

Final Report

of the

Task Force on Self-Supporting
Degree Programs

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TABLE OF CONTENTS

EXECUTIVE SUMMARY 4

TASK FORCE CHARGE 5

SUPPORT OF CAMPUS MISSION 6

BACKGROUND ON SELF-SUPPORTING DEGREE PROGRAMS 7

TASK FORCE PROCESS 9

REFERENCE TOOLS FOR CAMPUS SSDPS 10

 New SSDP Proposal Process and Timeline 10

 Identification of SSDP Program Requirements and Primary Unit Responsible 12

 Proposed Financial Model for SSDPs 12

TASK FORCE RECOMMENDATIONS 14

CONCLUSION: CAMPUS ACTION STEPS 30

APPENDICES 31

 Appendix A: Task Force Charge Letter A-1

 Appendix B: Office of the President Policy on Self-Supporting Graduate Degree Programs B-1

 Appendix C: Analysis of Charge and Existing Policies C-1

 Appendix D: New SSDP Program Proposal Process and Timeline Flowchart D-1

 Appendix E: SSDP Requirement and Responsibility Matrix E-1

 Appendix F: Proposed Financial Model for SSDPs F-1

EXECUTIVE SUMMARY

On May 10, 2011, Provost and Executive Vice Chancellor Hexter and Senate Chair Powell established a joint Senate-Administration Task Force to provide advice and recommendations regarding self-supporting degree programs (SSDPs) at the University of California (UC), Davis. The specific charge to the Task Force included an examination of the academic quality and experiences of students and faculty within an SSDP, a thorough review of costs and fees in a fully self-supporting environment, and a clear delineation of the governance of these programs from both an academic and administrative point of view.

During a six-month period, the Task Force examined current campus procedures and policies with regard to SSDPs, heard presentations from individuals hosting SSDPs on campus as well as from the UC Office of the President (UCOP), sought advice on self-supporting program structures at other public universities, and pursued an active, iterative process of recommendation development and debate. The Task Force's recommendations include the following:

- A process for complete programmatic and administrative review of new SSDPs.
- A methodology to ensure that campus costs of SSDPs are appropriately recovered.
- An efficient administrative infrastructure for both new and existing SSDPs.
- Proposals to ensure that standards of high academic quality are maintained.
- Proposals to ensure that student experiences are consistent with state-supported programs.
- Consideration of the impacts of SSDPs on faculty workload, merit/promotion, and compensation.
- Identification of issues related to the level of self-supporting fees in light of revenue generation opportunities, market factors, and their relationship to other campus fees.

In addition to the specific recommendations above, the Task Force developed three reference “tools” to aid both administrators and program proposers in developing SSDPs. The first tracks the review and approval process; the second itemizes administrative and academic expectations at UC Davis; and the last helps clarify the financial model envisioned for SSDPs at the Davis campus.

The Task Force reached consensus on all recommendations.

Given the increased interest in SSDPs and mounting expectations regarding the revenue generating potential of these programs, the Task Force believes that it is imperative that the campus take quick action to provide guidance to the campus community on how to implement new SSDPs and strengthen current programs.

TASK FORCE CHARGE

On May 10, 2011, Provost and Executive Vice Chancellor Hexter and Senate Chair Powell established a joint Senate-Administration Task Force to provide advice and recommendations regarding self-supporting degree programs (SSDPs) at the University of California (UC), Davis. The full charge letter is provided as Appendix A.

As stated in the charge, the Task Force was asked to accomplish the following:

1. Recommend a process for the programmatic and administrative review of new SSDPs that can be accomplished in a complete and expeditious manner. The role and scope of each entity involved in the review should be clearly defined.
2. Review existing SSDPs on campus to assess if they are truly self-supporting from the campuswide perspective and recommend a methodology to ensure that all campus costs of SSDPs are appropriately recovered.
3. Review the existing administrative processes and structure for these programs and make recommendations about efficient methods to provide appropriate administrative infrastructure for these programs (new and existing) on our campus.
4. Assess and identify issues related to maintaining the academic quality of both self-supporting and related state-supported degree programs as SSDPs expand and make recommendations on ways to ensure that quality standards are maintained.
5. Assess and identify issues related to the impact of SSDPs on the student experience for both self-supported and state-supported students and make recommendations on ways to address these issues. This should include reviewing issues related to providing academic and non-academic services and financial support to students in SSDPs.
6. Assess and identify issues related to the impact of self-supporting programs on faculty and make recommendations on ways to address these issues.
7. Assess and identify issues related to the level of self-supporting fees in light of revenue generation opportunities, market factors, and their relationship to other campus fees and make recommendations to address these issues.

The work of the Task Force took place in the context of increased interest in the establishment of SSDPs at UC Davis. This interest is driven by factors that include:

- Continued state budget reductions and a lack of state support for new degree programs.
- The UC Commission on the Future's recommendation to expand SSDPs.¹
- Updated UC policies regarding SSDPs that provide additional clarity and some increased flexibility in the types of programs that can be offered as self-supporting.
- The changing global landscape of educational opportunities and delivery methods for prospective students, in particular working professionals and mid-career individuals.

¹ UC Commission on the Future, Final Report, November 2010, page 21.

In establishing this Task Force, the Provost recognized that within the framework of the UC policy, UC Davis has significant flexibility in determining the process and scope of campus level review, approval, and administration of SSDPs. Yet, the campus community requires clarity and guidance on what is expected of SSDPs in the areas of governance, administrative and financial management, and establishing and maintaining quality programs that meet the expectations of students and faculty.

In response, the Task Force approached the charge in a manner that provides recommendations, guidance, and tools to support the better integration SSDPs into the mission of UC Davis. The results are a balance of incentives and safeguards that the Task Force hopes will encourage the development of innovative SSDPs in appropriate disciplines, while instituting practices that ensure full consideration of the inherent risks of this model.

SUPPORT OF CAMPUS MISSION

“The mission of UC Davis, as a comprehensive research university, is the generation, advancement, dissemination and application of knowledge to advancing the human condition throughout our communities and around the world. . . .”²

SSDPs at UC Davis support the campus mission and “Vision of Excellence” by:

- Supporting the efficient, professional administration of SSDPs to advance the university’s academic mission.³
- Expanding the opportunities for non-traditional students to engage in the diverse opportunities to learn and be inspired to lead and excel in solving the challenges of our world.⁴
- Advancing the academic mission through leveraging instructional resources to serve more students and generate additional financial support for other academic endeavors.
- Nurturing the economic prosperity of our region by providing high quality educational opportunities for mid-career professionals critical to ensuring a strong workforce for emerging industries and the business community.⁵
- Fostering innovation and entrepreneurial efforts in teaching through the use of emerging technologies, multi-modal learning, curricular innovations and pedagogical advancements.⁶

The Task Force recommendations provide a framework that will allow SSDPs to excel in these areas as an integrated part of the campus vision in support of the overall mission.

² UC Davis, “A Vision of Excellence,” p. 2.

³ UC Davis, “A Vision of Excellence,” p. 4.

⁴ UC Davis, “A Vision of Excellence,” p. 4.

⁵ UC Davis, “A Vision of Excellence,” p. 4, 11.

⁶ UC Davis, “A Vision of Excellence,” p. 5.

BACKGROUND ON SELF-SUPPORTING DEGREE PROGRAMS

Systemwide Policies

Since 1979, the UC system has recognized that providing graduate education to students who cannot participate in a regular graduate program due to the need to work is consistent with the University's mission to provide graduate professional education. This is documented through a series of policies that authorized the provision of graduate degrees through part-time enrollment, alternate course delivery locations and methods, alternate fee structures for such programs, and further defined the type of students who might benefit from such programs. These programs now operate under the UCOP "Policy on Self-Supporting Graduate Degree Programs" dated September 13, 2011, and have come to be known as "Self-Supporting Degree Programs." This policy is attached as Appendix B.

The introduction to the systemwide policy provides the following high level description of an SSDP:

Self-supporting programs allow the University to serve additional students above and beyond the resources provided by the state while fulfilling demonstrated higher education and workforce needs. Currently, there are populations of working adults not served by UC state-supported programs who would be willing to enroll in self-supporting graduate degree programs. This policy is designed to facilitate the establishment of self-supporting programs by the University and its campuses while ensuring that these programs do not use state resources. The programs will receive no state-support; however, they have the potential to generate resources that would enhance the quality, access, and affordability of core academic program and departments.⁷

This policy also establishes some requirements and high-level guidance for SSDPs, including the key issues summarized below:

- SSDPs should meet one or more of the following criteria: primarily serve a non-traditional student population, be offered through an alternative mode of delivery, be alternatively scheduled, and/or be offered in an alternative location.⁸
- Ph.D. programs and an academic Master's degree program solely or primarily leading to a Ph.D. program cannot be self-supporting.⁹
- SSDPs should be held to the same standards of quality as regular programs, as determined by the campus Graduate Council.¹⁰
- Establishment of any new self-supporting graduate program shall be approved by the campus Graduate Council, Divisional Senate, Systemwide Academic Senate, campus administrators, Chancellor, and UC President according to established procedures.¹¹
- SSDP program tuition and fees should be based on a full and accurate assessment of all program costs and must be reviewed and approved by the UC President and should be levied such that they will cover all program costs.¹²

While the systemwide policy provides a general framework and some specific criteria for SSDPs, many areas exist in which a campus could establish more specific guidance or develop a comprehensive strategy for such programs offered on their campus. For the areas within the purview of each campus, it can also develop procedures to improve consistency and timely review of new SSDP proposals.

⁷ University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 1.

⁸ University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 1.

⁹ University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 2.

¹⁰ University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 2.

¹¹ University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 2.

¹² University of California, Office of the President, "Policy on Self-Supporting Graduate Degree Programs," p. 3.

SSDPs at UC Davis

OP reports that over 40 SSDPs exist systemwide, enrolling over 4,000 students annually, and generating over \$100 million in revenues. UC Davis currently has six programs enrolling approximately 400 students annually and generating over \$10 million in revenue. A seventh program recently received systemwide approval and will launch in Fall 2012. Currently we are aware of an additional eleven new SSDPs under consideration by campus units. Table 1, below, provides some basic information on current SSDPs at UC Davis.

Table 1: Current UC Davis SSDPs

Program/Degree (Unit Offering Degree)	2010-11 Enrollment (headcount)	Location	Target Student Population
MBA, Working Professional (Graduate School of Management)	381	Sacramento Campus, San Ramon off-campus location	Working Professionals
MAS, Clinical Research (School of Medicine)	13	Sacramento Campus	Post-doctoral researchers and current UCD graduate students who need specific clinical training.
LLM, Master of Laws (School of Law, Extension administered)	21	Davis Campus	Adults who already have a law degree, typically internationally trained.
LLM, International Commerce Law (School of Law, Extension administered)	30	Davis Campus	Adults who already have a law degree and seek additional subject matter expertise and training in this topic.
MAS, Maternal and Child Nutrition (Department of Nutrition, Extension administered)	13	Davis Campus	Working professionals who are seeking more specialized training in this subject matter which can lead to Board Certification.
MS, Forensic Science (Graduate Group, Extension administered)	72	Extension Off-Campus Facilities and some on Davis Campus	Adults and working professionals seeking specialized training in this subject.
MPAc, Master of Professional Accountancy (Graduate School of Management)	N/A, program starts 2012, Target enrollment is 35	Davis Campus	Post-baccalaureate students preparing to become CPAs.

