

UNIVERSITY OF CALIFORNIA, BERKELEY

Policy for Self-Supporting Graduate Professional Degree Programs

Adopted: March 2018

SOURCE DOCUMENTS

UCOP Policy on Self-Supporting Graduate Professional Degree Programs (2016) and the Final Report of the Joint Administration-Academic Senate Task Force on Self-Supporting Graduate Professional Degree Programs (2017)

Attachment A: Campus Budget Template

Attachment B: Market Study Design Principles and Marketing Strategy at Launch

Attachment C: New Program Proposal Review Workflow

Attachment D: Sample MOU Templates

PURPOSE

In addition to the stipulations in this document, Self-Supporting Graduate Professional Degree Programs (SSGPDPs) must meet the definitions, criteria, and procedures specified in:

[UCOP Policy on Self-Supporting Graduate Professional Degree Programs](#), and
[UC Berkeley Procedures for Establishing a New Graduate Degree Program](#).

POLICY

I. General

- A. Any academic unit authorized to offer a graduate degree program under the jurisdiction of the Graduate Council (GC) and the Graduate Division (e.g., departments, schools, colleges, graduate groups) may propose a self-

supporting graduate professional degree program (SSGPDP).

- B. An SSGPDP is expected to follow relevant campus policies governing teaching, faculty hiring and promotion, graduate education, etc.
- C. An SSGPDP must have appropriate administrative structures—including clear governance models and decision-making processes—in place to adequately administer the program, similar to those provided for a state-supported program, including identification of an academic unit head (i.e., Senate faculty who oversee the finances and administration of the program), who is typically a sponsoring dean or department chair.
- D. An SSGPDP should serve professionals seeking to advance in their career.
- E. An SSGPDP should offer a professional master's degree using nomenclature suggested by the Coordinating Committee on Graduate Affairs (CCGA) (e.g., "Master of [field]"), but may offer any relevant degree title (e.g., M.S., M.A.) if justified by the discipline or workforce training requirements.
- F. In most cases an SSGPDP should offer a master's program under the Plan II capstone option (exam or project); it may offer a Plan I research thesis if justified by the discipline or workforce training requirements, expectations, or practices in the field.
- G. An academic master's degree program that solely or primarily leads to a Ph.D. is not eligible for SSGPDP status; the GC has the authority to determine whether a graduate program is eligible for SSGPDP status under this definition.
- H. An academic unit may offer one degree program under the same program name with two tracks—one self-supporting and one state-supported—provided both tracks use the same degree requirements (in order to offer the same degree name), strong rationale outlining the need for both tracks is provided, and the self-supporting track meets the criteria noted in UCOP policy. Academic standards must be identical between the tracks; however, the self-supporting track may include additional admission requirements (e.g., work experience). Students in each track must be accounted for separately in financial reporting processes. The self-supporting track must be approved separately from the state-supported track as a new program under this policy.
- I. State-supported graduate programs discontinued for quality or academic concerns are not eligible for conversion to SSGPDP status.

- J. Memoranda of Understanding (MOU): The sponsoring dean or department chair must enter into MOUs with all entities providing administrative or academic services to the SSGPDP outside of the offering unit. These MOUs must be updated regularly, such as when a new partner is included or when an existing partnership is dissolved. The MOUs will be filed with the Office of the Executive Vice Chancellor and Provost. The Graduate Division and Office of the Vice Provost for the Faculty should be provided with copies. Examples of required MOUs include but are not limited to: distribution of revenue to partners; teaching and compensation agreements with departments, deans, or graduate groups; administrative activities; and partnering with an academic unit to allow for SSGPDP student enrollment in state-supported courses and vice versa. See Attachment D for sample MOU templates.

II. Faculty and Teaching Resources

- A. The proportion of non-Senate faculty (e.g., adjunct faculty, lecturers, visitors) to Senate faculty teaching in the SSGPDP should be determined according to the specific pedagogical needs of the program and must be approved as part of the proposal process and reviewed if concerns arise.
- B. The 2016 UCOP policy affirms Senate faculty oversight of SSGPDPs and states that, “Senate faculty who teach in SSGPDPs are appointed, evaluated, and advanced under the same processes and criteria as are other Senate faculty regardless of whether a portion of their regular compensation comes from SSGPDPs.” To comply with this requirement, each department with faculty participating in an SSGPDP must establish a teaching policy for graduate education, approved by the department’s Senate faculty in accordance with departmental policy and the department chair or sponsoring dean, that addresses teaching in department-based graduate programs, graduate groups, and SSGPDP programs. The teaching policy should consider the balance between graduate teaching, research, and mentoring, and it should weigh the potential impact on Senate faculty teaching and service on behalf of state-supported programs, as well as the impact of overload teaching on faculty research time. It should directly address how overload teaching will be counted and assessed (whether as teaching equivalent to that in state-supported programs as mandated by UCOP policy or as service) to ensure the timely advancement and promotion of Senate faculty. This policy is separate from the SSGPDP teaching compensation plan.

