

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels 2016-17 through 2018-19: Long Form

- **This form should be completed for** (1) programs seeking to charge Professional Degree Supplemental Tuition for the first time, (2) continuing PDST programs whose multi-year plan has expired, and (3) continuing programs with multi-year plans that have not yet expired if the program is proposing an increase in 2016-17 PDST that is greater than that proposed in its three-year plan.
- **For programs whose 2016-17 levels will require approval by The Regents**, Part A is due **September 18, 2015**, and Part B is due **October 16, 2015**.
- **For programs whose 2016-17 levels may be approved by the President**, Part A and Part B are due **November 6, 2015**.
- **Before completing this form**, refer to the document entitled "Deadlines, Instructions, and Planning Assumptions for Professional Degree Supplemental Tuition Proposals Effective 2016-17" for important information about which form to use, the applicable deadline for each proposal, and the planning assumptions that should be reflected in the proposal.

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION

Specify your projected Professional Degree Supplemental Tuition for each of the next three years. Please refer to the planning assumptions for further details about fee increase rates.

	Actual	New Proposed Fee Levels			Increases/Decreases		
	2015-16	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Prof. Degr. Suppl. Tuition (CA resident)	\$6,613	\$6,811	\$7,016	\$7,226	3%	3%	3%
Prof. Degr. Suppl. Tuition (Nonresident)	\$6,613	\$6,811	\$7,016	\$7,226	3%	3%	3%
Mandatory Systemwide Fees (CA resident)*	\$12,240	\$12,294	\$12,684	\$13,086	0.4%	3.2%	3.2%
Health Insurance**	\$3,954	\$4,349	\$4,784	\$5,263	10%	10%	10%
Campus-based Fees	\$917	\$930	\$936	\$943	1%	1%	1%
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	0%	0%	0%
Other (explain below)***							
Total Fees (CA resident)	\$23,724	\$24,384	\$25,420	\$26,518	3%	4%	4%
Total Fees (Nonresident)	\$35,969	\$36,629	\$37,665	\$38,763	2%	3%	3%

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Include disability insurance fee for medicine and dentistry.

*** Include Course Materials and Services Fees but not health kits.

II. PROGRAM GOALS AND EXPENDITURE PLANS

Please explain why Professional Degree Supplemental Tuition increases are necessary. What goals are you trying to meet and what problems are you trying to solve with these increases? What are the consequences if proposed Professional Degree Supplemental Tuition levels are not approved? What will be the educational benefits for students given the new Professional Degree Supplemental Tuition revenue?

The UC Davis Masters of Science degree in Health Informatics is proposing a 3% increase in our PSDTs over the next three years. We are planning on using this increase to address fixed cost expense increases. The program utilizes MOUs to buy out a specific percentage of someone FTE (full time equivalent) assigned to various departments. Given that the Informatics program is not a department or division, we find it necessary to seek faculty from all areas of the health center and the use of these additional funds will allow us to identify and secure instructors and provided funding commensurate with salary and benefits that increase over time. Using this additional revenue will allow us to continue to support our current professors, but also seek other professionals who hold the desired expertise the program needs.

We plan to use the additional funding to maintain the current level of staffing within the program. Student services are very important to our program. Currently we employ an administrative director and have a program manager at 40% time. The ability to have these employees available to our students is a key to our continued success and something we deem as a fixed cost to the program long-term. The proposed increase in PDST funds will ensure we can provide excellent customer service to our student that keeps us competitive with the other Informatics programs.

If this new level of PDST is not approved, it could potentially limit our ability to continue to improve the students' informatics experience during their time with us.

Please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase.

Proposed Use of Incremental PDST Revenue	Incremental 2016-17 PDST revenue	Incremental 2017-18 PDST revenue	Incremental 2018-19 PDST revenue	Total
Faculty Salary Adjustments	\$500	\$500	\$500	\$1,500
UCRP Contributions	\$167	\$167	\$167	\$500
Benefits Cost Increases	\$333	\$333	\$333	\$1,000
Providing Student Services	\$500	\$500	\$500	\$1,500
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$0	\$0	\$0	\$0
Instructional Equipment Purchases	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$990	\$1,025	\$1,050	\$3,065
Other Non-salary Cost Increases	\$480	\$550	\$600	\$1,630
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total projected change in revenue	\$2,970	\$3,075	\$3,150	\$9,195

Additional comments:

Not applicable

Please indicate how you plan to use or are using total actual Professional Degree Fee revenue in 2015-16.

