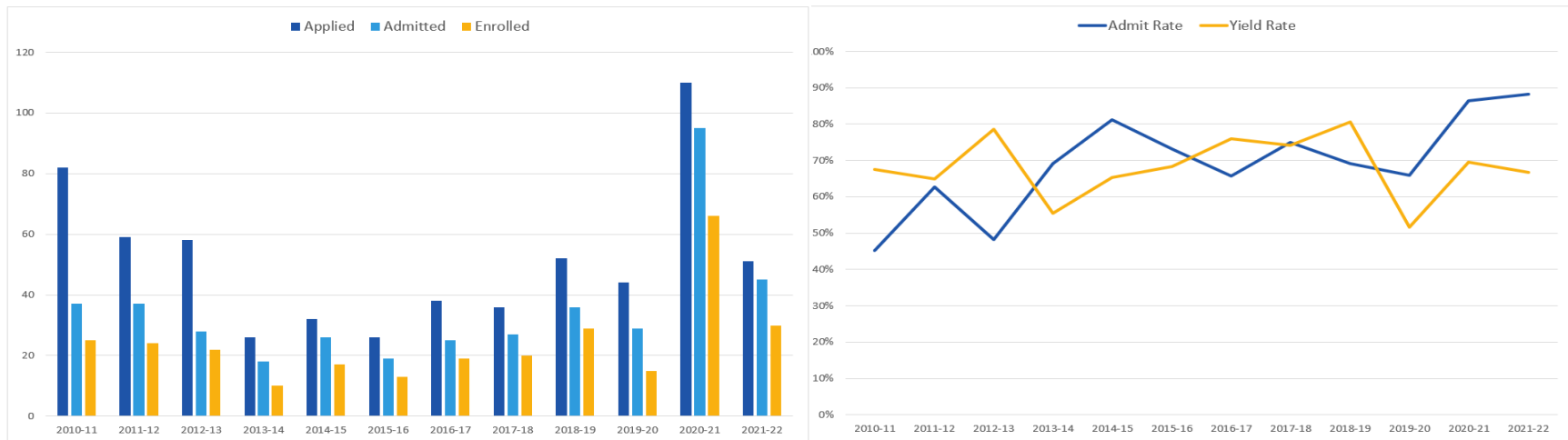
Ethnicity	2018-19			2019-20			2020-21			Fall 2021		
	Applicants	Admitted	Enrolled	Applicants	Admitted	Enrolled	Applicants	Admitted	Enrolled	Applicants	Admitted	Enrolled
African American	6	2	2	5	4	1	7	6	3	5	5	4
Chicanx/Latinx	6	3	3	6	3	4	31	26	27	15	12	12
Native Hawaiian/Pacific Islander	0	1	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	1	1	0	1	1	1	1	1	1	0	0	0
Total	13	7	5	12	8	6	39	33	31	20	17	16

Source: School of Business, Graduate Admissions & Recruitment

Over the last four years, the Schools recruitment goal was to increase California/resident student enrollment with the specific objective to target underrepresented populations.

Table and Charts. School of Business MBA Program Admissions –CA/Resident Students

	Academic Year												
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*	
Applied	82	59	58	26	32	26	38	36	52	44	110	51	
Admitted	37	37	28	18	26	19	25	27	36	29	95	45	
Enrolled	25	24	22	10	17	13	19	20	29	15	66	30	
Admission Rate	45.1%	62.7%	48.3%	69.2%	81.3%	73.1%	65.8%	75.0%	69.2%	65.9%	86.4%	88.2%	
Yield Rate	67.6%	64.9%	78.6%	55.6%	65.4%	68.4%	76.0%	74.1%	80.6%	51.7%	69.5%	66.7%	



With California/resident student recruitment, we maintain over 100 classroom visits and a focus on UCR’s student clubs and organizations facilitated in part by our graduate student ambassadors. We have targeted underrepresented California/resident students in the following events and actions:

- Graduate & Professional Fairs with the Atlanta University Center (Morehouse, Spelman, Clark Atlanta, Georgia Tech).
- QS, MBA, and AccessMBA Fairs with schools targeted in Los Angeles, San Diego, and San Francisco counties.

- Special Information Sessions with UC Merced, Cal Poly Pomona, Cal State San Bernardino, Cal State Dominguez Hills, Cal State San Diego, Cal State Fullerton, and UCR.
- Application Workshops with UCR's ethnic and gender programs (African Student programs, Chicano Student Programs, Asian Pacific Student Programs).
- Partnerships with student groups at UCR (African Student programs, Chicano Student Programs, Asian Pacific Student Programs).
- UCR Undocumented Student Program
- Partnerships with UCR's Athletics Department.
- Partnerships with UCR's Veterans Affairs.
- Partnerships with Greater Riverside Hispanic Chamber of Commerce.
- Partnerships with UCR business clubs and organizations (e.g. Latino Business Student Association, Highlander Financial Group, Phi Beta Lambda Future Business Leaders of America).
- Summer Institute for Emerging Managers and Leaders (SIEML) – This program is tailored to engage first generation students from underserved communities, and Historically Black College and Universities, Hispanic Serving Institutions. In summer of 2021, UCR School of Business hosted the SIEML conference.
- UCR's Accelerated Business Leaders Education (ABLE) program - This program was launched by the graduate admissions office as a means to provide more equitable access to graduate education. Program full-ride scholarships were offered to all students from underrepresented populations. Specific outreach was made to ethnic and gender program participants at UCR campus in addition to surrounding community colleges and universities.
- Hosted mentorship program for undocumented UCR undergraduate students through UCR's Butterfly Program.