To help ensure that Senate faculty who contribute to SSGPDPs receive recognition for their efforts, units should clearly outline how teaching and service activities undertaken for an SSGPDP were evaluated in relation to other teaching and service activities (including summer overload) when forwarding merit and promotion cases to the Committee on Budget and Interdepartmental Relations and the vice provost for the faculty.

- C. Teaching Compensation Plan: Each SSGPDP must develop a compensation plan for teaching in the SSGPDP approved by the department's Senate faculty in accordance with departmental policy, the SSGPDP director, and the sponsoring dean or department chair. In developing a compensation plan, the SSGPDP should take into consideration faculty workload based upon the total teaching load (per department workload policies), the mentoring of graduate students, service to the SSGPDP, and faculty salary and benefits. In cases of buy-out, faculty health benefits and retirement compensation are paid proportionally from the SSGPDP funding sources that cover the faculty member's salary.

The options for faculty compensation are:

1. Buy-out, whereby a portion of a faculty member's normal teaching commitment is exchanged for teaching in a SSGPDP (freeing up a portion of regular salary for other use by the faculty member's home academic unit).
 2. Overload payments, including additional compensation through summer salary, per campus policies.
- D. When an SSGPDP relies upon teaching from another academic unit, written agreements regarding the teaching commitment of faculty involved in that SSGPDP must be made between individual faculty who will teach in the program, the director of the SSGPDP, and the chair of the faculty member's home department(s) (or dean of the faculty member's school). These agreements must take into consideration teaching and service responsibilities on behalf of the home department and the SSGPDP.
- E. Funds from an SSGPDP may be used to hire ladder-rank faculty, provided the appointment is made through regular appointment processes consistent with all relevant academic personnel policies, including APM 190, Appendix F.
- F. All faculty hired on SSGPDP funds are the responsibility of the academic

unit in which the faculty hold an appointment; therefore, should SSGPDP funds become unavailable to pay the faculty appointment (e.g., discontinuation of the SSGPDP), the responsibility for the salary, merit and promotion, and benefits for the ladder-rank faculty remains with the academic unit in which the faculty holds an appointment. Deans and department chairs should be aware that absorbing ladder-rank faculty FTEs through separations would require negotiation with the campus and could, in practice, constrain new hiring authorization after separation of existing faculty.

In the case of faculty hired on contract or other limited-term arrangements, the academic unit in which the appointment was made would be expected to meet the terms of the contract or agreement and/or follow the relevant lay-off procedures to ultimately eliminate the position. This may require some amount of transition time and resources, and must be considered in establishing a program reserve.

III. Admissions and Enrollment

- A. An SSGPDP may allow for full and/or part-time enrollment, as approved by the GC and in accordance with the Policy on Part-time Graduate Study at the University of California, Berkeley, if applicable.
- B. Students enrolling in an SSGPDP must be admitted by the Graduate Division through regular admission processes, and meet the standards and policies for enrollment and progress as established by the GC, Graduate Division, and program.
- C. Admission criteria may specify some type or period of work experience in the field.
- D. State-supported and self-supported students may enroll in the same course, including cross-listed courses, as long as a separate accounting for the self-supporting and state-supporting costs is made. For courses that are part of the regular program of study and offered by another academic unit, the SSGPDP must have an MOU in place with the participating state-supported academic unit as to how costs will be reimbursed or revenue from the SSGPDP shared in a manner that offsets the cost of the SSGPDP student participation in the course. SSGPDP students must receive approval from the SSGPDP prior to enrolling in state-supported courses; it is the responsibility of the SSGPDP to monitor student enrollment and it must reimburse or share revenue in accordance with

any MOUs. State-supported students may enroll in a self-supporting course, provided they either pay the per-unit fees associated with that course (as specified in the MOU for the SSGPDP) or their enrollment is detailed in a courtesy agreement.

- E. Courses offered as part of an SSGPDP will be opened to qualified students from other programs if there are spare seats. No preference in enrollment may be given to members of any non-University organization. Courses offered by an SSGPDP are subject to the authority of the Academic Senate; development, modification, and withdrawal of courses are guided by the policies and processes of the Committee on Courses of Instruction.
- F. Students may dual enroll in a self-supporting and a state-supported degree program, provided they pay the tuition and/or fees associated with each program in which they are enrolled. Students will not be required to pay double compulsory campus fees or health insurance fees. Programs must adhere to the deadlines established by the Registrar to ensure tuition, fees, and charges are assessed in a timely manner. Admission to each program must be separate and distinct using regular admission processes for each program.
- G. SSGPDP students may file for the Parenting Leave with Re-enrollment following the established policies and procedures from the GC and Graduate Division.
- H. SSGPDP students may not register In Absentia.
- I. Refund of fees should follow the regular deadlines and schedules established for all other programs on campus.