Many of the schools or colleges developing new SSDPs have no past experience with such programs. A number of the new SSDPs under consideration are currently (or approved but inactive) state-supported academic programs that would transition to a self-supporting model, a procedure that has not been used on our campus in the past. Additionally, some of these programs are contemplating the use of online instruction, also a relatively new instructional delivery mechanism for the campus.

Currently, UC Davis does not have specific guidelines, outside of the Graduate Council procedures, that inform the campus community on standards or expectations for the establishment, administration, governance, and financial model that self-supporting degree programs should follow. Historically, campus administrative approval of SSDPs has occurred on an *ad hoc* basis, with specific requests addressed to the Provost or Chancellor. In some cases, it is not clear if current SSDPs offered by UC Davis went through any administrative/financial approval outside of their school of college. With the exception of the annual UCOP fee approval process, no standard review occurs for the financial model, administrative structure, enrollment planning, consistency with academic planning, or other aspects of a new SSDP program. As the number of SSDPs on campus is likely to grow, the lack of a standard guidance and campus review and approval process is a cause of concern. The work of the Task Force focused on addressing this campus need for guidance and tools to facilitate the establishment and effective administration of SSDPs.

TASK FORCE PROCESS

To address the many diverse issues posed in the charge, the Task Force established three committees, listed below. Each committee was assigned several specific charges to consider, and all committees were expected to provide input into the process issues posed by Charge 1, which asked the Task Force to develop a process for academic and administrative review of new SSDPs. Each committee had both faculty and administrative representation.

Committee on Academic Quality and Experience: Charges 4, 5, and 6

Committee on Costs and Fees: Charges 2 and 7

Committee on Governance: Charge 3

The Task Force and its committees engaged in a comprehensive process to assess and reach consensus on key issues regarding SSDPs at UC Davis. This process was characterized by the activities described below.

Fact Finding and Assessment Activities

To provide context and lay the groundwork for detailed discussions on the issues raised in the charge, the Task Force work began by engaging in fact finding and assessment efforts that broadly reviewed available information on SSDPs and similar programs. This included the following activities:

- Researching the history and policies surrounding SSDPs in the UC system. This included the development of a comprehensive background paper and conducting a survey of other UC campuses.
- Researching similar models for providing graduate education to working professionals at other public universities. This included a custom research project conducted by the Education Advisory Board (EAB), consultation with staff at the University of Washington, collecting and summarizing policies and sample documents from the University of Washington, and collecting relevant policies from other institutions identified by the EAB project.
- Researching existing campus policies and processes that might apply to SSDPs.
- Inviting presentations from current UC Davis SSDP program staff on the administrative and financial models used by their program(s).

- Inviting a presentation from, and discussion with, staff at UCOP regarding the fee-setting process for SSDPs.
- Collecting comparative data on SSDP program fees and the application of student service fees to different categories of students.

Analyzing and Defining the Task Force Charges

For each of the charges, the Task Force identified key issues relevant to the charge and further defined these issues for discussion by the group. The Task Force then determined if systemwide and/or campus policies already existed that addressed these issues. Based on this analysis, the committees focused their efforts on administrative and academic issues for which the campus has discretion to establish guidelines or policies, or where campus level clarification seemed necessary. This analysis is provided in Appendix C.

Deliberation and Development of Recommendations and Tools

Once the initial fact-finding and analysis stages were completed, each of the three committees met to develop specific recommendations on each charge. In addition to recommendations, the committees also developed a reference tool or model related to their topic that can provide concrete guidance to members of the campus community who are administering, developing, or reviewing an SSDP. These reference tools are presented in detail later in this report.

Consensus Building

Upon completion of the committee process, each committee presented their recommendations and findings to the full Task Force. The recommendations were consolidated and analyzed for areas of overlap and disagreement. Task Force members were also provided with an opportunity to raise issues that may not have been fully addressed in the committees. Given the number and complexity of the issues considered across all committees, the areas of disagreement between committees were relatively few in number. These unresolved issues were consolidated into a single document and the Task Force held two final meetings to develop workable agreements. Ultimately, the Task Force reached consensus on all recommendations.

REFERENCE TOOLS FOR CAMPUS SSDPS

In addition to the specific recommendations, the Task Force developed three reference “tools” to aid both administrators and program proposers in developing SSDPs. The first tracks the review and approval process; the second itemizes administrative and academic expectations at UC Davis; and the last helps clarify the financial model envisioned for SSDPs at the Davis campus. These tools also provide a more detailed context and graphical representation to support aspects of the Task Force recommendations presented later in this report.

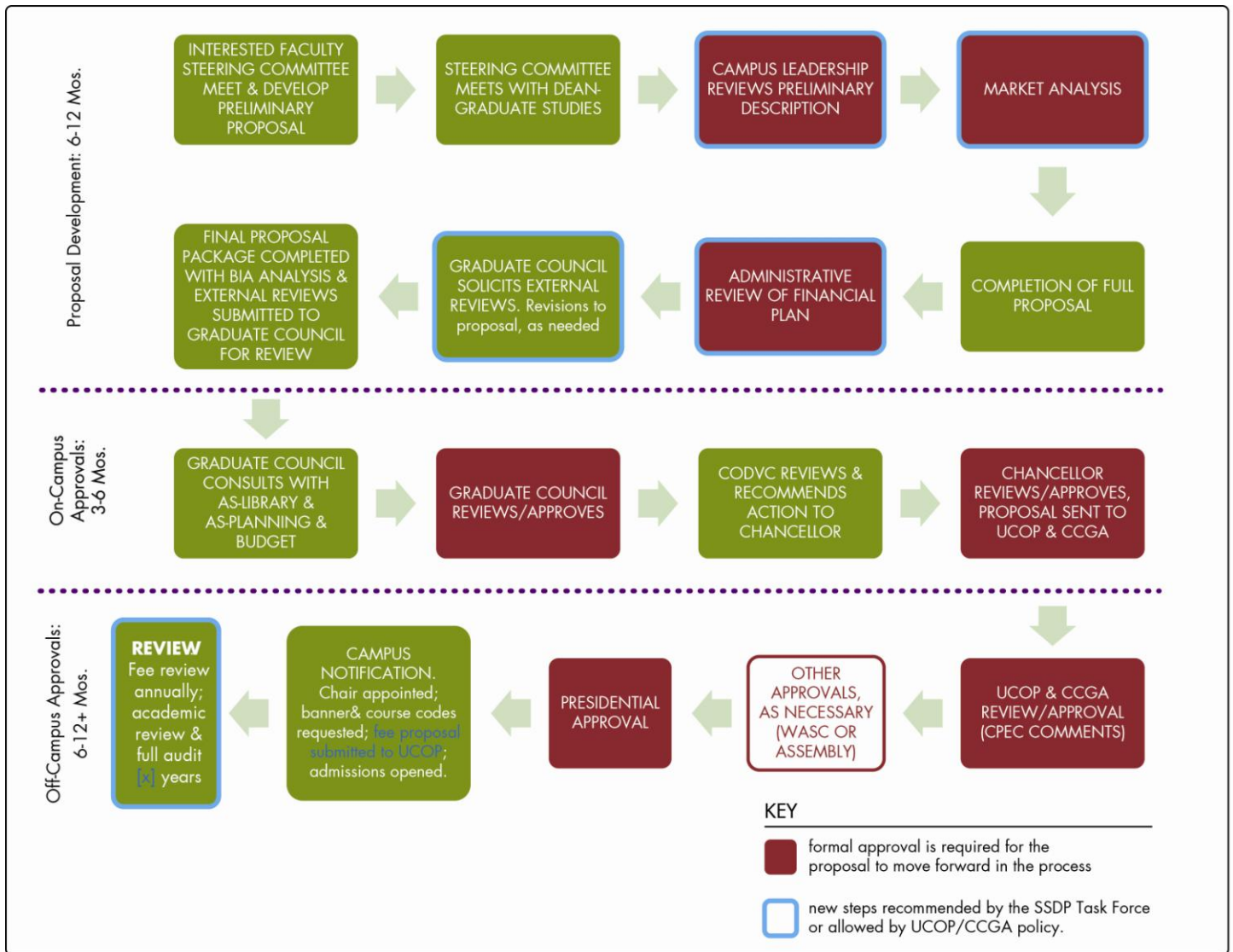
New SSDP Program Proposal Process and Timeline

Charge 1 to the Task Force asked for a clear process that a new program must follow to become an SSDP at UC Davis. Figure 1 (also provided as Appendix D) identifies the academic and administrative review process recommended by the Task Force. Task Force members noted that the formal approval process, both locally and systemwide, generally moves more quickly when the proposal submitted is of high quality. Therefore, the Task Force flowchart emphasizes the development of high-quality SSDP proposals early in the process by adding a limited number of additional review steps during the proposal development phase. In addition, the Task Force recommends that campus leadership evaluate the program’s overall contribution to the strategic mission of the campus and thereby to safeguard against the development of SSDPs primarily on the basis of financial incentives.

In Figure 1, below, the steps outlined in blue are new for SSDPs. All other steps are already a part of the process for any new campus proposals (SSDP or non-SSDP). Red boxes indicate a “hurdle” step that

could result in a proposal not moving forward in the approval process as an SSDP. In cases such as this, programs may still choose to move forward as a new state-supported program.

Figure 1: New Self-Supporting Degree Proposal Process and Timeline



Identification of SSDP Program Requirements and Primary Unit Responsible

Since SSDPs are expected to fully fund all costs of operation, the Task Force believes that it is important that the scope of the activities required to administer an SSDP be defined for the campus community. Additionally, since administrative support for SSDPs can be provided by a campus entity outside of the academic unit offering the degree (e.g. University Extension), it was important to define which activities must be the primary responsibility of the academic unit vs. an administrative unit, although close ongoing coordination between these units would be expected and encouraged.

The “SSDP Requirement and Responsibility Matrix,” provided as Appendix E, was developed by the Task Force as a tool for existing and potential SSDPs to use to evaluate the expected workload and administrative roles in offering an SSDP. This tool primarily supports the recommendations made to address Charge 3 and provided a framework for Task Force discussions regarding the roles and responsibilities of campus units and the scope of the administrative infrastructure necessary for an SSDP. It should be noted that, in some cases, an academic unit would also provide some or all of the administrative support for an SSDP directly (e.g., the Graduate School of Management currently provides all of the administrative support for the Working Professional MBA programs). Additionally, it is expected that individual SSDPs may determine that an additional activity is required to effectively support or administer the program. Therefore this matrix should not be viewed as establishing a required program structure, but as a guide to ensure that SSDPs are aware of the expected baseline level of workload and that these critical activities are provided by an appropriate campus entity.

Proposed Financial Model for SSDPs

The Task Force Committee on Costs and Fees evaluated the current financial models used by SSDPs at UC Davis, models used at other UC campuses, and information from the University of Washington on how they support “fee-based degrees”. This resulted in the development of a proposed financial model for use by SSDPs at UC Davis that was adopted by the Task Force and forms the basis for recommendations addressing Charge 2. This model would standardize and define the budget categories, terminology, and structure used by these programs to manage the financial aspects of an SSDP. This proposal also takes into consideration the need to align a proposed financial structure with the proposed governance structure for SSDPs, as is outlined in the “SSDP Requirement and Responsibility Matrix”, and how this model might operate under the new incentive-based budget model that will be implemented for the campus in fiscal year 2012-13. The full document describing this model is provided as Appendix F.