We have shifted to a hyper localized recruitment focus to increase the yield of a highly diverse population. As a result of these recruitment efforts, we have seen an increase in underrepresented group applications overall. We also plan for more outreach activities to the American Indian and Alaskan Native students with help from student organizations on campus and local communities. More significantly, we have managed to retain underrepresented group applicants into our enrolled cohort. Our Fall 2021 cohort consists of 26% URG students.

Application fee waivers, deposit fee waivers, and priority considerations for scholarships were provided to all bona fide applicants. A bona fide applicant is one that cannot be denied admission or be subjected to discrimination on the basis of gender, ethnicity, etc. The application review process incorporates a holistic approach to the assessment of the entire application package of an eligible individual which also includes community service, contribution to diversity scores, etc.

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

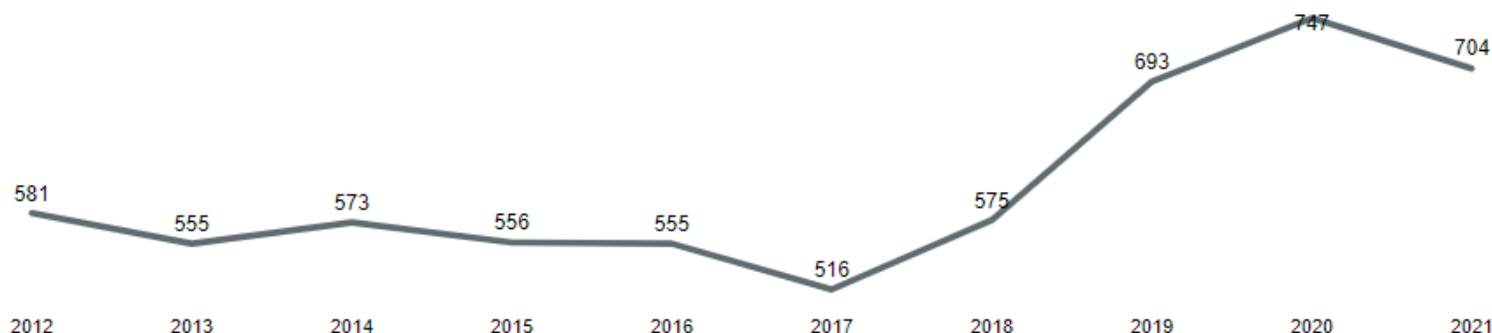
The School continues to make efforts to promote graduate programs (namely our undergraduate program) to students with low socioeconomic backgrounds. For example, see the table below for the socioeconomic makeup of our undergraduate student body.

Table. School of Business Undergraduate Socioeconomic Demographics

UG BSBA	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pell Recipients	599	589	585	606	579	564	641	743	796	704
Low Income	406	408	412	464	458	446	510	593	641	573
First Gen	555	547	552	582	579	576	643	773	837	864
URG	286	290	292	289	291	306	382	501	488	496
TOTAL UG Headcount	1,174	1,118	1,051	1,118	1,110	1,114	1,271	1,511	1,623	1,502

Source: UCR Institutional Research <https://ir.ucr.edu/stats>

Our Undergrad Pell recipient trend shows an increase after prior plan implementation and the current increasing trend to date.



For the MBA program, the proportion of our students who received Pell Grants as undergraduates has increased from 46% to over 60% in the past three years and we believe this may be in part due to our outreach efforts to our undergraduate program. The School will carry forward initiatives that engage students of low socioeconomic background along with supporting DACA students, SIEML, ABLE, and those participants affiliated with the National Black MBA Association and National Hispanic MBA Association. These efforts are coupled with growing the School’s engagement with an assortment of student organizations on campus. Through the School’s marketing and communication campaign, efforts have been made to reach out in both electronic and print to all

students regardless of socioeconomic status so that they can be afforded the opportunity to obtain a graduate education. We are committed to providing access to students who typically come from low-income backgrounds.

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

While we have historically seen fluctuations from year to year in terms of gender parity, we have experienced consistent numbers over the last three years, with a nearly even split between male and female students. These numbers may be the result of a number of factors. We surveyed prospective, existing, and alumni females to understand their experience in our graduate business programs and made intentional changes based on these results.

For example, we worked toward developing scholarships and fellowships to encourage women to apply for graduate programs, including the MBA program. Highly qualified female candidates from all backgrounds (community college grads, transfers, veterans, first-generation) may qualify for increased scholarship funding as dictated by donor restrictions/criteria. One such example is the Suzanne S. Carne Memorial Scholarship which is a \$600 scholarship for undergraduate women who are considering a career in business. Available funding varies year-to-year and is based on scholarship criteria and applications from students for the various scholarships.

Further, the School actively participates in the UC's Women's Conference in Leadership, as well as the Women in MBA conference panel, to support tomorrow's leaders. Lastly, the School actively partners with the Women's Resource Center on UCR's campus and will be offering female graduate business students to volunteer as mentors to undergraduate female students interested in business.

In addition, UCR has changed its application questions to enable the collection of LGBTQ data. The School will be working with the LGBT resource center moving forward.