IV. Assessing Financial Viability

- A. In general, it is expected that SSGPDPs will be fully supported from the fees collected from students in the program
- B. Funds from sources other than SSGPDP revenues (“non-SSGPDP funds”) may be used to support an SSGPDP as long as they are not state funds or derived from the tuition or fees collected from state-supported students (i.e., disallowed funds). Other funds may be used as seed funding or to cover limited-term costs. Endowment funds or other permanent funding sources may be used to defray ongoing operation costs. Consistent with UCOP policy, the Chancellor must approve the use of non-disallowed funds to subsidize SSGPDPs.

- C. Fees must be levied such that they cover all program costs, are based on a full and accurate assessment of program costs, and are consistent with the market analysis. Fees must account for any campus charge for public and common goods and services.
- D. A program must maintain a prudent reserve to carry the program through low enrollment years or a planned discontinuance. Surplus revenue, net revenue minus program costs and a planned deposit to program reserves, will remain with the academic unit offering the program to be distributed as specified in any MOUs and can be used to support the academic mission of the unit.
- E. All students in on-campus SSGPDP programs (including hybrid programs that offer 50% or more of their courses on-campus) should be charged the Student Services Fee. Programs wishing to obtain a waiver for their students must submit a request to the Office of the Vice Chancellor of Finance – Chief Financial Officer.
- F. All students must be covered by health insurance through the Student Health Insurance Plan (SHIP), or private or employer-provided plans. A SHIP waiver must be completed by those covered by private or employer-provided insurance by the deadline established; students are responsible for paying the SHIP and Health Services fees if their waiver is denied.

V. Student Financial Support

- A. While SSGPDP proposals should explicitly consider the expected post-graduation income and the ability of the target population for the program to afford tuition, they must realistically assess the program's costs, including any return-to-aid for low-income students.
- B. Students enrolled in an SSGPDP are eligible for teaching and research appointments as outlined in Graduate Division policies ("Graduate Student Academic Appointments"), the UC-UAW contract for academic student employees, and other related policies.

VI. New Program Proposals

New program proposals must follow the process outlined here. Proposals to convert a state-supported program to SSGPDP are considered similar to new program proposals and must follow the same process; in addition, they must provide a plan for transitioning entirely to self-supporting status after three

years.

- A. If the viability of a proposed SSGPDP is not clearly demonstrated at each step, the proposal shall not continue as-is and revision of the proposal and a new, positive review will be required to proceed to the next step of the process.
 1. **Discussion by Campus Leadership:** Toward the end of each academic year, the Council of Deans will reserve time at a meeting to discuss potential SSGPDP proposals. A dean whose unit is considering or developing an SSGPDP will be invited to present his/her ideas to the Council of Deans for discussion. The GC Chair will join the Council of Deans for this discussion, and they will collectively assess how the proposed program aligns with the campus's strategic vision for graduate education, its financial viability and financial model, and other elements of the proposed program.
 2. **Market Study:** A comprehensive market study based on empirical data must be completed either by New Academic Ventures at Berkeley (NAV-B) or a third party that addresses: the target audience for the program, demand for the program, level of fees that potential students may be willing to pay for the program, existing programs that would compete for the target audience, and potential program enrollment. The market analysis should also identify the optimal program features, such as number of intakes, program format, and electives. NAV-B needs to review any market studies performed by a third party. See Attachment B for details.
 3. **Proposal Preparation:** Following procedures outlined by the GC and consistent with the CCGA Handbook, the lead proposer, faculty, and sponsoring dean or department chair prepare a full proposal in consultation with the Graduate Division. Preparation includes development of the academic program, budget, teaching compensation policy, faculty commitments, and required MOUs/written agreements. The proposal must be approved by a majority vote of the faculty in the department or school that will host the program, in accordance with that unit's bylaws.
 - a. Academic Program: Refer to GC and CCGA requirements.
 - b. Budget: Proposers need to consult with the Office of the Vice Chancellor of Finance – Chief Financial Officer on budget

preparation. All academic and administrative activities must be reflected in the financial plan and funded appropriately for the size of the program. Additionally, proposers need to identify an acceptable funding source (i.e., one that does not include disallowed funds per UCOP policy). For examples of the components of activities that should be established and funded by SSGPDP resources, consult the SSGPDP Campus Budget Template (Attachment A). Proposers may also be required to submit the budget template required by UCOP.