The proposed financial model is based on the following guiding principles and goals:

Principle 1: Program budgets must address all costs of operating a UC Davis SSDP.

- Goal: Ensure that SSDPs are not supplemented by state or tuition funds.
- Goal: Ensure that all necessary costs are identified to support long-term program viability (especially as new programs are considered).
- Goal: Support the expectation that true costs are considered as part of the annual student fee setting process for these programs.

Principle 2: Keep budget and accounting mechanisms simple.

- Goal: Keep administrative burden for program operations reasonable.
- Goal: Reduce use of direct cost agreements between academic and support units.
- Goal: Provide more consistency between SSDPs in the process and costs for receiving comparable central campus services.
- Goal: Basic budget structure must be flexible enough to accommodate variations in programmatic design and delivery.

Principle 3: SSDP programs should receive, and pay for, all appropriate central campus services and infrastructure as other degree programs offered by UC Davis.¹³ (Note: This is a separate issue from the level of access that SSDP students have to campus student services and activities, which will be addressed under a separate discussion.)

Goal: Reduce or eliminate inconsistencies between the services provided and paid for by SSDPs across the campus.

Goal: Recognize that SSDPs operate in an environment that is supported by a comprehensive campus infrastructure that was developed and paid for by other fund sources over time.

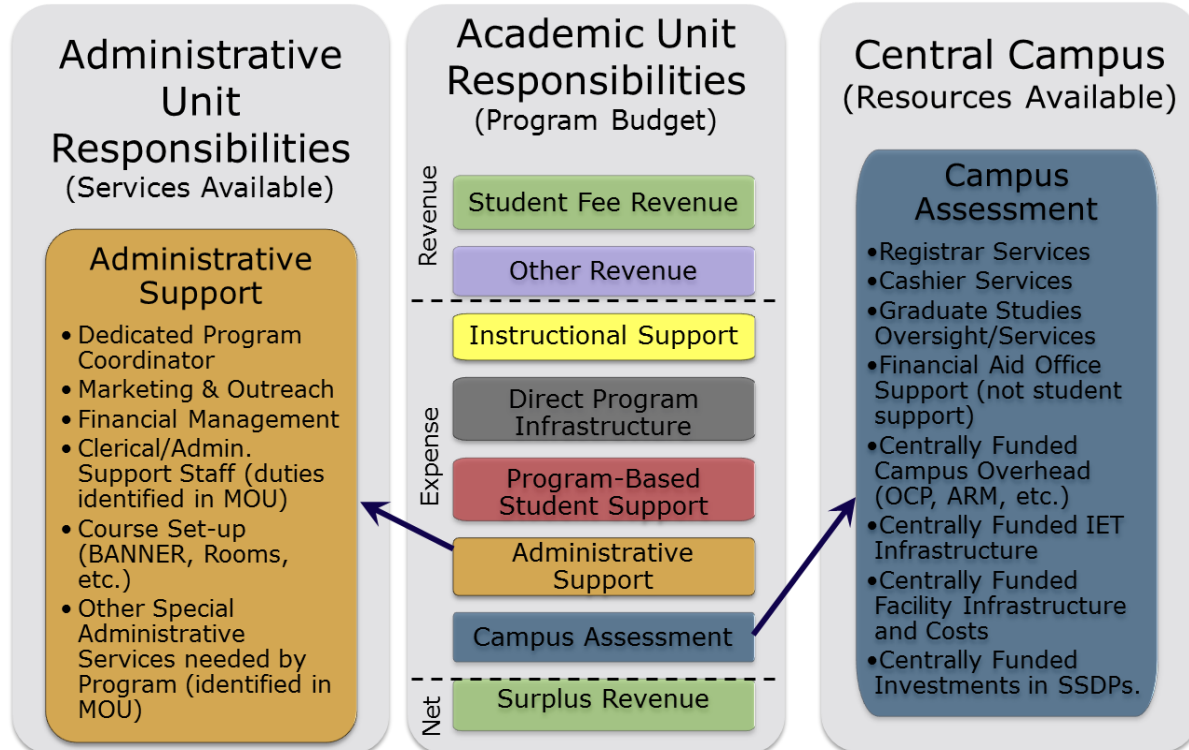
Principle 4: The inherent risks and opportunities of offering an SSDP should be recognized and addressed in the financial model for these programs.

Goal: Support the expectation that, over time, SSDPs will generate surplus revenue that is reinvested in other academic programs.

Goal: Establish a mechanism for campus investment in SSDPs from appropriate fund sources.

Figure 2, below, provides a schematic representation of the proposed financial model for SSDPs by the budget category and campus entity that would likely provide the services or resources needed for SSDPs to operate. It also represents the flow of resources and responsibilities that would need to be in place to implement this model. This model assumes that an SSDP would have a single, distinct, program budget managed by one campus entity (the “Academic Unit”) which would cover all program costs, but that services and resources could be provided by a variety of campus units. A full description of the figure and definitions of the terms used in the proposed model is provided in Appendix F.

Figure 2: Proposed SSDP Financial Model



¹³ There may be some services and infrastructure costs associated with off campus SSDPs that are not comparable to other degree programs that could be granted exceptions to aspects of this Principle.

TASK FORCE RECOMMENDATIONS

CHARGE 1

Recommend a process for the programmatic and administrative review of new self-supporting degree programs that can be accomplished in a complete and expeditious manner. The role and scope of each entity involved in the review should be clearly defined.

Reference Number	Task Force Recommendations
1.1	Eligibility to Propose an SSDP. All graduate degree programs that meet the criteria of the UC Policy should be eligible to propose a SSDP.
1.2	Impetus for an SSDP. The impetus for SSDPs must come from the faculty themselves. A group of faculty with expertise in an area that seems likely for development of an SSDP may be charged to determine whether they have interest in developing a program (and provided with seed money from a dean/dept/other), but faculty interest must be the determining factor in beginning such an initiative. If faculty are interested, the next determining factors must be whether a market need exists for the program, and whether the program has strategic value to the campus as determined by the campus strategic plan or a body charged with such a task.
1.3	Approval Process. New SSDPs will follow the same proposal development and review process as any graduate degree with the following additions or modifications: <ul style="list-style-type: none"> • Campus leadership will screen preliminary proposals for alignment with strategic vision (See Recommendation 1.4). • A market analysis must be completed and show that the program is viable as an SSDP (See Recommendation 1.5.). • An administrative review of the program’s financial plan will be completed prior to submission for review (See Recommendation 1.6). • External reviews will be solicited and completed by Graduate Council prior to formal review by Graduate Council (See Recommendation 1.8.). The full process proposed is outlined in Appendix D.
1.4	Screen Proposals for Strategic Vision. The Task Force recommends that the Provost establish a process to conduct a pre-screening of new graduate degree proposals by campus leadership to determine if they are aligned with the strategic vision of the campus prior to their submittal to Graduate Council for review. It is envisioned that this could occur by requiring the Lead Dean sponsoring a new program to submit a short “letter of intent” type document that would provide a brief description of the proposed program and some explanation of how it is strategically aligned with the campus vision. This recommendation is intended to address concerns about how to protect the UC Davis brand, ensure that proposed programs are appropriate for our campus, and guard against degree establishment solely on the basis of financial incentive. Additionally it is expected that early screening may reduce the workload and timeframes of establishing new degrees by eliminating some proposals early in the process, leaving more time for staff and faculty to focus on more viable programs. See Appendix D.

Reference Number	Task Force Recommendations
1.5	<p>Market Analysis. Any academic unit proposing a new SSDP must complete a comprehensive market analysis based on empirical data that, at a minimum 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, other programs that exist that would compete for the target audience, and potential program enrollment. It may also be appropriate for existing programs to formally re-evaluate their market periodically. The Task Force recommends that centralized resources be made available to support the initial market analysis and business modeling. This could be accomplished through a shared service model. See additional related recommendations in 2.4. See Appendix D.</p>
1.6	<p>Administrative Review of SSDP Financial Plan. The Task Force recommends that an administrative review of a proposed SSDP budget and business model be conducted by the appropriate campus entity (such as Administrative Resource Management/Budget and Institutional Analysis) prior to formal submittal of the proposal to Graduate Council for review. The findings of this review should be included with any program submittal so that they can be considered by the Council in their evaluation of the program proposal.</p> <p>This administrative review should, at a minimum:</p> <ul style="list-style-type: none"> • Assess the proposed program budget to ensure that all necessary costs are identified and can be recovered through the proposed program fees. • Ensure that the activities reflected in the “SSDP Requirements and Responsibilities” (Appendix E) are reflected in the financial plan and funded appropriately for the size of the program. • Review the market study conducted to ensure that a market truly exists for the program, • Review enrollment and revenue assumptions, and • Generally evaluate the business model for the proposed program. <p>If this review finds that the proposal would not result in a financially viable self-supporting degree program, it should not continue on in the approval process as an SSDP.</p> <p>The Task Force notes that if a proposal continues in the approval process, and significant changes are made in the business model in response to academic quality concerns, it will be necessary to have a follow-up administrative review later in the process to establish that the changes have not affected the proposal’s viability to operate as a SSDP.</p> <p>It is recommended that the administrative review should be completed within 30 days of the submittal of a complete proposed financial plan (including the market study) for the SSDP. Entities proposing a new SSDP would be encouraged to consult with BIA while developing their proposal to ensure its completeness prior to submittal.</p> <p>Additionally it is recommended that standard tools and guidance be provided to potential SSDPs to assist in developing their business model and budget early in the development process (See also recommendations 2.4 and 2.1). See Appendix D.</p>

Reference Number	Task Force Recommendations
1.7	<p>Academic Quality Review of Proposed SSDPs. Proposed SSDPs must have both an academic quality review and financial review process. For academic quality, the Graduate Council’s proposal review process will serve this purpose. In addition, an important aspect of the Graduate Council review will be to determine how faculty teaching and service will be compensated and how this will affect an individual faculty’s other teaching or administrative responsibilities (particularly for regular graduate programs).</p>
1.8	<p>Expediting the Review Process. The Task Force recommends that to expedite the review of SSDPs at the system-level, the campus should take advantage of the approved option that allows for the external reviews to be conducted while the proposal is at the campus-level, prior to formal submission to Graduate Council and the Coordinating Committee on Graduate Affairs (CCGA). It should be noted that this will result in additional costs at the campus level. The Task Force strongly recommends that those preparing a proposal for a new SSDP consider the following practices, which may expedite the process at the campus level:</p> <ul style="list-style-type: none"> • Submitting an initial proposal that is clearly written, thorough, and reflects strong initial planning and analysis. • Responding quickly to questions from external reviewers and Graduate Council. • Dedicating staff to shepherd the proposal through the review process. • Submitting proposals to Graduate Council and CCGA during the Fall or Winter quarters. <p>The Task Force further recommends that campus and Graduate Council consider the following steps to increase the timeliness of external reviewers completing reviews:</p> <ul style="list-style-type: none"> • If, after a period not to exceed 30 days from receiving the proposal, no response is received from an external reviewer, steps should be taken to replace that individual. • The level of pay for reviewers to ensure that reviews are given priority and completed in a timely manner. • Ongoing consideration of other ways to expedite the review process.
1.9	<p>Process to Transition from State to Self-Support. Any existing state-supported program that wishes to transition to a self-supporting model or add a self-supporting track must meet the criteria for self-supporting programs as outlined in the UC policy and must go through the same approval process as all other new programs. Currently, CCGA considers a change from state-supported to self-supporting a substantive change that requires their review and approval. To the extent that aspects of the current program are not changed, the timeline for proposal preparation and campus review may be shorter as compared to proposals that do not already exist as state-supported. Transition to self-supported may be appropriate for a state-funded program that is discontinued for lack of financial support but can still demonstrate quality, faculty interest, market need, and strategic value to the campus. Programs discontinued for quality or academic concerns would not be eligible to transition to self-supporting.</p>