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 to maintain our gender parity at 50-50 man-woman while also welcoming students who identify as other genders. We additionally anticipate continually increasing the total number of California/resident students represented in our MBA program and specifically those from underrepresented ethnic groups. Historically, the Graduate Admissions Office evaluates recruitment and enrollment performance, creating recruitment plans that intentionally provide outreach to these groups. Based on our continued efforts to outreach to our undergraduate program, the program expects to continue to enroll a high proportion of students who received Pell Grants as undergraduates.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

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

UC Riverside/Full-Time MBA Program/ Master in Business Administration (MBA)
Established program
Established PDST

All Faculty (School or Department)					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2018-19	2019-20	2020-21	Ethnicity		2018-19	2019-20	2020-21
Black/ African/ African American	Domestic	2.6%	2.7%	2.7%	Black/ African/ African American	Domestic	2.6%	2.5%	2.6%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Hispanic/ Latino(a)	Domestic	5.1%	5.5%	5.5%	Hispanic/ Latino(a)	Domestic	2.6%	2.5%	2.6%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
American Indian	Domestic	1.3%	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	21.8%	23.3%	24.7%	Asian/ Pacific Islander	Domestic	33.3%	32.5%	33.3%
	International	5.1%	5.5%	5.5%		International	7.7%	7.5%	7.7%
White	Domestic	19.2%	21.9%	23.3%	White	Domestic	28.2%	27.5%	30.8%
	International	0.0%	0.0%	0.0%		International	0.0%	0.0%	0.0%
Two or More Races	Domestic	5.1%	5.5%	5.5%	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	39.7%	34.3%	31.5%	Other/ Unknown	Domestic	25.6%	25.0%	20.5%
	International	0.0%	1.4%	1.4%		International	0.0%	2.5%	2.6%
Percentage by Gender		2018-19	2019-20	2020-21	Percentage by Gender		2018-19	2019-20	2020-21
Female		15.4%	13.7%	13.7%	Female		15.4%	15.0%	15.4%
Male		74.4%	75.3%	79.5%	Male		71.8%	72.5%	76.9%
Non-Binary/Unknown		10.3%	11.0%	6.8%	Non-Binary/Unknown		12.8%	12.5%	7.7%

Source: UC Path, Human Resources

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?

Both the campus and our program are determined to improve current faculty recruitment and retention efforts surrounding faculty diversity while maintaining compliance with Proposition 209. In order to participate in a faculty recruitment, all search committee members must complete two educational diversity activities before the search can commence. There are also criteria in the rubric and Statement of Contributions to Diversity as part of the Search Plan. Starting this year and in parallel with this proposal period, we will implement an innovative recruiting method by which we will target specific areas of research (in business) that are more likely to attract URG scholars (e.g., pay gap, minority-owned businesses).

We submitted a proposal to UCOP Advancing Faculty Diversity at the UCR School of Business via Recruiting URM faculty and the proposal has been funded as of 2/8/2022. We propose to build upon successful aspects of previous Advancing Faculty Diversity (AFD) initiatives at UC Riverside and expand them in new directions. First, we will implement an innovative recruiting method by which we will target specific areas of research (in business) that are more likely to attract scholars that advance diversity, equity, and inclusion in their research areas (e.g., research on pay gap and on minority-owned businesses). Second, we will expand the search for scholars from related fields (e.g., psychology, sociology) that have a more diverse pool of candidates. Third, we will follow the spirit of Senate Bill 979 that requires publicly held corporations in California to diversify their boards of directors by 2023. We will do that by appointing search committees that strive to have 50% of their members being URG and URG faculty. Finally, we will make the new positions attractive by not only providing incentives, but also emphasizing the important opportunities the new hires will have in making a difference in the life of our diverse students. This will allow us to partner with other funded programs, and the systemwide advisory group, to share lessons learned and to form an engaged community of practice dedicated to building inclusive and equitable departments throughout the university.

The School will continue with its efforts to add diversity amongst the Tenure Track (Ladder-Rank) Faculty that will build on the School's mission of adding excellence in research, teaching, and service while enhancing our overall profile of diversity. Due to COVID the onus for our school was to monitor and retain current faculty for stability of the program. Also, since the UCR campus is severely understaffed, these efforts were hampered during COVID but are being addressed and a priority in the four faculty recruitments coming up in this next year for the school. Since 2012, the School has invested many efforts in recruiting underrepresented groups, especially women. As part of these efforts, we are involved in societies, professional organizations, have a social media presence, and advertising to target these areas. For example, we advertise in the following: Hispanics in Higher Education, American Society of Hispanic Economists, Blacks in Higher Ed, Workplace Diversity, Hispanic Jobs and LGBT Connect, Women in Business, Latin American Association, Hispanic Today, Women for Hire, Veterans Enterprise, Black Perspective.

The School has designated funds for faculty to attend annual academic conferences, establish connections with other colleagues, and meet one-on-one with potential candidates for our available faculty positions. This strategy has been very helpful in our recruitment efforts. In addition, the School has succeeded in its effort of hiring underrepresented staff members; placing them in key leadership positions at 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 school makes a concerted effort to provide financial aid packages to minimize student debt and maximize student affordability using a holistic approach. Financial aid packages help to attract top students from California, the US, and around the world. The School offers financial support through employment opportunities as Teacher Assistants (TA); sixty (60) positions were available for AY 2021-2022. The TA position is about \$46,493 at 50% employment and 39 students hold this distinction. In addition, the School has provided four students a Reader opportunity and the average hourly wage is \$17.00 per hour. MBA paid internships, student assistants/Readers/GSRs opportunities are provided to MBA students who can be hired by area/units within the School of Business.