- c. **Teaching Compensation Plan:** Each SSGPDP must develop a compensation plan for teaching in the SSGPDP. See section II.C. for details.
 - d. **Required MOUs/written agreements.** See section I.J. and Attachment B for details.
4. **Academic Senate Review and Approval:** After the proposal is finalized, the Vice Provost for Graduate Studies/Dean of the Graduate Division submits it to the GC for review. The GC requests proposal revisions and consults with the Committee on Academic Planning and Resource Allocation. Once GC review is completed, the GC forwards the proposal to other Academic Senate committees for review and approval.
 5. **Administration Approval:** Once Academic Senate review is completed, the Vice Provost for the Faculty reviews the proposal for approval.
 6. **Coordinating Committee on Graduate Affairs (CCGA) and UCOP Review and Approval:** The Vice Provost for the Faculty submits the approved proposal for review and approval by CCGA and by UCOP. Other approvals may be necessary (WASC Senior College and University Commission or Assembly of the Academic Senate). Depending on the timing of the submission, the fee proposal may be submitted to UCOP for approval, as well.
 7. **Campus Notification:** After the campus is notified that the proposal has been approved by UCOP, a director for the SSGPDP is appointed and major and course codes are requested. If not already submitted, the fee proposal is submitted to UCOP for approval. Admissions are opened as regular processes allow.
 8. **Program Review:** The GC reviews new programs after three

years, and thereafter on a regular schedule. Program Reviews include a campus audit or budget review if requested by the Vice Provost for Graduate Studies/Dean of the Graduate Division or Academic Senate. SSGPDP fees are approved on an annual basis by UCOP and coordinated by the Office of the Vice Chancellor of Finance – Chief Financial Officer.

VII. Periodic Review, Suspension of Admissions, and Discontinuance Procedures

Suspension of admissions and discontinuance of a SSGPDP follows a process similar to that used for other graduate programs as outlined in the Compendium and the Berkeley Review Process Guide, with the following exceptions:

- A. Periodic Review: The GC reviews new SSGPDPs after three years, and thereafter on a regular schedule of departmental review or more frequently if deemed appropriate by the GC based upon prior review outcomes. Program reviews include a campus audit or budget review if requested by the Vice Provost for Graduate Studies/Dean of the Graduate Division or Academic Senate. At the discretion of the GC, the Committee on Academic Planning and Resource Allocation may be asked to review the financial data and the Committee on Budget and Interdepartmental Relations may be asked to review the faculty staffing, while the Divisional Council (DIVCO) will be responsible for the final review outcome.
- B. Suspension of admissions and discontinuance of the SSGPDP may be recommended by either the dean of the administering unit or by the GC through DIVCO based upon either current lack of financial viability or expected future lack of financial viability, as well as for lack of student interest, lack of academic rigor or lack of market need. The Vice Provost for Graduate Studies/Dean of Graduate Division will make the final determination about suspending admissions in consultation with the Executive Vice Chancellor and Provost and Chair of the GC. The proposed discontinuance of a SSGPDP will follow campus and system-wide procedures.
- C. A phase-out plan must be developed in consultation with program faculty, students, and staff that identifies the steps and costs necessary to guide the remaining students to successful completion of the program. The plan should note the responsibilities of the faculty, the responsible academic unit, and the sponsoring dean or department chair throughout phase-out.

Attachment A: Campus Budget Template

NB: This template is subject to change on the recommendation of the Office of the Vice Chancellor of Finance - Chief Financial Officer.

PROPOSED PRO FORMA INCOME STATEMENT - SELF-SUPPORTING GRADUATE PROFESSIONAL DEGREE PROGRAMS (SSGPD)
SAMPLE HYBRID PROGRAM