Reference Number	Task Force Recommendations
1.10	<p>Use of State Funds During Transition Period. The Task Force recommends that only programs transitioning from state-supporting to self-supporting be allowed to transition to self-support over time. New programs would not be allowed to use any state funds even during start-up.</p>
1.11	<p>Multiple Tracks. A unit may offer a degree program with two tracks – one self-supporting and one state-supported – if both tracks use same degree requirements (in order to offer the same degree title); additionally, the base “student quality standard” (e.g. admission, progress, degree certification standards) must be identical between the tracks. Additional standards on top of the base standards (e.g. work experience for admission to the self-supporting track) are allowable pending Graduate Council review of the degree requirements to be sure the base quality standards are the same.</p> <p>In addition to the above, in proposing such a dual track program, justification must be provided as to how the self-supporting track meets the SSDP policy requirements (including criteria noted in Section I.A. of the UCOP policy), and include strong rationale outlining the need for two tracks.</p> <p>The new campus budget model should help units proposing such a dual track model to account separately for state-supported and self-supported students. However, Graduate Council and BIA will need to determine how an audit and academic review of such a program should be conducted.</p>
1.12	<p>Required Memoranda of Understanding (MOUs) (summary of statements found elsewhere in recommendations). Prior to implementing an SSDP, the academic unit offering the program must enter into one or more MOUs that address the following issues:</p> <ul style="list-style-type: none"> • Agreement between the academic program’s Lead Dean and an administrative entity that provides support services to the program. This MOU should clearly define the roles and responsibilities of each and close ongoing coordination would be expected and encouraged. In a situation in which the Lead Dean is also responsible for the administrative aspects of a program, clear documentation should be provided of the administrative activities that will occur associated with the SSDP and how they will be accounted for and provided for in a manner that is clearly separate from any similar support provided to self-supporting programs that are also under the purview of that Dean. (See Recommendation 3.5 for more information on this topic.) • Agreement between the Lead Dean and any department(s), graduate groups, and/or other dean’s participating in the SSDP regarding the distribution of surplus revenue generated by the program and responsibility for risk should the program not be self-sustaining. (See Recommendation 2.3 for more information on this topic.) • Agreement between the Lead Dean and any participating department (s), graduate groups, and/or other dean’s regarding the teaching commitment of faculty for the SSDP and method of compensation (See Recommendations 2.7 and 6.1 for more information on this topic.)

Reference Number	Task Force Recommendations
1.12 continued	<ul style="list-style-type: none"> • Agreement between the Lead Dean and another academic unit which may provide SSDP students with access to state-funded courses through either cross-listing or open campus on how this access will be provided and how student revenue/costs will be distributed. (See Recommendation 7.4 for more information on this topic.) <p>If, after an SSDP is implemented, a new department/graduate group/or dean starts participating in the SSDP, an MOU would need to be updated or established to include this unit.</p> <p>The Lead Dean may determine that other issues critical to effectively offering the SSDP should be included in an MOU.</p> <p>It is expected that the MOU(s) would be in effect for a limited time period and then be re-evaluated and updated upon expiration. If significant changes in program design or participation occur prior to expiration, the MOUs should be updated to reflect these changes.</p> <p>The MOU(s) for each SSDP should be kept on record by the “Coordinating Body” located in the Office of Graduate Studies (described in Recommendation 3.5).</p>
1.13	<p>Periodic Reviews of SSDPs. SSDPs are subject to regular Graduate Council program reviews (typically 3 years initially and 7-8 years thereafter) and annual UCOP reviews of self-supporting status for purposes of setting program fees. In addition, the Task Force recommends that the following regular reviews occur:</p> <ul style="list-style-type: none"> • A campus audit and/or administrative review • A review and update of the MOU with all campus units involved in the program. <p>The Graduate Council and administration should coordinate the program review and the audit/MOU review to ensure SSDPs are not overburdened with conflicting review periods; ideally, the reviews would occur together. The Graduate Council may wish to review SSDPs more often than state-supported programs, however the Task Force does not recommend a review period shorter than every 3 years for the first review and every 5 years thereafter for favorable reviews.</p> <p>The Task Force also recommends that during the program review Graduate Council make a determination as to whether SSDP responsibilities have detracted from state-supported graduate programs based on a review of faculty participation. This review would track changes in individual faculty participation in graduate programs over time; a SSDP would need to provide documentation provided by the faculty member that includes: what courses have been taught each year since the last review, from where the compensation for those courses came (department expectation, overload, etc.), what other administrative service the faculty member has participated in for all graduate programs and SSDPs and the source of the compensation for those activities.</p>

Reference Number	Task Force Recommendations
1.14	<p>Discontinuing a SSDP. The Task Force recommends that the discontinuation of an SSDP follow the same process in place for discontinuation of any other graduate program. The process for discontinuing a degree program is outlined in PPM200-25 and suspension of admissions can be either initiated by Graduate Council for cause or voluntarily suspended at the request of the program according to Graduate Studies Policy GS2006-01. Under these policies, the Graduate Council can initiate the discontinuation of a program based on quality concerns, and a Dean and/or faculty group can initiate the discontinuation of a program for other reasons. Because the factors that are considered in the discontinuation of an SSDP are the same as those considered in program establishment, lack of financial viability is a valid and appropriate criterion for discontinuing the program. The Task Force assumes that the “financial reserve” in the program’s budget model will be sufficient to cover the costs of program discontinuation.</p>
1.15	<p>Applicability of Task Force Recommendations to Current SSDPs. The Task Force recommends that existing SSDPs conform to any new policies or guidelines established as a result of the Task Force recommendations within a reasonable period of time, not to exceed 3 years. It is expected that the next program review after new campus policies or guidelines are established will evaluate the status of implementation of these changes on existing SSDPs. Should implementation of these policies result in any change in degree requirements, the program is expected to follow Graduate Council Policy GC2000-02 to ensure that current students are not adversely affected by these changes. The Task Force recommends that during the transition to the new campus budget model, campus treat SSDPs in a similar manner to all other academic programs in the first year.</p>

CHARGE 2

Review existing self-supporting degree programs on campus to assess if they are truly self-supporting from the campuswide perspective and recommend a methodology to ensure that all campus costs of self-supporting degree programs are appropriately recovered.

Reference Number	Task Force Recommendations
2.1	<p>Financial Model for SSDPs. Adopt the financial model for SSDPs that is outlined in Appendix F. This model addresses the issues of cost recovery and separate budgeting/accounting for SSDPs as well as integrating the financial structure with the likely governance structure for these programs.</p>
2.2	<p>SSDP Budget. All self-supporting degree programs should be required to establish an annual budget that identifies all costs associated with the program and allocates those costs to specific expenditure categories. The required funding categories are intended to ensure that the SSDP is provided appropriate support and planning to cover all necessary central costs. See categories outlined in Appendix F.</p>
2.3	<p>Generation and Use of Surplus Revenue. Each SSDP should be expected not only to “break even” (including campus assessments) but to generate surplus funds. Over time, SSDPs should be expected to result in an added financial benefit to the unit offering the SSDP. Administrative units offering an SSDP should maintain a reserve for the program.</p> <p>All surplus revenue from an SSDP will remain with the academic unit that offers the program. In general, it is expected that the Dean of the School or College offering the program will have discretion over the use of surplus revenue. These funds will be generally available to support the academic mission of that unit. However, the Task Force recommends an expectation that a portion of the surplus revenue from an SSDP will be dedicated to student support for graduate academic students within the unit. In the case of a program that is based in a department or graduate group, an MOU must specify revenue- and risk-sharing agreements between the Dean, Department, Graduate Group, and/or other contributing units/deans. These agreements must be in place between all parties prior to initiating an SSDP program. (Refer to Appendix F for the definition of “surplus revenue.”)</p>
2.4	<p>Campus Investment. Campus should establish a centralized investment fund to support the start-up of new SSDPs. Resources for this fund could come from a portion of the campus assessment paid by these programs. This fund would be managed centrally and support activities such as market studies, limited-term program development support, and program start-up costs. This fund would provide an incentive for units to consider establishing an SSDP and help ensure the quality of those that go forward in the approval process. See Appendix F.</p>

Reference Number	Task Force Recommendations
2.5	<p>Responsibility for Financial Risk. Campus should expect the academic unit offering the SSDP to be responsible for the long-term financial risk if an SSDP ultimately is not able to maintain a self-supporting model. The academic unit would be expected to bear the cost of ensuring that students in the program be given the opportunity to complete their studies, meet all long-term financial commitments of the program, and maintain any faculty hired or supported on the basis of SSDP funding. As a result, it is strongly recommended that SSDPs maintain an appropriate reserve at the academic home’s decanal level that could be a source for any potential “shut-down” costs and act as a buffer if program enrollment fluctuates. See Appendix F.</p>
2.6	<p>Campus Assessment. In general, SSDPs would be expected to pay a campus assessment similar to all other academic programs on campus under the new campus budget model. This assessment would be expected to address all “overhead” and should eliminate the need for additional direct payments to central campus units. SSDPs would have the same access to all campus resources as other academic programs. This recommendation is made with the caveat that the campus assessment should not be applied to SSDP expenditures for direct program infrastructure (such as leased space for off-campus programs) and that additional exclusions from the assessment may be appropriate for SSDPs depending upon what is ultimately funded through the assessment. See Appendix F.</p>
2.7	<p>Determining Value of Faculty Participation in SSDPs. Generally, it is recommended that the value of faculty workload should be prorated based upon the total teaching load, taking into consideration mentoring of graduate students, and faculty salary. However, it is recognized that: 1) teaching workloads vary by department/college/school/division, 2) there are several methods to compensate faculty for teaching, and 3) each program may need to determine the most appropriate method.</p> <p>The options for faculty compensation are:</p> <ul style="list-style-type: none"> • Prorating the faculty salary based on teaching in SSDP in proportion to the total teaching load (freeing up a portion of regular salary for other use by Department/School/College/Division). • Course “swap” whereby a portion of a faculty member’s normal teaching commitment is exchanged for teaching in a SSDP (freeing up a portion of regular salary for other use by Department/School/College/Division). • Overload payments per campus policies. • Additional compensation through “summer salary.” • Compensation directed to a faculty research account (Supports other faculty activities, perhaps graduate students). • Additional compensation that could be distributed through a negotiated compensation plan, such as the Health Sciences Compensation plan in the School of Medicine, or any other similar plan that may be implemented in the future. Department/School/College/Division compensation plan policies and implementation procedures may need to be revised to address the distribution of revenue from an SSDP prior to using this method of compensation.