	Total 2015-16 PDF revenue
Faculty Salary Adjustments	\$21,492
UCRP Contributions	\$4,298
Benefits Cost Increases	\$10,889
Providing Student Services	\$10,316
Instructional Support Staff	\$10,316
Instructional Equipment Purchases	
Providing Student Financial Aid	\$28,656
Other Non-salary Cost Increases	
Facilities Expansion/Renewal	
Other	
Total projected use of revenue	\$85,969

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

Health Informatics continues to reach out to various health care organizations that employ our graduates, maintain a strong alumni network and work with informatics organizations in our attempts to secure any available funding. We are also working with community agencies to ensure our academic program is maintain on any potential informatics scholarship offerings, such as the Sacramento regional technology alliance and the American Medical Informatics Association.

The program's director is in communication with the UC Davis development office to ensure any funding opportunities are evaluated and sought after.

The program has undertaken a restructuring of the administrative unit associated with the program reducing administrative expenses. The reorganization implemented a shared services model with the Office of Medical Education and the UC Davis Extension office to ensure that student support could be maintained with reduced staff directly employed by the health informatics program. The Health Informatics program now has a program manager that is able to accomplish the same level of student and curricular support but at a lower cost to the program. .

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

Not applicable.

Please indicate the degrees for which Professional Degree Supplemental Tuition will be assessed and expected enrollment by degree.

Degree	Enrollment			
	2015-16	2016-17	2017-18	2018-19
M.D. Program	13	15	15	15
Total	13	15	15	15

III. MARKET COMPARISONS: TOTAL CHARGES

Please provide the total student tuition and fee charges of comparison institutions. Select a minimum of 3 and *up to* 12 institutions, including, *where possible*, a minimum of 3 public institutions. If a program does not have a large number of comparators, or does not have any public comparators, please provide what institutions the program does consider comparators even if that is a small number only or includes only private institutions.

A comparison of total cost of degree may be more meaningful, for example, for programs whose comparator programs vary in length. If this applies to your program, you may provide total cost of degree figures in addition to annual first-year comparison institutions' amounts shown below. Please attach the cost of degree template provided by Budget Analysis and Planning; if you have any questions about how to calculate the total cost of degree, please contact richard.michaelson@ucop.edu.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION. Refer to the best practices document for additional information.

Comparison Institute	2015-16 ⁺	2016-17	Inflation
Residents			
Oregon Health Sciences (public)	\$37,000	\$39,000	5%
University of San Francisco (private)	\$28,000	\$28,000	0%
Stanford (private)	\$24,000	\$24,000	0%
Public Average	\$37,000	\$39,000	5%
Public and Private Average	\$29,667	\$30,333	2%
Our Program: UC Davis (public)	\$23,724	\$24,384	3%
Nonresidents			
Oregon Health Sciences (public)	\$41,000	\$44,000	7%
University of San Francisco (private)	\$34,000	\$34,000	0%
Stanford (private)	\$24,000	\$24,000	0%
Public Average	\$41,000	\$44,000	7%
Public and Private Average	\$33,000	\$34,000	3%
Our Program: UC Davis (public)	\$35,969	\$36,629	2%

Source(s): *school website*

Why were these institutions chosen as comparators? Include specific reasons why they are considered peers – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, the program's ranking is what this program would like to achieve, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific. (If a program is unlikely to achieve

comparability to an aspirational program within 5 years, the aspirational program should not be included.)

These institutions are considered our biggest competition for the population of applicants we seek during each of our admissions cycles. Our program is considered one of the only clinically based health informatics programs in the Western U.S. We seek those individuals who are currently employed in a clinically based role or someone that works within the information technology arena within healthcare, medical research, public health or many other areas of medicine or veterinary medicine.