| Pro Forma Income Statement Years 1-10: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Revenue | | | | | | | | | | |
| Program Fee Revenue | \$ - | \$ 1,560,000 | \$ 2,712,000 | \$ 3,648,000 | \$ 3,960,000 | \$ 4,104,000 | \$ 4,248,000 | \$ 4,392,000 | \$ 4,536,000 | \$ 4,728,000 |
| Financial Aid Contra Revenue | \$ - | \$ - | \$ - | \$ (364,800) | \$ (594,000) | \$ (718,200) | \$ (849,600) | \$ (878,400) | \$ (907,200) | \$ (945,600) |
| Total Revenue | \$ - | \$ 1,560,000 | \$ 2,712,000 | \$ 3,283,200 | \$ 3,366,000 | \$ 3,385,800 | \$ 3,398,400 | \$ 3,513,600 | \$ 3,628,800 | \$ 3,782,400 |
| Expenses | | | | | | | | | | |
| Internal Expenses | | | | | | | | | | |
| Teaching Expenses | | | | | | | | | | |
| Faculty Online Course Development | \$ 120,000 | \$ 160,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 | \$ 80,000 |
| Ladder Faculty Online Teaching | - | - | - | - | - | - | - | - | - | - |
| Lecturer Online Teaching | - | - | - | - | - | - | - | - | - | - |
| Ladder Faculty Classroom Teaching | - | 60,000 | 60,000 | 60,000 | 120,000 | 120,000 | 120,000 | 120,000 | 120,000 | 120,000 |
| Lecturer Classroom Teaching | - | 36,000 | 36,000 | 36,000 | 72,000 | 72,000 | 72,000 | 72,000 | 72,000 | 72,000 |
| GSI - Online Teaching | - | - | - | - | - | - | - | - | - | - |
| GSI - Classroom Teaching | - | 108,000 | 216,000 | 252,000 | 288,000 | 288,000 | 288,000 | 288,000 | 288,000 | 288,000 |
| Total Teaching Expenses | 120,000 | 364,000 | 392,000 | 428,000 | 560,000 | 560,000 | 560,000 | 560,000 | 560,000 | 560,000 |
| Other Academic Expenses | | | | | | | | | | |
| Classroom Space | - | 39,000 | 67,800 | 91,200 | 99,000 | 102,600 | 106,200 | 109,800 | 113,400 | 118,200 |
| Other - External Facilities Costs | - | - | - | - | - | - | - | - | - | - |
| Total Other Academic Expenses | - | 39,000 | 67,800 | 91,200 | 99,000 | 102,600 | 106,200 | 109,800 | 113,400 | 118,200 |
| Administration and Services Staff | | | | | | | | | | |
| Total Admin Staff Headcount | - | 3.00 | 4.50 | 6.00 | 6.00 | 7.50 | 7.50 | 7.50 | 7.50 | 7.50 |
| Admissions | - | 118,400 | 177,600 | 236,800 | 236,800 | 296,000 | 296,000 | 296,000 | 296,000 | 296,000 |
| Student Support | - | 59,200 | 118,400 | 118,400 | 118,400 | 177,600 | 177,600 | 177,600 | 177,600 | 177,600 |
| Career Services | - | 59,200 | 59,200 | 118,400 | 118,400 | 118,400 | 118,400 | 118,400 | 118,400 | 118,400 |
| Other Staff, Variable (e.g., admin support) | - | 74,000 | 111,000 | 148,000 | 148,000 | 185,000 | 185,000 | 185,000 | 185,000 | 185,000 |
| Other Staff, Fixed (e.g., Director) | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 | 148,000 |
| Misc. Staff Expenses | - | 30,000 | 45,000 | 60,000 | 60,000 | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 |
| Physical Space for Admin Staff | - | 4,500 | 6,750 | 9,000 | 9,000 | 11,250 | 11,250 | 11,250 | 11,250 | 11,250 |
| Other Costs | - | - | - | - | - | - | - | - | - | - |
| Total Administration and Services Staff | 148,000 | 493,300 | 665,950 | 838,600 | 838,600 | 1,011,250 | 1,011,250 | 1,011,250 | 1,011,250 | 1,011,250 |
| Marketing and Recruitment | | | | | | | | | | |
| Marketing Staff | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 | 236,800 |
| Advertising | 83,333 | 208,333 | 291,667 | 339,583 | 352,083 | 364,583 | 377,083 | 389,583 | 404,167 | 412,500 |
| Total Marketing and Recruitment | 320,133 | 445,133 | 528,467 | 576,383 | 588,883 | 601,383 | 613,883 | 626,383 | 640,967 | 649,300 |
| Total Internal Expenses | 588,133 | 1,341,433 | 1,654,217 | 1,934,183 | 2,086,483 | 2,275,233 | 2,291,333 | 2,307,433 | 2,325,617 | 2,338,750 |
| Payments to BRCOE or Outside Vendor for Services (if costs listed, provide detailed cost breakdown as separate spreadsheet) | | | | | | | | | | |
| Payment to Vendor 1, e.g., online course development | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Payment to Vendor 2, e.g., marketing and recruitment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Payment to Vendor 3, e.g., technology support | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Payments to Contract Provider(s) | - |
| Program Indirect Expenditures | | | | | | | | | | |
| Campus Assessment | \$ - | \$ 234,000 | \$ 406,800 | \$ 492,480 | \$ 504,900 | \$ 507,870 | \$ 509,760 | \$ 527,040 | \$ 544,320 | \$ 567,360 |
| Total Program Indirect Expenses | \$ - | \$ 234,000 | \$ 406,800 | \$ 492,480 | \$ 504,900 | \$ 507,870 | \$ 509,760 | \$ 527,040 | \$ 544,320 | \$ 567,360 |
| Total Expenses | \$ 588,133 | \$ 1,575,433 | \$ 2,061,017 | \$ 2,426,663 | \$ 2,591,383 | \$ 2,783,103 | \$ 2,801,093 | \$ 2,834,473 | \$ 2,869,937 | \$ 2,906,110 |
| Program Net Revenue | \$ (588,133) | \$ (15,433) | \$ 650,983 | \$ 856,537 | \$ 774,617 | \$ 602,697 | \$ 597,307 | \$ 679,127 | \$ 758,863 | \$ 876,290 |
| Cumulative Program Net Revenue | \$ (588,133) | \$ (603,567) | \$ 47,417 | \$ 903,953 | \$ 1,678,570 | \$ 2,281,267 | \$ 2,878,573 | \$ 3,557,700 | \$ 4,316,563 | \$ 5,192,853 |
| Cumulative Campus Assessment | \$ - | \$ 234,000 | \$ 640,800 | \$ 1,133,280 | \$ 1,638,180 | \$ 2,146,050 | \$ 2,655,810 | \$ 3,182,850 | \$ 3,727,170 | \$ 4,294,530 |
| Cumulative Total University Net Revenue | \$ (588,133) | \$ (369,567) | \$ 688,217 | \$ 2,037,233 | \$ 3,316,750 | \$ 4,427,317 | \$ 5,534,383 | \$ 6,740,550 | \$ 8,043,733 | \$ 9,487,383 |
| Program Breakeven Year | 3 | | | | | | | | | |
| Maximum Investment | (603,567) | | | | | | | | | |
| Program Net Present Value (NPV) (years 1-10) | \$ 1,742,997 | | | | | | | | | |
| Program Terminal Value (NPV of years 11+) | \$ 894,174 | | | | | | | | | |
| Total NPV | \$ 2,637,171 | | | | | | | | | |