We measure our success by maintaining an affordable program as evidenced by the number of students who received aid (98%), as well as the quantity who obtained positions after graduation (86%). For Fall enrollment of 2021, 98% of the enrolled students in the MBA program received support from scholarships and/or TA-ships at an average of \$25,887 (per year) from both PDST and foundation scholarship funds. Fellowships are awarded by carefully analyzing every aspect of the student's application based on a combination of factors, including need/low-income, merit, first-generation, and diversity but ensuring all students are eligible to receive financial aid from PDST. When questions arise regarding an applicant's application, the student is contacted directly and given an opportunity to address the concern in question. Most of the support is in the form of direct fellowship. This past year 30 unique MBA students were awarded Foundation Scholarships that ranged in award amount from \$1,000-\$3,500 each.

The School has additionally established other financial aid sources and scholarships, mainly for California/resident students. For example:

- The C.L. Endowed Graduate Award Fund. The fund creates the single largest endowed scholarship fund in the School. This award of \$10,500 is used to support to students from the local Southern California region pursuing a graduate degree with an emphasis on accounting. In the last award cycle this past year, four (4) student were awarded this scholarship.
- MBA Fellowship Program to support graduates working at non-profits. Through the Fellowship, the School can make a greater contribution to the Community and promotes a closer partnership with non-profit organizations in the Inland Empire.

UC Riverside/Full-Time MBA Program/ Master in Business Administration (MBA)
Established program
Established PDST

Graduating Class		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent with Debt	African American	0.0%	0.0%	100.0%	50.0%	100.0%	33.0%
	American Indian	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
	Hispanic/Latino(a)	0.0%	50.0%	0.0%	100.0%	82.0%	100.0%
	Asian/Pacific Islander	18.0%	38.0%	0.0%	45.0%	75.0%	62.0%
	White	25.0%	50.0%	60.0%	75.0%	75.0%	100.0%
	Domestic Unknown	0.0%	0.0%	50.0%	0.0%	100.0%	100.0%
	International	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%
	All	4.0%	10.0%	13.0%	20.0%	26.0%	39.0%
Cumulative Average Debt among Students with Debt	African American	\$0	\$0	\$23,000	\$31,021	\$34,166	\$67,775
	American Indian	\$0	\$0	\$41,000	\$0	\$0	\$0
	Hispanic/Latino(a)	\$0	\$44,549	\$0	\$51,483	\$67,508	\$46,839
	Asian/Pacific Islander	\$79,051	\$76,604	\$0	\$75,277	\$41,735	\$67,037
	White	\$85,248	\$85,743	\$39,114	\$36,708	\$36,840	\$108,984
	Domestic Unknown	\$0	\$0	\$49,930	\$0	\$53,682	\$27,285
	International	\$0	\$6,800	\$0	\$0	\$0	\$0
	All	\$81,116	\$61,151	\$38,545	\$56,409	\$54,773	\$71,048

Source: PDST Debt: UC Corporate data from the Corporate Student System

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

The percentage of students who taken on debt and their average debt level are less than less than students in comparable public institutions: \$71K for our program compared to \$74K for our public comparators. For the cohort that graduated in 2020-21, the overall percentage of students that graduated with debt was 26% with an average debt of \$51K, per the table below:

Table. School of Business Graduate PDST MBA Program Debt (excludes multiple degree earners)

PROGRAM_NAME		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
MBA Business	Graduates (excl. mult degrees)	63	47	54	65	44	27
	Borrowers	6	6	11	17	17	7
	Percent with Debt	10%	13%	20%	26%	39%	26%
	Average Debt	\$61,151	\$38,545	\$56,409	\$54,773	\$71,048	\$50,658

Source: PDST Debt: UC Corporate data from the Corporate Student System

Proposed PDST levels should not have a dramatic impact on this trend given that the majority of the increase will offset in the return-to-aid component to students. Through generous donors, we have increased the number of foundation scholarships we provide. We also prioritize increasing on-time and early graduation rates which decrease the average student debt. In addition, the data above show that the underrepresented students of the graduating classes tend to receive greater financial aid and as a result have less debt.

It is important to note that our MBA students receive financial aid and student support in the form of scholarships, fellowships, application fee waivers (approximately \$30K), grants, and training via Teaching Assistantships. In the 2020-2021 academic year MBA students received \$3,226,248 in aid combined in support of their academic and career preparation.

Each student receives an average of \$18K from various sources of funding towards student support.

Financial Aid	\$2,081,423
TAs (salary + benefits + tuition remission)	\$1,144,825

Source: UCRFS TOTALS, UCR SuperDope

The School of Business is committed to providing our MBA students with grant and scholarship support for both California/residents and nonresidents. This also helps to attract and retain a highly talented and socioeconomically diverse student body. It has also helped to provide opportunities to students from low-income backgrounds and mitigate the impact of PDST on student debt at graduation.

UC Riverside/Full-Time MBA Program/ Master in Business Administration (MBA)
Established program
Established PDST

	Graduates with Debt	2019-20 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	39%	\$71,048	\$66,000	15%
Public comparisons	51%	\$73,825	\$114,119	9%
Private comparisons	31%	\$71,160	\$92,454	11%

Sources: School of Business, Career Development Center, PDST Debt: UC Corporate data from the Corporate Student System, Comparator information for Graduates with Debt, Average Debt and Median Salary information as reported by each school to the US News

Table. School of Business MBA Student Graduation Salary

	2020	2021
Number of Reporting Graduates	12	10
Mean	\$64,500	\$83,400
Median	\$66,000	\$86,000

Sources: School of Business, Career Development Center Student Survey

Additional comments: Continuing to provide return-to-aid to students is a priority of the School in order to achieve affordability of the program for all of our MBA students. During the pandemic, many students had difficulty finding jobs with competitive salaries after graduation which is reflected in the 2020 date of the table above. Also, of note, with income-driven repayment programs students are better able to repay federal student loans even when they make less money.