Reference Number	Task Force Recommendations
2.7 continued	SSDPs must also develop a compensation policy/plan regarding academic contributions other than teaching; these include 299/research funding for lab support, administrative service (program committees), course development, adviser, and student committee service. An allocation for these services should be provided to the department of the participating faculty member for distribution in accordance with the department/school/college/division policy.
2.8	<p>Use of Non-State, Non-Fee Based Funds. It is recommended that SSDPs should generally not be established on the basis of other available time-limited non-state funds. SSDPs need to be based on a sustainable long-term model with student fees as the primary fund source. SSDPs should only be supplemented by non-state funds that are not based on student fees in the following circumstances:</p> <ul style="list-style-type: none"> • As seed funding for program implementation. • For limited-term or supplemental expenses if the funds are limited-term in nature (i.e. grant sources). • Only for ongoing costs if the funds are from a permanent source such as an endowment. <p>Additionally, regardless of the external funds available to support the program, students should be expected to pay fees at a level determined in the same manner as other SSDPs (program cost and market). Should external funds be available for student support this should be implemented as a program expense, not as an offset for student fee revenue. This recommendation is intended to ensure that any additional non-state funds used to support an SSDP are applied in a manner that would not jeopardize the long-term viability of a program by committing to ongoing costs or artificially low fee levels that are not sustainable.</p>

CHARGE 3

Review the existing administrative processes and structure for these programs and make recommendations about efficient methods to provide appropriate administrative infrastructure for these programs (new and existing) on our campus.

Reference Number	Task Force Recommendations
3.1	Administrative Structures. All SSDP programs must show that they have appropriate administrative structures in place to adequately administer the program, similar to those provided for a state-supported program. This can be accomplished through partnering with an entity that provides administrative support functions for the program.
3.2	Roles and Responsibilities. To ensure that SSDPs are aware of all activities that the program must perform to be self-supporting, and whether the responsibility for those activities is academic or administrative in nature, the Task Force has developed the “SSDP Requirement and Responsibility Matrix.” It is recommended that this matrix be adopted as the document that defines roles and responsibilities for these programs and as a tool for use by current and proposed SSDPs to establish program expectations. See Appendix E.
3.3	Identification of “Lead Dean.” All SSDPs must clearly identify an academic dean who will be the “Lead Dean” responsible for all academic aspects of the program and will be responsible for ensuring that appropriate administrative support for the program is established and maintained.
3.4	Definition of “Lead Dean.” The Task Force found that although the term “Lead Dean” for graduate groups and other academic programs is familiar on our campus, information on how this is defined is not easily accessible and may not be generally understood. Therefore, the Task Force recommends that the appropriate campus entity, Graduate Council/ Graduate Studies, update or create a definition of the role of “Lead Dean” for graduate programs.
3.5	Central Services Model for SSDP Administration. The Task Force recommends that the campus establish a centralized “Coordinating Body” to ensure that integrated administrative support is provided to SSDPs to enhance their consistency and efficiency. The Task Force also recommends that this Coordinating Body be located in the Office of Graduate Studies; and that, working with University Extension and other units on campus, it provide central campus services, if needed, while avoiding the unnecessary replication of procedures and processes already successfully in place at UC Davis.

CHARGE 4

Assess and identify issues related to maintaining the academic quality of both self-supporting degrees and related state-supported degree programs as self-supporting degree programs expand and make recommendations to ensure that quality standards are maintained.

Reference Number	Task Force Recommendations
4.1	<p>SSDP Admission Standards and Academic Progress. The academic standards for admission to the SSDP and progress must be the same as standards for regular academic programs as established by UCOP, CCGA, Graduate Studies, Graduate Council, etc.</p>
4.2	<p>SSDP Students and Degrees. SSDPs should primarily serve working mid-career professionals.</p> <p>As the Master for Advanced Studies (MAS) degree title has been used in the past to denote self-supporting programs, the Task Force recommends the continued use of this title as well as other appropriate disciplinary titles for SSDPs (M.A., M.S., etc.).</p> <p>Also, SSDPs should seriously consider whether offering a thesis/research plan is prudent; it may be more appropriate to offer only the master's Plan II (project/comprehensive exam) depending on the workforce training requirements and the nature of the discipline.</p> <p>Concerning non-degree programs, such as Graduate Academic Certificate (GAC) programs, SSDP students may participate following regular admission practices. Students will pay the appropriate fees based on what type of program offers the course (SSDP or state-supported) and whether the student is registered as self-supporting or state-supported, as discussed in Recommendation 7.4.</p>
4.3	<p>Definition of Degree Eligible to be Self-Supporting. The UC Policy specifically states that a degree that is not an academic master's degree program that solely or primarily leads to a PhD is not eligible to become an SSDP. The Task Force recommends that the Graduate Council be requested to define the meaning of an "Academic Master's Leading Solely or Primarily to a Ph.D." in the context of the UCOP Policy on Self-Supporting Degree Programs as it would apply to UC Davis. In the event that Graduate Council is unable to define campuswide criteria for this, the Task Force recommends that each program seeking SSDP approval be required to address this issue in their proposal.</p>
4.4	<p>Definition Full and Part-time Enrollment in an SSDP. Davis Divisional Bylaw 80.B.11 outlines the authority of Graduate Council "to set policies and standards for admission to full- and part-time graduate status." Davis Divisional Regulation 702 stipulates that full-time graduate students are those enrolled in 12 units a quarter, while part-time graduate students enroll in 6 units or less per quarter. Therefore, the Task Force recommendation is to apply these same criteria in effect for "regular" graduate programs to SSDPs. The Task Force also recommends that SSDP proposals outline whether the program will be full-time, part-time, or if the program would support both full-time and part-time students, as is reasonable to enroll their intended audience.</p>

Reference Number	Task Force Recommendations
4.5	<p>Dual Enrollment/Double Major between Regular vs. SSDP. Students cannot dual enroll or double major in an SSDP and state-supported degree program. Admission to each type of program must be separate and distinct and follow the admission practices approved by the Graduate Council and the Dean of Graduate Studies. Accordingly, students cannot use the “Petition for Change of Graduate Major, Degree Objective, or For Double Graduate Major”. This does not apply to GACs (see recommendations 4.2 and 4.7 below).</p>
4.6	<p>Cross-Enrollment in Regular vs. SSDP Courses. State-supported students may enroll in self-supporting courses and self-supporting students may enroll in state-supported courses. The student would need to meet the following criteria:</p> <ol style="list-style-type: none"> 1. Meet all prerequisites of the course; 2. In some cases, may need permission from the instructor to enroll; and, 3. Pay extra fees to access that course as discussed in Recommendation 7.4.
4.7	<p>Online Courses. Graduate Council and the Committee on Courses of Instruction should establish a policy regarding online graduate level courses.</p>

CHARGE 5

Assess and identify issues related to the impact of self-supporting programs on the student experience for both self-supported and state supported students and make recommendations on ways to address these issues. This should include reviewing issues related to providing academic and non-academic services and financial support to students in self-supporting degree programs.

Reference Number	Task Force Recommendations
5.1	<p>Financial Aid for SSDP Students. Return-to-aid should not be a requirement for an SSDP; however, the proposal must articulate its aid process (no aid or dedicated set aside funds for financial aid/fellowships for its students, etc.) according to the requirements of CCGA. As CCGA has stated in the past, it believes access and affordability are important values to UC education; therefore, it is important for the SSDP proposal to justify and outline through market research that potential students will be able to afford the fee proposed. It is also important for a proposal to show a commitment to diversity, and outline a plan of recruitment (and perhaps aid, if necessary) that will ensure a diverse student body.</p>
5.2	<p>SSDP Student Access to TA/GSR Appointments. Adhere to the current Graduate Studies policy on TA/GSR appointments for students in SSDPs: GS2011-02.</p>
5.3	<p>SSDP Students and Campus Fees & Related Services. The Task Force recommends that each SSDP be able to determine on a program-by-program basis whether or not their students will pay campus fees and have access to campus student services. The range of fees and services available to these students should be based on a limited, tiered approach to maintain some consistency between programs. For example, SSDPs could be expected to choose from specified (and delimited) levels of access: e.g., all services, only academically necessary services (e.g. library access), or no services. Some members of the Task Force were not comfortable supporting a recommendation that would result in SSDP students being treated differently than other graduate students who are registered “In Absentia.” Therefore, it is further recommended that, prior to issuing a policy with regard to fees and services for SSDP students, the campus reexamine the issue of the level of campus fees paid by students “In Absentia” from an equity perspective.</p>

CHARGE 6

Assess and identify issues related to the impact of self-supporting programs on faculty and make recommendations to address these issues.

Reference Number	Task Force Recommendations
6.1	<p>Teaching Policy. An SSDP must establish a teaching policy that defines how the teaching responsibilities for the SSDP will be divided among the faculty involved in the program, establishes an expectation about how much teaching participating faculty will provide to the SSDP, and how compensation for this teaching will be provided. (Specific options for providing compensation to faculty participating in an SSDP are discussed in Recommendation 2.7.)</p> <p>It is acknowledged that teaching policies are generated at the department/school/college/division of the individual faculty, so expectations of faculty in graduate groups are disparate. Departments may vary in whether graduate teaching is in an overload capacity or included as part of regular load, hence teaching in a SSDP will vary, as well. To address this issue, each department/school/college/division with faculty participating in an SSDP must develop a teaching policy for graduate education that addresses teaching in department-based programs, graduate groups, and SSDPs.</p> <p>The balance of demands between teaching and research should also be considered in developing this policy. This policy must be in place prior to implementing an SSDP and must be included in the proposal to establish a new SSDP. If a faculty member wishes to participate in an existing SSDP, his/her department must establish a teaching policy, as described above, prior to their participation in the program.</p> <p>Agreements regarding the teaching commitment of individual faculty involved in an SSDP must be made with the department where the faculty has an appointment.</p>
6.2	<p>Non-Regular Faculty Teaching. Graduate Council should develop a policy regarding standards for proportion of non-regular faculty (e.g. clinical/adjunct faculty, lecturers, visitors) in graduate programs (which would include SSDPs).</p>
6.3	<p>Use of SSDP Funds to Hire Faculty. Units should be able to use SSDP income to hire faculty, but there needs to be a responsible unit to backstop the salary.</p>

CHARGE 7

Assess and identify issues related to the level of self-supporting fees in light of revenue generation opportunities, market factors, and their relationship to other campus fees and make recommendations to address these issues.