The programs we compared, are also seeking applications from the same population as ours. Since they are also located in the western U.S., they are historically, attempting to attract a large percentage of the same potential students that are seeking to gain their informatics education within our region of the country. We learn from our applicants about the different programs they are interested in and these listed schools tend to be the ones we are in direct competition with for the top qualified applicant base.

How were the projected tuition and fee increases for your comparison institutions determined?

The academic year 2015-16 and 2016-17 data is from various sources, including individual institution's website and the American Medical Informatics Association. Information in regards to the Oregon Health Sciences program was obtained through their website. The information associated with the other two programs was gained through general discussions with program representatives.

Please comment on how your program's costs compare with those of the comparison institutions (public and/or private) with which you compete for students.

Our program's resident fees are below both the public school peer institutions average and the combined public/private schools peer institutions average. Our program's non-resident fees are below the public school peer institutions average and slightly above the combined public/private schools peer institutions average.

For those seeking a top quality clinically based informatics program, UC Davis Health Informatics program is priced at an extremely competitive rate. Our program has created a reputation of having a well-established curriculum that gains students interest in our program's ability to train both clinically and IT focused students in a way not done by other institutions.

IV. ENROLLMENT TRENDS AND DIVERSITY STRATEGY

Note: UCOP will provide campuses with data from the Corporate Student System that should be used to complete the table below for your program. Please note that, as used here, established programs consist of programs that have enrolled students prior to 2016-17; new programs are those that seek to enroll students for the first time in 2016-17. For established programs, provide data for academic years 2012-13 to 2014-15 and estimates for 2015-16 and 2016-17. New programs should provide estimates for 2016-17. All programs should provide figures for comparison public and private institutions in the columns shown.

	2012-13	2013-14	2014-15	2015-16	2016-17	Comparison (2014-15)	
						Publics	Privates
Ethnicity							
Underrepresented							
African American	5%			2%	1%		
Chicano/Latino	15%	5%		7%	4%		
American Indian							
<i>Subtotal Underrepresented</i>	<i>20%</i>	<i>5%</i>	<i>0%</i>	<i>9%</i>	<i>5%</i>	<i>0%</i>	<i>0%</i>
Asian/East Indian	20%	20%	31%	24%	25%		
White	45%	40%	31%	39%	37%		
Other/ Unknown	5%	10%	6%	6%	8%		
International	10%	25%	31%	22%	25%		
Total	100%	100%	100%	100%	100%	0%	0%
Socioeconomic							

Sources: UC ethnicity, socioeconomic status: UC Corporate data; 2015-16/2016-17 ethnicity data is estimated based on previous three years average
 Comparison institutions: There is no national or publically available ethnicity data on comparison schools, both public and private.

For established programs, how does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minorities? 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 minorities?

Health Informatics is a very diverse program on an International level. We do have plans to reach out to the US underrepresented minorities through different regional health care organizations and undergraduate campuses. Due to our programs admission criteria related to professional work experience, it is difficult to fully engage with current undergraduate students who do not hold the necessary background needed for admissions. The program seeks applicants who are currently working in either a clinical or healthcare IT area and hold some informatics experience.

Based on discussion within the American Medical Informatics Association, our program tends to be right in line with the other institutions' diversity makeup. There is currently no informatics association collecting ethnic data on the different programs nationally. There has been a discussion within the national organizations that this data is potentially important but the number of informatics students historically seeking graduate education has not reached a number that makes this an important issue within these associations. The faculty and staff continue to explore outreach and retention strategies respond to the core value of inclusion. The diversity outreach team of the Office of Graduate Studies and the health professionals' pipeline initiatives within the Office of Diversity and Inclusion are important future partners.

For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past five years.

Our program has not reached our goal of educating URM populations but we are reaching out to underrepresented communities to stress the real opportunity an education in Informatics can mean to their future. While health professions, in general, have made great strides at enrolling students from diverse backgrounds, informatics – as a field – has not achieved the same success. Increasing the pipeline of applicants who consider informatics as a career is a key – this has been done with medicine and nursing programs where we have best practices at outreaching to potential applicants through K-undergraduate outreach and beyond.