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

In order to manage student loan debt for our graduates, the School offers financial literacy workshops and personal finance courses. Students are encouraged to work closely with the Financial Aid Office and complete loan exit surveys to have a better understanding of the different repayment plans for federal loans. Although the School does not provide any Repayment Assistance or loan repayment plans, students are informed of resources and provided information when requested.

The program’s webpage contains information on “Financing Your Program” where the various types of financial aid are described. In particular, we are offering information on:

- [Graduate Student Scholarships](#)
- [Alumni Referral Scholarships](#)

- [Financial Aid Options for Permanent Residents](#)
- [Financial Aid Options for Non-permanent Residents](#)
- [Financial Aid Options for Veterans](#)
- [Teaching Assistantships and Readerships](#)
- [Student Employment Opportunities](#)

Every year we survey our graduates, including average debt upon graduation. According to a loan affordability calculator, the average debt of students leaving the program this current year would be affordable with the median expected salary of \$86,000.

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.

As part of their consultation and on-going discussions with students, the advising program staff introduce and educate students on public interest career options. Students are educated on non-profit positions primarily through the MBA Fellows Program, which connects AGSM students with non-profit organizations in the Inland Empire community for temporary positions. We assist students who want to work in the non-profit sector by collaborating with employers from public interest companies, providing internships and positions within UCR's campus which can lead to full-time hiring. We also enter into MOUs with public sector companies and organizations. Also, the MBA Fellowship allows two students to intern at non-profits and are given a \$2,000 stipend for 8 weeks. Our alumni also have access to our career services one year after they graduate, School resources, and events free for a lifetime.

In addition, students have various repayment plan options, one of which is Pay As You Earn (PAYE) which is income driven but can offer relief to student borrowers who have large cumulative debt levels or who choose to pursue lower paying careers. Lastly, UCR is a Yellow Ribbon Program campus, as a result, the U.S. Department of Veterans Affairs provides funds to cover all nonresident supplemental tuition and fees for eligible students in all majors, with no limit.

In the future we plan to incorporate details for these resources into the communication and guidance that our students receive to ensure we are accurately describing and promoting lower-paying public interest careers and providing services to underserved populations.

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

Our graduates do pursue public interest careers and our graduates earn substantially less than students who enter the private sector. Part of this can be attributed to federal loan forgiveness programs and benefit packages offered in the public sector. The Career Development Center provides students with salary information resources to ensure students understand the projected salaries for each occupation in different industries. In addition, every quarter, the career advisor hosts a Salary Negotiation workshop to teach students different salary negotiating approaches and strategies. Furthermore, career advisors meet with students to discuss salaries and how to plan their finances according to their projected salaries.

Public service loan forgiveness and other programs such as PAYE will be a future feature highlighted on the program website, in marketing materials, and a resource discussed with students in the future. Information on federal public service loan forgiveness and PAYE programs will be shared in the future with students.

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

In an effort of transparency, both prospective and admitted student at different junctures of the recruitment and admissions process are made aware of and explained the financial aid program through direct communications and/or materials presented to them. We hold an Information Session and Advising Workshop routinely and during these sessions cover financial aid and scholarship availability to prospective students. The School website along with the Campus Graduate Division website highlight the financial aid program in great detail.

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

As part of the recruitment strategy, the School makes every effort to ensure prospective and admitted students acknowledge the cost of the MBA program and median salary at graduation (obtained through a self-reporting survey of graduates and also published in annual US World New reports); to this effort, the information is shared on multiple platforms, such as the website, marketing and communication material, program information sessions, tentative admissions offer, and the official admissions offer.

Educating and assisting the student to make the best decision regarding choosing the right school is a priority, even if their needs do not align with what UCR School of Business has to offer. Applicants are also given multiple opportunities to have one-on-one consultations. In private one-on-one consultations, students can go over cost in detail. Tuition and fellowships are covered during Orientation and throughout the academic year during the Advising Workshop. The program will ensure that the website continues to reflect the latest information on average debt and median salary of program graduation.

VII. OTHER

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

The program was affected by the COVID in the areas of admissions and recruitment, retention, instructional delivery, and resources/services. In 2019 we saw a decline in both recruited and enrolled students, likely related to COVID, but are trending back up with increased application volume. We also saw students delay progress (delay graduation) in the program and drop out which will likely affect degrees awarded and persistence rates in data yet to be seen/confirmed by UCR Institutional Research. Program delivery format was converted from all in-person to strictly remote/online. All students and faculty were provided with the necessary resources (Zoom license, internet, equipment) as necessary and as requested in order to provide a seamless transition. All student services were delivered online as opposed to in-person as a result of COVID but service levels and response times were maintained. The campus and school have actively engaged in acquiring emergency funding (e.g. Higher Education Emergency Relief Funding from the federal government) to provide students with additional resources as needed to allow them to catchup and return to their learning endeavors prior to COVID.

Although the School was affected by budget cuts due to COVID there have been fundraising efforts, creative solutions to programmatic activities, use of limited resources, and forward-thinking fiscal management which have allowed the School to maintain consistent operation levels as explained in the earlier part of this proposal.