Reference Number	Task Force Recommendations
7.1	<p>SSDP Fee Levels—Compared to Regular Fees. To ensure that the UC Davis “brand” is maintained and that state funds do not subsidize SSDPs, SSDP fees should never be lower than the tuition and fees paid by state-supported students. In addition, the Task Force finds that SSDP fee levels are more appropriately compared to those paid by nonresidents, since the concept of nonresident tuition is that it is charged in lieu of state-support.</p>
7.2	<p>Consideration of Market in Fee Setting for SSDPs. The Task Force does not recommend a required differential between SSDP fees and tuition. However, SSDPs should be encouraged to maximize revenue by setting fees at a level consistent with what the market can bear in addition to the level that covers program costs.</p>
7.3	<p>Fees Charged to Nonresidents. The Task Force does not recommend that SSDPs be required to charge different fees for nonresidents. However, a program could choose to propose a fee differential for nonresidents. This recommendation is based upon the expectation that SSDP fees are likely to be more comparable to the level of fees paid by nonresidents enrolled in state-supported programs since the concept of nonresident tuition is that it is charged in lieu of state-support and that level of support may be needed to cover the costs of an SSDP.</p>
7.4	<p>Fees for Cross-Enrollment in Regular vs. SSDP Courses. A regular student cross-enrolled in an SSDP course (as described in Recommendation 4.7), will pay an additional fee established by the SSDP to cover the incremental per unit differential between the cost of the SSDP and regular UC tuition. In the case of a self-supporting student who wishes to take a state-supported course, the SSDP program they are enrolled in would be required to reimburse the campus unit that offered the course for the cost of teaching the SSDP student. This reimbursement should be at a rate that is at least equivalent to the per student revenue sharing rate used for the “open campus” program and would come from the SSDP fees paid by the student. It is also possible for a self-supporting program and a state-supported program to offer a course that is cross-listed and includes students from both programs. In this case, each student pays the fees associated with the program in which they are enrolled, and it is the responsibility of the programs and academic units offering the course to appropriately divide the cost of offering the course between the fund sources. The governing principle is that SSDP and state-supported students are accounted for separately to ensure that state funds do not supplement self-supporting students. It is expected that the new campus budget model will facilitate the flow of revenue for cross-listed courses.</p>
7.5	<p>Use of Filing Fee Status in SSDPs. The Task Force generally discourages the use of filing fee status for SSDPs, however, it is recognized that there may be instances where it is necessary or appropriate. Therefore, the Task Force recommends that the Department/School/College/Division create a policy on the use of filing fee in the SSDP. This policy could include <u>not</u> allowing the use of filing fee status by SSDP students. The</p>

Reference Number	Task Force Recommendations
	proposed policy on filing fee usage must be included in the proposal for a new SSDP.
7.6	SSDP Student Access to the Planned Educational Leave Program (PELP): Although PELP is defined as an interruption in full-time education, the Task Force recommends that PELP remains an option to all eligible students in self-supporting programs, even those with part-time enrollment. The regular processes and criteria should apply to SSDP students seeking to PELP as to “regular” academic graduate program students.
7.7	UCOP Fee Setting Process. The Task Force found that, from the campus perspective, the UCOP process for evaluating SSDP budgets for fee setting purposes is not based on the actual data that determines if an SSDP is truly self-supporting, was not value-added and did not align with actual campus budgets and processes, and did not provide any assessment of the market comparison of fee levels. The Task Force recommends that the Provost request that UCOP allow the evaluation of the self-supporting status of these programs be based on a campus template or methodology and that fee setting and approval for SSDPs be delegated to the campus level.

CONCLUSION: CAMPUS ACTION STEPS

As was indicated in the Task Force charge letter, the increased interest in SSDPs and expectations regarding the revenue generating potential of these programs make it imperative that the campus take quick action to provide guidance to the campus community on how to implement new SSDPs and strengthen current programs. If adopted, the recommendations and tools in this report provide a clear path for SSDPs at UC Davis. As such we recommend that:

The Provost and Executive Vice Chancellor:

- Generally endorse the governance, administrative, and financial expectations reflected in this report after soliciting appropriate campus review and feedback.
- Formally establish a centralized “Coordinating Body” to ensure that integrated administrative support is provided to SSDPs to enhance their consistency and efficiency as described in Task Force Recommendation 3.5.
- Consider an initiative that would provide seed funding to support academic units interested in establishing a new SSDP. These funds could be used to support the critical workload associated with proposal development. In this environment, the availability of even a modest amount of campus resources to support these activities may incentivize the successful development of new revenue generating SSDPs.

The Academic Senate and Graduate Council:

- Implement the proposed changes to the process for establishing a new SSDP as described in the Task Force Recommendations for Charge 1.
- Formally address the following issues raised by the Task Force for Graduate Council consideration:
 - Update or create a definition of the “Lead Dean” role for graduate programs and make it widely available to the campus community as described in Task Force Recommendation 3.4.
 - Define the meaning of “Academic Master’s Leading Solely or Primarily to a Ph.D.” as described in Task Force Recommendation 4.3.
 - Develop a policy regarding standards for proportion of non-regular faculty in graduate programs as described in Task Force Recommendation 6.2.
- Establish a policy regarding online graduate level courses as indicated in Task Force Recommendation 4.8.

Faculty and Academic Administrators:

- Assess the opportunities for the development of successful SSDPs within disciplines.
- Review current SSDPs in light of the Task Force recommendations, consulting with Academic Senate leadership as necessary, and assess any changes that might be needed to strengthen these programs and address areas where policies, agreements, and structural changes may be necessary to meet the expectations reflected in the Task Force recommendations.

Appendices

APPENDIX A: TASK FORCE CHARGE LETTER



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Dean Harold Levine, School of Education (chair)
Associate Dean Karen McDonald, College of Engineering
Dean Pendleton, UC Davis Extension
Professor Christopher Reynolds, Department of Music
Assistant Dean Steven Roth, Division of Social Sciences
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RE: Task Force on Self-Supporting Degree Programs

Dear Colleagues:

We are writing to invite your participation on a joint Senate-Administration Task Force to provide advice and recommendations to the Provost and Executive Vice Chancellor regarding Self-Supporting Degree Programs at the University of California, Davis. As we address state budget reductions, and in light of the Commission on the Future's recommendation to expand self-supporting degree programs, there is increased interest in developing new self-supporting degree programs on our campus. New revenue flows is one of the three legs of our stool to respond to immediate budget challenges and will be ever more important in the coming years as we stabilize the university's finances in a world of much reduced state support. In order to ensure that the likely expansion of self-supporting degree programs occurs in a strategic manner that takes into consideration campuswide implications and a desire to establish new programs in an expeditious manner, there is a need to provide clarity on a number of questions and implementation challenges related to these programs.

University policy on self-supporting degree programs provides campuses with significant flexibility in determining the process and scope of campus level review, approval, and administration of such programs. This review should include both an academic review, which is the same review required for state-supported programs, as well as an administrative review. While the academic review process has been followed for all current self-supporting degree programs, there has not been a consistent administrative review of these programs. Historically, administrative approval of these programs has occurred on an ad hoc basis, with specific requests addressed to the Provost or Chancellor. In some cases it is not clear if

current self-supporting degree programs went through any administrative approval outside of their school or college. In addition, this campus does not currently have a specific policy or process that provides detailed guidance on the requirements and standards for offering and administering self-supporting degree programs or determining if a change in the type of delivery of an existing program requires additional permissions.

With this in mind, the Task Force is charged to:

- Recommend a process for the programmatic and administrative review of new self-supporting degree programs that can be accomplished in a complete and expeditious manner. The role and scope of each entity involved in the review should be clearly defined.
- Review existing self-supporting degree programs on campus to assess if they are truly self-supporting from the campuswide perspective and recommend a methodology to ensure that all campus costs of self-supporting degree programs are appropriately recovered.
- Review the existing administrative processes and structure for these programs and make recommendations about efficient methods to provide appropriate administrative infrastructure for these programs (new and existing) on our campus.
- Assess and identify issues related to maintaining the academic quality of both self-supporting and related state-supported degree programs as self-supporting degree programs expand and make recommendations on ways to ensure that quality standards are maintained.
- Assess and identify issues related to the impact of self-supporting programs on the student experience for both self-supported and state-supported students and make recommendations on ways to address these issues. This should include reviewing issues related to providing academic and non-academic services and financial support to students in self-supporting degree programs.
- Assess and identify issues related to the impact of self-supporting programs on faculty and make recommendations on ways to address these issues.
- Assess and identify issues related to the level of self-supporting fees in light of revenue generation opportunities, market factors, and their relationship to other campus fees and make recommendations to address these issues.

It is our intent to use the recommendations of the Task Force to inform a campus-based policy on self-supporting degree programs that will be issued in Fall 2011 so that it will be in effect for the development of programs that plan to start in Fall 2012. Given this timeframe and the expectations regarding increased revenue from self-supporting programs, the work of the Task Force requires an accelerated schedule. As such, we are requesting that the Task

Force convene yet this quarter and submit a final report and recommendations by no later than October 31, 2011.

Thank you for your willingness to serve in this capacity. We are confident that the Task Force's work and recommendations will provide a much needed strategic framework and clarity for self-supporting degree programs at UC Davis. The Office of Budget and Institutional Analysis will provide staff support for the Task Force and detailed background information and analysis on this topic that will be available to members prior to the initial meeting. Staff will contact you shortly to schedule the first meeting of the Task Force. You need not respond to this letter unless you are unable to serve.

Sincerely,



Ralph J. Hexter
Provost and Executive Vice Chancellor



Robert L. Powell
Chair, Academic Senate

**APPENDIX B: OFFICE OF THE PRESIDENT POLICY ON SELF-SUPPORTING
GRADUATE DEGREE PROGRAMS**



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September 23, 2011

CHANCELLORS
LABORATORY DIRECTOR ALIVISATOS

Dear Colleagues:

I have approved the enclosed *Policy on Self-Supporting Graduate Degree Programs* and the *Implementation Guidelines for the Policy on Self-Supporting Graduate Degree Programs* to be effective immediately. As the revised policy states, "Self-supporting programs allow the University to serve additional students above and beyond the resources provided by the state while fulfilling demonstrated higher education and workforce needs."

This policy revises and supersedes the 1996 *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs*. It has undergone an extensive review by the administration and the Academic Senate at both the campus and the system levels.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mark G. Yudof".

Mark G. Yudof
President

Enclosure

cc: Members, President's Cabinet
Academic Council Chair Anderson
Council of Vice Chancellors
Universitywide Policy Office

POLICY ON SELF-SUPPORTING GRADUATE DEGREE PROGRAMS

Self-supporting programs allow the University to serve additional students above and beyond the resources provided by the state while fulfilling demonstrated higher education and workforce needs. Currently, there are populations of working adults not served by UC state-supported programs who would be willing to enroll in self-supporting graduate degree programs. This policy is designed to facilitate the establishment of self-supporting programs by the University and its campuses while ensuring that these programs do not use state resources. These programs will receive no state-support; however, they have the potential to generate resources that would enhance the quality, access, and affordability of core academic programs and departments. For example, they could provide additional support for graduate students and students in state-supported programs.

I. General

- A. Self-supporting graduate degree programs should meet one or more of the following criteria, although meeting a single criterion is not necessarily sufficient justification for self-supporting status:
 1. primarily serve a non-traditional population, such as full-time employees, mid-career professionals, international students, and/or students supported by their employers;
 2. be offered through an alternative mode of delivery, such as online instruction or a hybrid model;
 3. be alternatively scheduled, such as during evenings, weekends, and summers; and/or
 4. be offered in an alternative location (e.g., off-campus centers).

- B. Such programs should not be undertaken if they strain the resources of the department that sponsors them or have an adverse effect on regular programs on campus. If the campus determines a graduate degree program should be offered on a self-supporting basis, such programs should be fully self-supporting upon inception or within a short phase-in period; “self-supporting” means that full program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead, should be covered by student tuition and fees or other non-state funds, including funds raised through private philanthropy. The sponsors of each proposed self-supporting program should submit a cost analysis and fiscal phase-in plan with their request for approval of proposed student tuition and fees as defined in the Implementation Guidelines.

- C. By expanding self-supporting programming that serves practitioners, the respective department may have access to additional field-based resources (working students, their employers, and field-based lecturers) that it might not otherwise be able to afford. Therefore, where appropriate, partnerships with the profession served are encouraged.