Attachment B: Market Study Design Principles and Marketing Strategy at Launch

What criteria should be used to ensure that the market study is capturing the appropriate population?

Selecting the appropriate population—or the right sample in marketing parlance—is essential to the research process. Academic or administrative units undertaking marketing research should plan to allocate a budget to working with a professional firm that supplies panels. While potentially expensive, these companies will undertake the significant task of recruiting and screening the target audience. Departments should avoid the impulse to survey current students or alumni for quantitative surveys, as these populations come with significant research biases.

Specific criteria that researchers should utilize and that program proposal reviewers should assess will vary depending on the specific SSGPDP being proposed. For example, a campus-based part-time program geared toward early career professionals in the Bay Area might want to include the following demographic conditions in the survey criteria:

- Age: At least 22 years old
- Academics: Earned undergraduate degree
- Work experience: 2–10 years
- Location: Within 20 miles of campus
- Employment Status: Full-time

More general criteria to include simply for analysis:

- Gender
- Race
- Current Occupation
- Current Industry
- Income

These last three are particularly important for a program designed to facilitate a career change. The responses will help determine if a respondent has the financial means and basic background to make the switch.

In addition, a quality survey will seek to screen for respondents' attitudes and beliefs. This includes querying whether respondents intend to pursue additional education in the next several years. Other elements include:

- Clearly defined set of research objectives
- Balance of secondary and primary data
- Mix of qualitative and quantitative methods guided by those objectives
- Carefully procured and screened sample for each research component
- Appropriate emphasis on enrollment forecasting and market sizing as well as program interest
- Professional survey software

What criteria should be used to evaluate the results of the market survey to ensure sufficient interest in the program?

For SSGPDPs there is an important distinction between interest amongst the target population and the actual size of that population. A well-designed survey using a professionally-procured sample will indicate interest in the proposed program, but that is separate from determining the quantity of those individuals in the market for the proposed program. For example, the survey may reveal that 90% of respondents have a highly favorable impression of the program. That in itself, however, does not yield sufficient insight into the number of people at that 90% threshold. For this latter objective, specific criteria that researchers should utilize and that program proposal reviewers should assess include the following, all of which should match the specific SSGPDP proposed. For example, a fully online degree targeting mid-career professionals would include the following relevant information:

- **IPEDS data:** This determines the number of degrees granted in the field by the number of institutions. As directional data, it is helpful if the proposed SSGPDP is in an area that is relatively big and growing. Niche programs are difficult to market, and large ones with small growth rates are likely saturated.
- **Online advertising estimators:** Several vendors will provide free tools to estimate the number of students actively searching for a type of degree program. Even if the program does not utilize this type of marketing, it's helpful to assess whether there are hundreds of thousands of searches per year (as is the case for established degrees like MBAs) or hundreds per year, which can be the case for an offering in a new field.
- **Job market:** Most professional degrees will appeal to students seeking career advancement or transition. Assessing the availability and growth in job postings is the most direct way to understand if graduates will have opportunities. Several services now compile and aggregate many online job postings nationally.