The program has received applications from these specific populations, but in many cases, they do not have the necessary experience or academic history required. We have worked with these applicants to enhance their ability to re-apply and get into the program. In addition, we have communicated with several state agencies that are interested in offering informatics training to those employees working within the state's public health clinics. Many of these employees working in this area are members of the underrepresented populations that we would like to educate on careers in informatics.

What is your strategy for increasing the enrollment of U.S. domestic students from underrepresented groups (African American, Chicano/Latino, American Indian), U.S. domestic students from all minority groups, and, if any, for international students in your program? What indicators of success do you monitor?

Our plans include the continued presence at major minority career fairs, Informatics career forums for all populations and to continue to use our alumni in our efforts to engage these populations. Our outlook for gaining International students has worked very well. We continue to receive more applications from International students than any other population. The alumnus has spoken very highly of our program once they return to their country.

We are members of different regional informatics organizations such as, the American Medical Informatics Association - norcal, the regional Informatics associations, HIMSS nor-cal and others. These organizations are aware of the need for these populations to potentially engage in informatics

education that can be used to serve within their communities. The program continues to be a part of the discussions around how to stimulate interest in informatics from these populations.

For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (i.e., students who received Pell Grants as undergraduates).

We do not have Pell grant recipient data for Health Informatics for the last four years. The last time this data was available was in 2010, when 14.3% of our students had received grants as undergraduates.

The program is well represented within regional informatics organizations, such as the Regional Technology Association and the Healthcare Information Management Systems Society, that strive to educate specific underserved populations to the potential careers in Informatics. Many health care organizations' now offer internships and externships in informatics. These regional organizations work hard to acquire students interested in these opportunities. Part of the focus of these experiences, is the exploration of different educational avenues. We believe our program is well situated with both regional and national organizations in their efforts to inform specific populations of the promising career avenues within Informatics.

V. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

What are your financial aid / affordability goals for your program? How do you measure your success in meeting them?

We utilize the portion of the PDST fee to award aid to those students who have demonstrated financial need in as many cases as possible. In addition, we award meritorious aid for those showing strong promise in this area.

We measure this by the availability of funds through this fee that will allow us to help those with the highest level of academic achievement. If we do not have enough students who have shown a high level of academic success, those funds are used to aid those who need assistance. The program works closely with the UC Davis Schools of Health office of financial aid, to identify and maintain an up to date list of those students with need. It is those students that are granted aid as the program has availability.

How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our Strategies are focused on two areas, meritorious and need. The program works closely with the School of Medicine's financial aid office to update a list of both groups at all times. It's this list, in collaboration with staff and the program leadership that is used to distribute the funds made available to the program from PDST funds. The program historical and current student populations have shown to continuously have need and perform academically very well. The program has not had any difficult in utilizing the funds made available through this supplemental tuition.

Please describe any programs available to students in your program, while enrolled or following graduation, to promote public service or provide services to underserved populations, such as targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

The program works closely with all the main campus departments to aid us in offering these sorts of opportunities. We make sure students are aware to these opportunities, especially those that will allow our students to utilize their informatics knowledge in rural clinics and other clinics focused on helping the underserved.

Many of our students are already serving in these areas and are gaining much needed informatics knowledge that will be brought back to their place of employment. Our students work within different public health agencies, many non-profit health organizations and consistently volunteer their time throughout their time with our program.

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

The program utilizes the staff of the UC Davis School of Medicine's office of financial aid. These experts respond to both phone calls and email questions from potential students to answer their questions and to get them set up in the systems necessary to get them aid. This registration makes them also eligible for any meritorious awards the program may have available.

All information needed is also shared with our incoming students during both our in-person orientation and during our online orientation. We provide both options to ensure we cover all incoming students' informational needs.

During the financial aid section of our orientation, information on how to deal with student loans and debt is covered to better ensure the students are fully aware of managing their potential debt.

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

Graduating Class	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Cumulative Debt	NA	NA	NA	\$ 19,741	\$ 21,305	\$ 19,385	\$ 20,053
Percent with Debt	NA	NA	NA	33%	25%	25%	40%

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 increased PDST levels should not impact the students' debt by a significant amount. Based on our discussions with our students, this proposed level should not increase the debt by those in need; especially given our return to aid is focused on supporting the neediest students.