- D. Courses may be offered on-campus, at appropriate off-campus locations, or in a combination of on-campus and off-campus facilities. The programs may also use distance technologies (computer and video-based, e-mail, etc.) as appropriate. As provided by Academic Senate Regulation 694¹, courses to satisfy the requirements of such programs may be given, either in whole or in part, at off-campus sites.

¹ SR 694: *A school, department, or group of departments which offers a program leading to a Master’s degree under the jurisdiction of a Graduate Division, may, in cooperation with University Extension, provide at a center or centers other than a campus of the University, a program of graduate instruction designed to satisfy, in full or in part, the requirements for that degree. See <http://www.universityofcalifornia.edu/senate/manual/rpart3.html#r690>*

II. Programs Ineligible for Self-Supporting Status

Doctor of Philosophy (Ph.D.) programs are not eligible to become self-supporting programs. In addition, an academic Master's degree program solely or primarily leading to a Ph.D. degree is not eligible to be self-supporting.

III. Relationship to State-Supported On-Campus Programs

- A. Self-supporting graduate degree programs should be held to the same standards of quality as regular programs, as determined by the appropriate Graduate Council. Standards of admission and performance for any student, regardless of whether the program is a self-supporting or state-supported graduate degree program, should be demonstrably high. Just as in the case of state-supported graduate degree programs, the standards of admission and performance are governed by the Senate.
- B. Any self-supporting programs should be established by academic departments or units and staffed with faculty on the same basis as state-supported programs. Teaching faculty should be appointed through regular campus processes irrespective of academic series. Certain practice-oriented degree programs may warrant a higher proportion of non-regular faculty (e.g., clinical/adjunct faculty, lecturers, visitors), but that proportion must be in keeping with the standards of each campus' Graduate Council. Under no circumstances shall anyone teach in self-supporting programs whose appointment has not been subject to the appropriate academic review.
- C. The Dean of the school or college offering the self-supporting program is responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy, and the Dean is accountable to the Academic Vice Chancellor for such representations.
- D. Self-supporting graduate degree programs may be administered in cooperation with University Extension.² UC Extension's role is generally limited to assisting in activities that are part of the administration of the program (e.g., course enrollment, collecting tuition and fees, advertising, career services, and technical support) although UC Extension may provide more services when requested by the department. However, authority over courses, curriculum, and faculty appointment must be fully exercised by the academic unit responsible for the program.

IV. Initiation, Approval, and Review Procedures

- A. Departments, groups of departments, or schools offering graduate degree programs under the jurisdiction of a Graduate Division may propose self-supporting programs.
- B. Self-supporting programs should originate with an academic unit that is already authorized to conduct graduate work on the campus at the level that is at least equal to the level of the proposed graduate program.
- C. The establishment of any new self-supporting graduate program shall be approved by the campus Graduate Council, Divisional Senate, Systemwide Academic Senate, campus administrators, the Chancellor, and the UC President according to established procedures and requirements as specified in the Compendium of Universitywide Review Processes for Academic Programs, Academic Units, & Research Units.³

² SR 694. See footnote 1

³ *The UC Office of the President (UCOP) and the CCGA review proposals for all new graduate degree programs, including self-supporting and professional degree programs. Self-supporting graduate degree programs must adhere to the same UC academic standards as do other graduate degree programs* (Compendium, January 2011).

- D. Graduate Councils or other duly appointed campus review bodies appointed by the Academic Senate shall review such programs as part of regularly scheduled campus program reviews, on the same basis on which regular academic programs are reviewed. Once established, the self-supporting program will be under the purview of the divisional Graduate Division, if appropriate,⁴ to ensure adequate progress of students according to campus criteria.
- E. If approved, such programs shall be conducted in accordance with this Policy.
- F. Courses for self-supporting programs are subject to normal campus procedures for approval (i.e., approval by Committee on Courses [see Implementation Guidelines]).

V. Admission and Enrollment

- A. Admission standards for self-supporting programs should be comparable in effect to those for the state-supported programs. In many cases, there will be no comparable state-supported programs.
- B. Students must be admitted to a Graduate Division through the regular admissions process in order to enroll in any program established under this policy.
- C. Access to courses offered as part of these programs must be equally available to all qualified students. No preference in enrollment may be given to members of any non-University organization.
- D. Admissions criteria may specify some type or period of work experience in the field.

VI. Program Funding and Student Tuition and Fees

- A. Self-supporting programs will not be funded from State General Funds and reports of state-funded enrollments will exclude students in self-supporting programs. However, these enrollments will be reported to the Office of the President as a separate category which is not counted against the campus budgeted (state-funded) enrollment target. During the approved phase-in period, distribution of enrollment between state and non-state targets will conform to specifications of the phase-in plan.
- B. The President is responsible for reviewing and approving any proposed program tuition and fees for self-supporting graduate degree programs and subsequent increases or decreases. The President will report annually to The Regents on self-supporting graduate programs and their tuition and fee levels.
- C. Programs administered in cooperation with UC Extension shall follow all requirements of this policy, and tuition and fees must be set to cover all program costs as defined in I.B, above.
- D. Self-supporting program tuition and fees should be levied such that they will cover all program costs after a short phase-in period.
- E. Self-supporting program tuition and fees should be based on a full and accurate assessment of all program costs as defined in I.B. The proposed self-supporting program tuition and fees, its phase-in plan, and its justification shall be submitted with the proposal for the program to the President. When the self-supporting program tuition and fees have been fully implemented, no State General Funds (including student tuition and/or fee revenue from sources other than the program) will be provided to the program. Non-State funds can be used for a self-supporting program if a campus determines that it is necessary to meet a critical strategic need. If the program fails to reach self-support in line with its phase-in plan, state funds will be withdrawn

⁴ Some degrees in professional schools are under Graduate Council and CCGA jurisdiction.

from its support. Self-supporting programs will be periodically reviewed by campus and/or systemwide audit to assure compliance to policy.

- F. University employees enrolled in self-supporting degree programs are not eligible for reduced course tuition and fees. However, this provision does not preclude the option of the employee's department subsidizing a portion of the tuition and fees.
- G. Program deficits including any deficits during the phase-in period, will be covered by the campuses; state funds cannot be used to cover any deficit. Campuses are encouraged to identify in advance one fund source to be used to cover deficits.
- H. State-supported and self-supporting programs must separately account for their use of resources. Campuses shall not charge a "blended" tuition and fee level for any course or program (i.e., a program tuition and fee level that combines state-supported and self-supported students). However, self-supporting and state-supported students can be enrolled in the same courses so long as there is separate accounting for the self-supporting and state-supplied costs.
- I. Self-supporting programs must have an articulated financial accessibility goal for their students and a student financial support plan for achieving their goal. Examples of possible student financial support plan components include providing scholarships or grants from the program's own resources (e.g., return-to-aid from program tuition and fees assessed but not from state funds or tuition and/or fees charged to students in state-supported programs, or funds raised through private philanthropy), providing tuition and fee waivers, participation in federal and/or private loan programs, and participation in other external support programs such as veterans benefits. Self-supporting programs are responsible for meeting the administrative requirements and costs of financial aid program participation.

REVISION HISTORY

This policy supersedes the Presidential policy of the same name dated June 24, 1996 and any guidance issued by the Budget Office prior to the issuance date of this revision.

Implementation Guidelines for the Policy on Self-Supporting Graduate Degree Programs

Program Approval

For new self-supporting graduate degree programs, campuses should obtain required program approvals. The establishment of any new self-supporting graduate program shall be approved by the campus Graduate Council, Divisional Senate, Systemwide Academic Senate, campus administrators, the Chancellor, and the UC President according to established procedures and requirements as specified in the *Compendium of Universitywide Review Processes for Academic Programs, Academic Units, & Research Units*.

Cost Analysis and Tuition & Fee Approval Request

All programs must submit an annual cost analysis to Budget and Capital Resources. This analysis includes an estimate of average costs for the campus and school in addition to direct program costs. Program costs include the direct costs of staff and faculty salaries and benefits, supplies and equipment, and financial aid. Campus and school costs are the indirect costs for items such as instruction, research, public services, academic and administrative support, and operation and maintenance of the plant.

Programs are expected to demonstrate that student tuition and fees cover full direct and indirect costs, and, to the extent that program tuition and fee revenue is insufficient to cover these costs, that only non-State fund sources (excluding student tuition and/or fee revenue from sources other than the program) are used to subsidize the program.

In addition to the cost analysis, campuses must submit a program tuition and fees approval request letter to the Vice President – Budget and Capital Resources for all of their proposed self-supporting programs. Campuses must provide requested program tuition and fee levels and the percentage tuition and fee increases for each program, as well as provide information about upcoming new programs and programs operated by University Extension.

Newly proposed self-supporting programs submit the same cost analysis to Budget and Capital Resources. Programs are expected to become fully self-supporting within three years, though campuses may continue to subsidize programs with non-State funds (excluding student tuition and/or fee revenue from sources other than the program) at their discretion. Program deficits including any deficits during the phase-in period, will be covered by the campuses; state funds cannot be used to cover any deficit. Campuses are encouraged to identify in advance one fund source to be used to cover deficits.

Faculty FTE

All faculty must be funded directly from the revenue of self-supporting programs in proportion to the faculty member's workload commitment to the program, or the program must reimburse an amount equivalent to the cost of faculty time. This includes the involvement of faculty from other departments. Alternatively, faculty can be paid for overload teaching within the 120% salary limitation that governs teaching in University Extension. Appropriate campus review committees should be vigilant to ensure that the overload option and 120% salary limitation are used appropriately.

Enrollments

Because enrollments in these programs are self-supported, they should not be included in counts of state-supported enrollment. Programs should be identified in the Corporate Student System by a separate major code and attribute flagging the enrollment as self-supporting.

Timeline

Campuses receive cost analysis templates for the next academic year in December, as well as the previous year's actual self-supporting enrollment numbers from the Corporate Student System. Campus financial statements, used in the preparation of the cost analysis, are posted online late in the month. Detailed instructions for the program tuition and fees approval request letter are also given at this time.

Templates and letters are due back to Budget and Capital Resources (BCR) by March 1. After review by BCR, templates and a summary of program tuition and fee requests are given to the President for approval, which usually happens by April. Campuses are then notified of approved program tuition and fee levels for the upcoming academic year. This information is also reported to The Regents annually.