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 2022-23 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.

This year additional steps were taken to secure feedback from students for this proposal while maintaining safety in the remote environment the campus was still facing due to the COVID pandemic. As a result, it was determined that email/virtual formats were the most appropriate form of communication to both adhere to social distancing and limit large in-person gatherings. In preparation for this proposal, the UCR School of Business took the following steps in order to meet “substantive consultation” as required by Regents Policy 3103 to discuss the plan and solicit feedback: 1) Described the plan to students in the program via email, solicited their feedback, and reviewed comments received, 2) scheduled virtual town-hall style meeting with students in the program to discuss the plan and solicit feedback, 3) convened virtual town-hall style meeting with students in the program to discuss the plan and solicit feedback.

1. An email that described the plan and solicited feedback was sent on October 22, 2021 to student in the program. Following the electronic email request for feedback to students, no comments were received. As a result, no changes were made to the proposal.

To summarize, the date of the email was Friday, October 22, 2021 and a redacted copy has been attached. Courses were primarily taught remotely and not in-person at the time of the student consultation on Oct. 22nd. The email was sent to 171 participants, all full-time MBA students based on active enrollment status in the program. The email contained details about the use of PDST, breakdown of costs given a 5% increase in PDST, and explicitly asked students to respond. The PDST increase in this proposal was less than what was originally proposed when we consulted with students and was reduced to 3% after further review and discussion with leadership. There were no comments or feedback from the students and no changes as a result.

2. A town-hall meeting was scheduled via an email sent Friday, January 28, 2022, to 171 participants, all full-time MBA students based on active enrollment status in the program to discuss the PDST proposal with students. Follow-up reminder emails were sent Wednesday, February 23, 2022 and Thursday, February 24, 2022, to students in the program to remind them about the Town Hall.

3. The Town Hall with students for the MBA PDST Proposal took place on Friday, February 25, 2022. Although comments were received, the proposal was not changed as a result.

To summarize, Dean Wang spoke and presented a PowerPoint presentation for approximately 45 minutes via a Zoom to 18 attendees that included students, staff, and faculty. Specifically, there were 10 students in attendance. The presentation related to this proposal described PDST, the recent history of PDST fees, the 3% increase each year of this 5-year plan, a breakdown of cost to students in the program, what PDST is used for, benefits to students, and allotted time for feedback and questions. Overall, the responses were supportive of the proposal with some “technical” questions/comments on timing and implementation (described below).

To summarize the feedback received during the meeting from the students were as follows:

- A student asked if there was a plan to increase PDST fees for current students. The Dean clarified that there was no impact to current student fees for the 2021-2022 academic year but that for those continuing in the program, these increased PDST fees, if approved, would become effective in Fall 2022 for all full-time MBA students.
- A student commented to not increase PDST fees for international students graduating in 2023 because of the impact to student finances. The Dean empathized with the student and commented that he understood that increases are usually not met with favor by students. He additionally commented that, the program makes every effort to minimize the impact to student finances and only raise fees on the lower end as necessary with respect inflation and improving programming elements and services for the benefit of all students. A student also responded that loans were based on fees and that students could reapply for financial aid each year.
- A student asked if award packages would be increased as a result of the new proposed PDST fee increases since award packages are set at the time of applying. The Dean commented that the school does look at the packages, students can reapply for financial aid, and there are resources such as scholarships to mitigate financial burden to students.
- A student asked for clarification on what current students can do to change or apply for to counteract the impact of PDST fee increases. The Director of Graduate Advising & Student Services commented that student can apply for additional scholarships through the Business School. The application cycle for scholarships that are supported by donor funds open in Spring 2022. A staff member provided the link (<https://foundation.ucr.edu/scholarships>) to students in the chat. The Dean commented that if students apply, most if not all, receive a scholarship.

- The Financial Administrative Manager specifically asked all students in attendance if they had any additional questions, concerns, or suggestions. The students were also asked if they thought the current plan for use of PDST seemed reasonable or if they had any other ideas or suggestions for the use of the funds to benefit all students.
- A student asked who to email if additional questions or concerns. Staff responded that they would be available to answer any questions or concerns and provided emails for the Director of Graduate Advising & Student Services and Financial Administrative Manager in the chat.

At the end, the Dean noted that he hopes the Town Hall would be a way for more frequent and transparent communication between the program and students. He also encouraged students to participate when invited to meetings to provide their input, advice, and make suggestions which benefits all students.

We will continue to work on cost savings methods and outside fundraising activities to keep the increases as small as possible. Based on student feedback, we will continue to hold these sessions each year to educate and inform students on the use of tuition dollars at the school. In addition, the program will plan to provide the publicly available link (<https://regents.universityofcalifornia.edu/minutes-index/index.html>) to the UCOP meeting for this PDST proposal to the school.

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

Plan shared with Nichi Yes, GSA President on 11/8/2021 .
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 School of Business GSA Board on 11/8/2021 .
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.

This year additional steps were taken to secure feedback from faculty for this proposal while maintaining safety in the remote environment the campus was still facing due to the COVID pandemic. As a result, it was determined that email/virtual formats were the most appropriate form of communication to both adhere to social distancing and limit large in-person gatherings. In preparation for this proposal, the UCR School of Business took the following steps in order to meet “substantive consultation” as required by Regents Policy 3103 to discuss the plan and solicit feedback: 1) Described the plan to faculty via email, solicited their feedback, and reviewed comments received, 2) scheduled virtual town-hall style meeting with faculty and staff in the school to discuss the plan and solicit feedback, 3) convened virtual town-hall style meeting with faculty and staff in the school to discuss the plan and solicit feedback.