But, obviously, as fees such as this rise, so does the corresponding debt. Securing students has always been a challenge in such a small academic area. The burden of debt is a major issue and in some cases does hinder our ability to secure the top students or students in general.

Note: UCOP will provide you with figures from the Corporate Student System that should be used to complete a portion of the table below. However, each program is responsible for providing its own estimate of the median (or average, or typical) starting salary for its graduates. If possible, provide comparable figures for your comparison public and private institutions in the rows shown. UCOP will also provide you with a formula for you to use to calculate the last column.

	2013-14 Average Debt at Graduation among Students with Debt	Graduates with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	\$ 20,053	40%	\$62,000	5%
Public comparisons	NA	NA	\$62,000	#VALUE!
Private comparisons	NA	NA	\$62,000	#VALUE!

Sources: UC: Corporate data

Comparison institutions: National comparison data on debt not available in Health Informatics field presently.

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.

Given that our student population is that of working adults, they come to this program very knowledgeable about the financial needs necessary to complete the master’s degree in health informatics. This creates students that have very little issues managing their loans or other professional sources of funding. Many of our students continue to work during the program which helps them manage the cost of education.

Those students revealing issues managing their debt are and have been directed to the different areas of information offered by the Schools of Health Office of Financial Aid.

Many of our students and graduates have tuition reimbursement aid opportunities through their current employer and many find some assistance once they acquire a new informatics role. With the current national need for informaticists, the graduates find funding that enables them to relieve or remove most loans.

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

Graduates work in a broad spectrum of roles and there is great variation in the salaries of our alumni. . Many graduates are employed at the executive level in both public and private organizations (e.g. Chief Information Officer, Chief Informatics Officer, Chief Executive Officer) while others have worked for public agencies such as and some go to work with the Peace Corps. As would be expected, the pay for the public service positions tend to be less than the salaries commanded by our graduates who work for larger health organizations. The market for our graduates continues to grow given the increasing

dependency on data for decision making in healthcare. Many of the public service positions do offer some loan relief, which is supplied to graduating students as the agencies determine their future staffing model needs.

In many cases students become aware of the potential employment security public service positions contain. This tends to attract a specific graduate that has already found interest in this area of informatics. The rewards of creating national, state and regional informatics platforms is sometimes very attractive to students and the difference in pay doesn't play as much of a role in their decisions.

VI. OTHER

Please describe any other factors that may be relevant to your three-year plan (such as additional measures relating to your program’s affordability, etc.).

We believe that this minor increase, commensurate with a cost of living increase to address fixed cost increases, will aid our program in its goals to offer students the finest Informatics education on the west coast. The plan is to increase our ability to secure instructors in this area and to aid students who show great promise and those in need.

VII. SUPPLEMENTAL QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN 2016-17

Please describe the program for which you propose charging Professional Degree Supplemental Tuition, including: What unit/department houses the program? Is the program new or already offered? If new, has the program already been approved by the campus and CCGA? Note that a proposed new program that a campus has submitted to CCGA and UCOP before the end of September 2015 may apply for PDST approval before receiving formal program approval; PDST approval by the Regents would be contingent on final program approval by the Academic Senate and the President, however, and no student charges may be imposed in advance of final program approval. For questions about the status of systemwide academic program approval, please contact Chris Procello (Chris.Procello@ucop.edu).

Not Applicable

PDST shall not be charged by programs awarding a Doctor of Philosophy degree, a Master’s degree on a path to a Doctor of Philosophy degree, or a Baccalaureate degree. Generally, the determination of whether a program is a professional degree program eligible for PDST should be based on a program-by-program review. However, the Office of the President may use some combination of the following characteristics when determining the appropriateness of charging a PDST for the first time: (a) Program may require accreditation or may need to meet licensure requirements that will justify additional instructional needs for which PDST is required; (b) Job prospects for graduates of professional degree programs are very specific and targeted, often requiring licensure or certification to practice in the job market; and (c) Program content is characterized by acquisition of an identifiable cluster of skills that is not predominantly theory- or research-focused. Please describe the rationale for charging Professional Degree Supplemental Tuition for this program, including: Why is it appropriate for this program to charge Professional Degree Supplemental Tuition? In what ways is the program “professional” rather than “academic” or “self-supporting”? Do students have elevated earning potential after earning a degree in this discipline?