The market study should estimate not only demand but also enrollments. Procuring a strong sample for the market study and using the criteria above will yield a general market interest and size but competition, admissions standards, and natural attrition will often winnow this larger pool into a much smaller cohort. SSGPDP proposals should show evidence of modeling the entire marketing and application process; the following framework is just one example with sample numbers provided for clarity.

| Number | Type | Definition |
|--------|-------------------------|---|
| 2,100 | Leads | Total number of students expressing interest |
| 20% | Application Start Rate | Percentage of leads that begin an application |
| 420 | Application Starts | The product of 20% x 2100 |
| 25% | Application Submit Rate | Percentage of starts that finish an application |
| 105 | Application Submits | The product of 25% x 420 |
| 30% | Admit Rate | Percentage of applicants that are admitted |
| 32 | Admits | The product of 30% x 105 |
| 75% | Yield | Percentage of admitted students that attend |
| 24 | Enrollments | The product of 75% x 32 |

Marketing Strategy at Launch

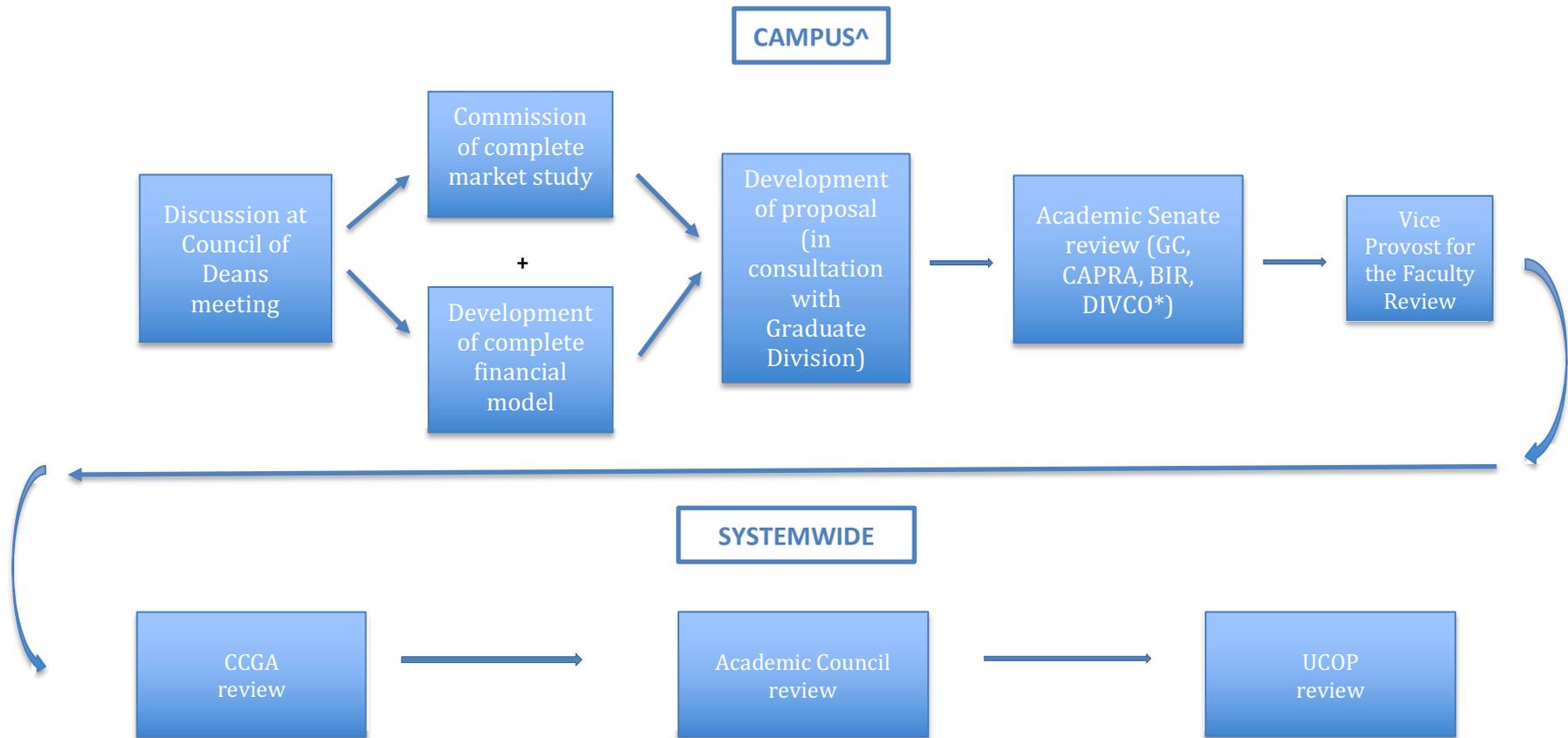
In addition, when programs prepare to launch, they should note the following:

- Academic units should prepare for a significant marketing effort to launch and maintain an SSGPDP. These programs will typically require building awareness and potentially more intensive outreach to compel students to attend. The specific marketing strategies will depend on the nature of the market; if an academic unit is the first to offer a unique program, marketing must provide credibility and clear outcomes whereas an SSGPDP entering a very crowded field will need to provide a powerful alternative.
- Regardless of the specific strategies, marketing an SSGPDP will likely require a major institutional push and advertising investment. This means engaging senior academic leaders and faculty in media relations and PR, as well generally repurposing existing channels such as the website and social media. Advertising is commonly the

best means for reaching a larger number of students. As more universities use this tool for growing SSGPDPs, however, the cost increases.

- Planning the marketing strategy and modeling the costs may require additional skillsets than currently employed by an academic unit to enroll an existing program. As such, academic leaders may wish to engage with internal or external partners.
- The marketing and admissions departments should collaborate closely to ensure a shared vision of a successful student. An SSGPDP may attract a very different population that requires creative messaging from marketers and new evaluation rubrics from admissions. For instance, a program may attract a more experienced working population than a current state-supported equivalent, which means more heavily weighing professional skills.

Attachment C: New Program Proposal Review Workflow



^ As of July 1, 2017, the WASC Senior College and University Commission requires all new degree programs to complete a brief Substantive Change Screening Form. These forms will be submitted during campus review of the proposal. WSCUC staff will review the form to determine if the proposed program represents a change significant enough to warrant "substantive change review". If substantive change review must be conducted, the campus will assist with completion of that process.

* GC: Graduate Council, CAPRA: Committee on Academic Planning and Resource Allocation, BIR: Committee on Budget and Interdepartmental Relations, DIVCO: Divisional Council.

Attachment D: Sample MOU Templates

NB: This sample is provided as a possible template. Academic units are welcome to substitute their own MOU or modify this template as needed to best suit their needs.

MEMORANDUM OF UNDERSTANDING **Enrollment of Students from the Master of [name of degree program]**

The [name of academic unit] agrees to allow students from the Master of [name of degree program] to enroll in the following courses as long as seats are available. Students from state-supported programs shall not be denied seats in favor of self-supporting degree students.

[list courses]

In consideration for each enrolled student, an amount equal to the UC Extension Concurrent Enrollment fee will be charged (current rate is [amount] per unit). The current concurrent enrollment fee can be found at <https://extension.berkeley.edu/static/studentservices/concurrent>.

This MOU will become effective on [date] and will be in effect for [x] years, with renewal based on the mutual agreement of the deans/department chairs. Responsibility to meet the terms of this MOU shall pass to all future deans/department chairs.

This MOU may be terminated before the expiration of the initial term or a renewal term upon written agreement of all parties.

Authorizing Signatures and Dates

Signature

Signature

Print Name

Print Name

Title and Program

Title and Program

Date

Date

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date

SAMPLE

NB: This sample is provided as a possible template between an SSGPDP and faculty from another academic unit and her/his dean/department chair when that faculty member will teach in the SSGPDP. Academic units are welcome to substitute their own MOU or modify this template as needed to best suit their needs.

MEMORANDUM OF UNDERSTANDING **Master of [name of degree program]**

This Memorandum of Understanding (“MOU”) establishes an agreement with [list academic unit with degree program] to allow faculty from [list academic unit of faculty] to develop and/or teach courses offered by the Master of [name of degree program], hereafter referred to as “the Program”.

I. Responsibilities with Respect to Faculty Effort

- A. [Dean/Chair] of [name of home academic unit of participating faculty member below] commits to ensure that [list course(s)] will be taught and refreshed as needed by Professor [name] so that the course can be provided to the Program per the terms of this MOU.

[Specify how this teaching will count toward a participating faculty member’s teaching obligation in her/his academic unit(s).]

- B. Professor [name] agrees to develop and teach the course for [number] years for the Program, with development beginning [term/month and year] and teaching starting in [term/year].

II. Payment for Faculty Effort*

- A. [Specify how the faculty will be compensated for their time]

III Term and Termination

This MOU will become effective on [date] and will be in effect for [x] years, with renewal based on the mutual agreement of the deans/department chairs. Responsibility to meet the terms of this MOU shall pass to all future deans/department chairs.

This MOU may be terminated before the expiration of the initial term or a renewal term upon written agreement of all parties.

* APM 662 (Additional Compensation: Additional Teaching) may apply.

Authorizing Signatures of Deans/Department Chairs and Participating Faculty with Dates

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date

Signature

Print Name

Title and Program

Date