1. An email that described the plan and solicited feedback was sent on October 22, 2021 to faculty in the program. Following the electronic email request for feedback to faculty, the program received the following comments. No changes were made to the proposal resulting from this feedback.

To summarize, the date of the email was Friday, October 22, 2021 and a redacted copy has been attached. The email was sent to 38 participants, all current School of Business Professors/Assistant Professors based on active status in

the program. The email contained details about the use of PDST, breakdown of costs given a 5% increase in PDST, and explicitly asked faculty to respond. The PDST increase in this proposal was less than what was originally proposed when we consulted with faculty and was reduced to 3% after further review and discussion with leadership. Although one (1) comment was received, the proposal was not changed.

The specific comment from the faculty member was related to courses using case studies that students are required to purchase at \$4-\$5 apiece and covering these costs for students. The feedback was reviewed by the Dean, CFAO, and the Associate Dean for Graduate Programs and responded that those types of items are typically covered under course material fees but at this time the program does not charge these additional fees to students. Overall the program wants to make sure to offer a quality program while limiting increases and fees to students. However, the feedback received will be further explored with instructors to determine need and rationale.

2. A town-hall meeting was scheduled via an email sent Tuesday, January 25, 2022 to 136 participants to discuss the PDST proposal with faculty and staff. A follow-up reminder email was sent, Thursday, February 17, 2022 to all UCR School of Business faculty and staff to remind them about the Town Hall.
3. The Town Hall with UCR School of Business faculty and staff for the MBA PDST Proposal took place on Friday, February 18, 2022. Although comments were received, the proposal was not changed as a result.

To summarize, Dean Wang spoke and presented a PowerPoint presentation for approximately 45 minutes via a Zoom to 27 attendees which included both faculty and staff. The presentation related to this proposal, described PDST, the recent history of PDST fees, the 3% increase each year of this 5-year plan, a breakdown of cost to students in the program, what PDST is used for, benefits to students, and allotted time for feedback and questions. Overall, we felt the responses were more favorable than we would have anticipated and that those who commented were simply seeking clarification.

To summarize the feedback received during the meeting from faculty and staff were as follows:

- A staff member asked if more specifics in the future should be included in the town hall presentation. In response, the Dean noted length of the presentation based on time limitations and that the details are already included in the PDST proposal which can be shared with anyone interested in receiving a copy.
- A staff member asked about providing NRST waivers for international students as part of their award package. In response, a faculty member mentioned that the NRST was an intentional fee with a specific purpose. The faculty

Cc:

Subject: Professional Degree Supplementation Tuition: Updated & Feedback

Dear Students,

Professional Degree Supplementation Tuition (PDST) provides University of California (UC) professional degree programs with supplemental funds to maintain quality, recruit and retain excellent faculty, provide a top-notch curriculum, and attract high-caliber students. Tuition levels vary by program and are based on an evaluation of program resources and needs, and affordability for students. Additionally, the School of Business commits to returning at least **33%** of revenue generated by these programs to provide financial aid to students.

Each year, programs that charge PDST are required to submit proposals to the UC Office of the President for approval. This process is governed by [Regents Policy 3103](#) and calls for “substantive consultation with students and faculty,” noting that consultation “may be obtained in a variety of ways” (4.a.vi). This year, we are requesting your comments via email for our currently approved program.

Please see the below table for your review/comment.

Breakdown of Cost

<i>Program</i>	<i>2022-2023 Proposed Annual Program Rates</i>	<i>2023-2024 Proposed Annual Program Rates</i>	<i>2024-2025 Proposed Annual Program Rates</i>	<i>2025-2026 Proposed Annual Program Rates</i>	<i>2026-2027 Proposed Annual Program Rates</i>
<i>Full-Time MBA</i>	<i>\$12,852/Tuition & Fees</i>	<i>\$13,176/Tuition & Fees</i>	<i>\$13,542/Tuition & Fees</i>	<i>\$13,944/Tuition & Fees</i>	<i>\$14,358/Tuition & Fees</i>
<i>(CA Resident)</i>	<i>\$11,253/ PDST*</i>	<i>\$11,817/ PDST*</i>	<i>\$12,048/ PDST*</i>	<i>\$13,032/ PDST*</i>	<i>\$13,686/ PDST*</i>
	<i>\$1,004/Campus Fees</i>	<i>\$1,032/Campus Fees</i>	<i>\$1,060/Campus Fees</i>	<i>\$1,090/Campus Fees</i>	<i>\$1,120/Campus Fees</i>

	First Year Fees \$47,615	First Year Fees \$49,659	First Year Fees \$51,826	First Year Fees \$54,130	First Year Fees \$56,936
<i>Full-Time MBA</i>	\$12,852/Tuition & Fees	\$13,176/Tuition & Fees	\$13,542/Tuition & Fees	\$13,944/Tuition & Fees	\$14,358/Tuition & Fees
(Non-Resident)	\$11,253/PDST*	\$11,817/PDST*	\$12,048/PDST*	\$13,032/PDST*	\$13,686/PDST*
	\$1,004/Campus Fees	\$1,032/Campus Fees	\$1,060/Campus Fees	\$1,090Campus Fees	\$1,120/Campus Fees
	\$12,245/NRST**	\$12,245/	\$12,245/	\$12,245/	\$12,245/
	First Year Fees \$59,860	NRST**	NRST**	NRST**	NRST**
		First Year Fees \$61,904	First Year Fees \$64,071	First Year Fees \$66,375	First Year Fees \$68,781