Not Applicable

PART B

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 fee level, which may be obtained in a variety of ways. Campuses are expected to have consulted with students and faculty. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2016-17 and three-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

How did you consult with students about the PDST levels proposed for 2016-17? Check all that apply.

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

Attach the feedback written by students during the opportunities for consultation checked above and describe below any proposal changes as a result of this feedback. Also attach a summary of feedback written by designated student leaders in the program. Examples of appropriate leadership include the relevant program or school student association leadership, if one exists, and the campus graduate student association or equivalent.

All students were invited to the town-hall meeting where the program director presented the new PDST proposal of a 3% increase and went over the benefits these fees mean to students' financial aid offerings. Different specific success stories using these funds were discussed, such as our programs ability to provide some funding to faculty, instructional oversight and some instructional technology purchased with these funds. The program also sent an email to ensure some responses from our students.

The program felt the students tone was as expected, but the students overall were generally understanding of the 3% increase if it meant the continued enhancements to the program and its administrative needs necessary to support their education. The feedback received will be carefully considered in future years as we continue to monitor the student expectations and balance with the sustainability model.

All of our feedback was received during the town hall on hand-written notes for ease of collection, detailed below:

1. *While I understand everything Mark stated in his presentation and emails, I still think it makes this degree almost unobtainable. It's too expensive and seems to just keep going up. But, if I get a scholarship from these funds, I'm all for it.*
2. *Not happy*
3. *I'm use to paying these; I went through MPH so no big deal. Just the cost of getting an education.*
4. *I seem to get a lot of funding due to these fees. So happy my fellow students are willing to help me from the payment of this tuition.*
5. *Fine by me.*
6. *I think these are fine. Especially the way Mark described the use of these funds and what has been done with them. I just forgot to ask why we became a professional degree program in the first place.*
7. *I only have financial needs because I pay this extra fee. Would the program really need this given the tuition money we pay? This all seems a bit strange. Pay more to give back too students. Sort of like those that get a refund from the IRS and other that don't.*
8. *I am fine with these. I think Mark made some great points as to why we paying these is important to the continuation of the program.*
9. *I never actually knew what these fees were for. So, I guess I'm okay paying them but really glad the program explained the use of these funds and how it benefits us.*

In addition to consultation with program students and faculty, please confirm that this long-form template has been provided to the program graduate student organization, if applicable, and the campus graduate student organization. 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 each with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments must be provided by the program.

Plan shared with Ralph Washington on 10/29/2015.
Campus graduate student organization (i.e., your campus' GSA president)

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

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

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

Consultation with faculty

How did you consult with faculty about the PDST levels proposed for 2016-17? Check all that apply.

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

Attach the feedback written by faculty during the opportunities for consultation checked above and describe below any proposal changes as a result of this feedback. Also attach a summary of feedback written by designated faculty leaders in the program. Examples of appropriate leadership include other appropriate faculty and affiliated faculty leadership (e.g., faculty executive committee or other faculty leadership).

We had a meeting of the Graduate group of the health informatics program to discuss the proposed 3% increase in the programs professional degree supplemental tuition rates. A follow-up email was also sent out in an attempt to solicit a larger number of responses.

Our faculty did not voice a major concern with this increase given the historical use of these funds that aid both the students and the programs administrative needs.

The faculty generally understood the rationale behind the proposed increase of 3% in PDST.

Below is detail of all the feedback received:

- 1. I believe this fee to be just another way the University attempts to make education unaffordable. I think the tuition alone should be enough to cover any costs to educate folks.*
- 2. This PDTS is fine as long as the students see an always-improving program of quality.*
- 3. Although the 3% raise planned for the professional fees is not desirable, it is necessary, as it will allow the program to be independent and able to manage its own resources. The extra payment might be compensated by streamlined admin procedures and less complex graduation path.*

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

Plan shared with Jeffery Gibeling _____ on 11/4/15.
Graduate Dean

Plan endorsed by _____ on _____.
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* section 7(B), found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>