*PDST stands for professional degree supplemental tuition

**NRST stands for nonresident supplemental tuition

We are pleased to propose a minimal yearly increase to achieve and maintain excellence in the preparation of students for professional careers and effectively advance the mission and strategic academic plan of the program. In particular, enhancing the quality and capacity of the following functions: increasing recruiting efforts to diversify the student body and increase the number of domestic students, instructional support, staff/graduate program, staff/career services, administrative staff, retention, alumni and networking opportunities, facilities, instructional equipment, instructional databases & teaching materials and general operating costs. In addition, a new building is in the design and construction phases for a state-of-the-art learning environment. These are critical to enhancing the quality and reputation of the programs, and for delivering a competitive product.

*If you wish to comment on the above, please send your feedback via email to XXXXXXXX/Financial Administrative Manager (XXXXXXXX) no later than **Wednesday, October 27 by 5:00 PM.***

Thank You!

XXXXXXXXXX

Director of Graduate Advising and Student Services

Home of the A. Gary Anderson School of Management

106 Anderson South | 900 University Ave. | Riverside CA 92521

XXXXXXXX | <https://business.ucr.edu/>

Sent: Friday, October 22, 2021 12:28 PM
To: businessfaculty@ucr.edu
Cc:
Subject: Full-time MBA PDST Feedback Request - Faculty

ATTACHMENT 2

Importance: High

Dear Faculty,

Professional Degree Supplementation Tuition (PDST) provides University of California (UC) professional degree programs with supplemental funds to maintain quality, recruit and retain excellent faculty, provide a top-notch curriculum, and attract high-caliber students. Tuition levels vary by program and are based on an evaluation of program resources and needs, and affordability for students. Additionally, the School of Business commits to returning at least **33%** of revenue generated by these programs to provide financial aid to students.

Each year, programs that charge PDST are required to submit proposals to the UC Office of the President for approval. This process is governed by [Regents Policy 3103](#) and calls for “substantive consultation with students and faculty,” noting that consultation “may be obtained in a variety of ways” (4.a.vi). This year, we are requesting your comments via email for our currently approved program.

Please see the below table for your review/comment.

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Program	2022-2023 Proposed Annual Program Rates	2023-2024 Proposed Annual Program Rates	2024-2025 Proposed Annual Program Rates	2025-2026 Proposed Annual Program Rates	2026-2027 Proposed Annual Program Rates
Full-Time MBA (CA Resident)	\$12,852/Tuition & Fees \$11,253/ PDST \$1,004/Campus Fees First Year Fees \$47,615	\$13,176/Tuition & Fees \$11,817/ PDST \$1,032/Campus Fees First Year Fees \$49,659	\$13,542/Tuition & Fees \$12,048/ PDST \$1,060/Campus Fees First Year Fees \$51,826	\$13,944/Tuition & Fees \$13,032/ PDST \$1,090/Campus Fees First Year Fees \$54,130	\$14,358/Tuition & Fees \$13,686/ PDST \$1,120/Campus Fees First Year Fees \$56,936
Full-Time MBA (Non- Resident)	\$12,852/Tuition & Fees \$11,253/ PDST \$1,004/Campus Fees \$12,245/NRST* First Year Fees \$59,860	\$13,176/Tuition & Fees \$11,817/ PDST \$1,032/Campus Fees \$12,245/ NRST* First Year Fees \$61,904	\$13,542/Tuition & Fees \$12,048/ PDST \$1,060/Campus Fees \$12,245/ NRST* First Year Fees \$64,071	\$13,944/Tuition & Fees \$13,032/ PDST \$1,090Campus Fees \$12,245/ NRST* First Year Fees \$66,375	\$14,358/Tuition & Fees \$13,686/ PDST \$1,120/Campus Fees \$12,245/ NRST* First Year Fees \$68,781

*NRST stands for nonresident supplemental tuition

We are pleased to propose a minimal yearly increase to achieve and maintain excellence in the preparation of students for professional careers and effectively advance the mission and strategic academic plan of the program. In particular, enhancing the quality and capacity of the following functions: increasing recruiting efforts to diversify the student body

and increase the number of domestic students, instructional support, staff/graduate program, staff/career services, administrative staff, retention, alumni and networking opportunities, facilities, instructional equipment, instructional databases & teaching materials and general operating costs. In addition, a new building is in the design and construction phases for a state-of-the-art learning environment. These are critical to enhancing the quality and reputation of the programs, and for delivering a competitive product.

*If you wish to comment on the above, please send your feedback via email to XXXXX/Financial Administrative Manager ([XXXXXXXXXX](#)) no later than **Wednesday, October 27th by 5:00 PM.***

Thank you,

XXXXXXXXXXXX

**Financial Administrative Manager
UCR School of Business**

Phone: (951) 827-3622

Email: XXXXXXXX

Website: <https://business.ucr.edu/>

PLEASE NOTE: I am offsite and working remotely. My primary method of communication is via email.

WARNING: If you are not the intended recipient(s), please immediately notify us by return email, and delete this message from your computer. This email (and any attachments) is only intended for the use of the person(s) or entity/entities to which it is addressed, and may contain information that is privileged and confidential. You, the recipient(s), are obligated to maintain it in a safe, secure and confidential manner. Unauthorized redisclosure or failure to maintain confidentiality may subject you to federal and state penalties.