APPENDIX C: ANALYSIS OF CHARGE AND EXISTING POLICIES

CHARGE 1

Recommend a process for the programmatic and administrative review of new self-supporting degree programs that can be accomplished in a complete and expeditious manner. The role and scope of each entity involved in the review should be clearly defined.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
1.1	Clarify requirements for the academic review and approval of self-supporting degree programs and how this is the same or different from establishing a state-supported degree.	Programmatic review and approval subject the same campus/systemwide processes as for regular programs (see attached flowchart); SSPs may receive an expedited review from CCGA if external reviews are provided in the proposal.	None.
1.2	Identify or propose administrative reviews that may be required to establish a self-supporting degree program.		<p>What would an administrative review look like for these programs?</p> <p>Should new SSPs be reviewed by the Budget Office, or other campus administrative units, in addition to Senate committees, CODVC, Provost and Chancellor? If so, at what point should that information be sent and to whom? (Budget templates)</p>
1.3	Address the process required to transition an existing (active and inactive) state-supported degree to a self-supporting model.	Regular review and approval process required (see flowchart). Master's programs only, no PhDs. Master's programs solely or primarily leading to PhD not eligible (interpretation: for those PhD programs that require a master's).	<p>What additional criteria will we require for transition of a state supported program to self-supporting? May any program transition?</p> <p>Should specific administrative structures be required when a program transitions (i.e. MOU with other units, program policies, etc.)?</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
1.4	Address the process required to expand an existing state-supported program to include a self-supporting track.	Regular review and approval process required (see flowchart).	What other criteria should be considered for programs that would like to add a SSP track? May a program offer a track or area of emphasis that is self-supporting within a state supported program? How would a program structure such a hybrid? Should specific administrative structures be required when a program expands (i.e. MOU with other units, program policies, etc.)?
1.5	Address the process and criteria for reviewing the financial plan for a self-supporting program.	<p>Criteria: cannot strain the resources of the sponsoring department; cannot have an adverse effect on regular programs; fully self-supporting within 2 years; full program costs; UC employees not eligible for employee discount on tuition/fee. Process: any SSP (even EX ones) must have fees approved by UCOP; cost analysis & fiscal phase-in plan submitted to OP with fee request; annual financial reporting to GC and CPB; detailed plan for managing of teaching and reimbursement/pay rate; separate accounting for use of resources (no blended SSP/state fees); budget templates due March 1 to Budget and Capital Resources--UCOP; must articulate financial accessibility goal for students and student financial support plan.</p> <p>Program deficits will be covered by the campuses; state funds cannot be used to cover any deficit. Campuses are encouraged to identify in advance one fund source that would be used to cover deficits.</p>	<p>Develop a teaching in SSP policy, reimbursement/pay rate for SSP workload, include teaching overload policy.</p> <p>Does our campus want to have a specific expectation for financial accessibility (possibly similar to return to aid)?</p> <p>What campus entity/entities would be responsible for reviewing the financial plan? Could this be a joint/coordinated process for Administration and Senate with single set of guidelines?</p> <p>How is “strain the resources of the sponsoring department” defined?</p> <p>How is “adverse effect on regular programs” defined?</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
1.5 continued		Non-State funds can be used for a self-supporting program if a campus determines that it is necessary to meet a critical strategic need.	Should a financial plan for a new/transitioned SSP require a market study or other data/analysis proving that a self-supporting model is financially viable? What is the campus policy/expectation regarding responsibility for program deficits? What is our campus policy on using non-state funds for a SSDP? What would be a “critical strategic need”?
1.6	Propose a campus policy regarding phase-in periods for self-supporting programs and what criteria or requirements might be applied to a program with a phase-in period.	CCGA requires no more than 2 year phase-in.	Does our campus want to allow phase-ins? Only under certain circumstances? (No current programs had phase-in plans that we are aware of.)
1.7	Identify what aspects of a review and/or approval are delegated to campus vs. those that must go to the system-level for approval.	All new SSP proposals subject to regular review and approval process required (see flowchart); this includes existing programs that would like to offer a SSP program or track. Fee requests must be made on an annual basis to UCOP/BCR for approval (incl. EX-administered SSPs). Existing SSPs may request local GC approval in order to modify their bylaws, degree requirements, admissions criteria and other academic matters. Courses are submitted to COCI for approval/revision.	None.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
1.8	Identify or propose an expected timeline for the review and approval process to be completed.	See flowchart.	<p>Could establish maximum time allowed for a local committee/office to provide revisions/comments to a proposal; additionally, proposers must respond within a reasonable amount of time to keep the process moving efficiently.</p> <p>If additional campus administrative review requirements are proposed, a timeline could be established for the completion of these reviews.</p>

CHARGE 2

Review existing self-supporting degree programs on campus to assess if they are truly self-supporting from the campuswide perspective and recommend a methodology to ensure that all campus costs of self-supporting degree programs are appropriately recovered.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
2.1	Identify all campus costs associated with a self-supporting degree program.	<p>Self-supporting means: full program costs covered including faculty, staff, student services and overhead.</p> <p>Self-supporting fees are based on a full and accurate assessment of program costs.</p> <p>When the self-supporting fee has been fully implemented, no State General Funds (including student fee revenue from sources other than the program) will be provided to the program.</p> <p>All faculty must be funded directly from the revenue of self-supporting programs in proportion to the faculty member’s workload commitment to the program, or the program must reimburse an amount equivalent to the cost of faculty time. This includes the involvement of faculty from other departments. Alternatively, faculty can be paid for overload teaching within the 120% salary limitation that governs teaching in University Extension.</p> <p>Appropriate campus review committees should be vigilant to ensure that the overload option and 120% salary limitation are used appropriately.</p>	<p>Define what categories of expenditures must be included in a SSDP budget and covered by the program and how the value/costs of these will be determined or calculated.</p> <p>Determine what is included in campus “overhead.”</p> <p>Align budget expectations with any programmatic or governance issues identified by the Task Force in other areas (i.e. financial aid, access to student services). How would SSPs administered through graduate groups meet the requirement that “the program must reimburse an amount equivalent to the cost of faculty time” since there is currently no mechanism to reimburse a department for the time faculty spends in graduate group activities.</p> <p>Under what circumstances would our campus approve the use of non-state funds to support an SSDP?</p> <p>Could propose a policy that addresses expectations regarding campus responsibility for program deficits. Who carries the risk? Is a risk factor built into program costs/budgets?</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
2.1 continued	Identify all campus costs associated with a self-supporting degree program.	<p>Non-State funds can be used for a self-supporting program if a campus determines that it is necessary to meet a critical strategic need.</p> <p>Program deficits will be covered by the campuses; state funds cannot be used to cover any deficit. Campuses are encouraged to identify in advance one fund source that would be used to cover deficits.</p>	
2.2	Review current programs to determine how costs identified are accounted for and valued.	Self-supporting fees are based on a full and accurate assessment of program costs.	<p>Review presentations from existing programs.</p> <p>Task Force may wish to make a statement about whether or not current programs appear to be achieving full cost recovery and if the costs identified are appropriate and reasonably valued and accounted for.</p>
2.3	Establish a methodology that could be applied to all existing and new self-supporting programs to ensure that all costs are included in the program design, fee structure, and recovered by appropriate campus units.	State-supported and self-supported programs must separately account for their use of resources.	<p>This methodology could be the basis for the process discussed in 1.5.</p> <p>Determine if a specific mechanism must be used to provide cost recovery to campus units that provide services to SSDPs.</p> <p>Determine if a specific mechanism should be used to separately account for and track the resources related to state-supported and self-supported program within a unit that offers both types of degrees.</p> <p>May wish to propose a timeline and process for regular administrative fiscal reviews of SSDPs once they are established.</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
2.4	Consider whether it would be appropriate to establish a standard rate or rates for campus services or costs that would be applied to all self-supporting programs. This could be for individual types of services, or as a bundle.		
2.5	Compare the proposed methodology to the methodology used by UCOP to set fees for self-supporting programs.	All programs must submit an annual cost analysis to Budget and Capital Resources. This analysis includes an estimate of average costs for the campus and school in addition to direct program costs. Program costs include the direct costs of staff and faculty salaries and benefits, supplies and equipment, and financial aid. Campus and school costs are the indirect costs for items such as instruction, research, public services, academic and administrative support, and operation and maintenance of the plant. Programs are expected to demonstrate that their fees cover full direct and indirect costs, and, to the extent that fee revenue is insufficient to cover these costs, that only non-State fund sources (excluding student fee revenue from sources other than the program) are used to subsidize the program.	Could determine that the UCOP annual review process is sufficient for campus review of costs and fee levels. Could also determine that additional information would need to be provided at the campus level to verify that all campus level costs are appropriately accounted for and recovered from the program.

CHARGE 3

Review the existing administrative processes and structure for these programs and make recommendations about efficient methods to provide appropriate administrative infrastructure for these programs (new and existing) on our campus.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
3.1	Currently self-supporting degree programs are run either by UC Extension or a professional school (GSM, SOM). The administrative support, policies, and processes provided by both of these types of entities should be reviewed.	<p>Self-supporting graduate degree programs may be administered in cooperation with University Extension. UC Extension’s role is generally limited to assisting in activities that are part of the administration of the program (e.g., course enrollment, collecting fees, advertising, career services, and technical support) although UC Extension may provide more services when requested by the department. However, authority over courses, curriculum, and faculty appointment must be fully exercised by the academic unit responsible for the program.</p> <p>All SSDP programs must be in compliance with Academic Senate and UC policies and procedures.</p>	Use presentations by these units to determine best practices and pitfalls.
3.2	Consider if there are other administrative models or homes for self-supporting degrees that would make sense on our campus.	<p>Departments/Schools under the jurisdiction of a Graduate Division may propose SSPs. Proposals must be by academic unit authorized to conduct graduate work. Students must be admitted to a Graduate Division through regular admission processes. Teaching faculty must be appointed through regular campus processes, and proportion of non-regular faculty should keep with standards of GC.</p>	Can a graduate group administer a SSP? If so, how? Should SSP sponsorship be limited to departments only?
3.3	Consider what administrative models work best for certain types of programs: professional degrees, graduate group-led degrees, etc. Determine if there is a recommended administrative model for certain types of programs or criteria that might be used to determine this.		<p>Are there aspects of faculty appointments that are a unique challenge for graduate groups?</p> <p>In the context of UCD graduate programs, who is responsible for program publicity and marketing? Graduate Studies? Lead Academic Dean?</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
3.3 continued		The Dean of the school or college offering the self-supporting program is responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy, and the Dean is accountable to the Academic Vice Chancellor for such representations.	
3.4	<p>Identify any basic administrative infrastructure or processes that must be in place for a self-supporting degree to operate successfully. Address issues such as: adequate staff support for program, cost-sharing agreements for courses that have both state-supported and self-supporting students, direct cost agreements with campus units that provide services, method of paying for teaching in program.</p> <p>Identify any basic administrative infrastructure or processes that must be in place for a self-supporting degree to operate successfully. Address issues such as: adequate staff support for program, cost-sharing agreements for courses that have both state-supported and self-supporting students,</p>	<p>See Charge 1.5. Criteria: cannot strain the resources of the sponsoring department; cannot have an adverse effect on regular programs; fully self-supporting within 2 years; full program costs; UC employees not eligible for employee discount on tuition/fee. Process: any SSP (even EX ones) must have fees approved by UCOP; cost analysis & fiscal phase-in plan submitted to OP with fee request; annual financial reporting to GC and CPB; detailed plan for managing of teaching and reimbursement/pay rate; separate accounting for use of resources (no blended SSP/state fees); budget templates due March 1 to BCR/UCOP; must articulate financial accessibility goal for students and student financial support plan.</p> <p>State-supported and self-supporting programs must separately account for their use of resources. Campuses shall not charge a “blended” fee for any course or program (i.e., a fee that combines state-supported and self-supported students). However, self-supporting and state-supported students can</p>	<p>See Charge 1.</p> <p>Determine what is “adequate” staff support (per student?).</p> <p>Review Cornell “endowed” and “statutory” colleges agreements for courses taken between colleges with different fees. Note that separate accounting must be done for SSP students and state-supported students. [The issue of fee differential and how costs should be divided for courses that host both state-supported and self-supporting students will be addressed by the Committee on Costs and Fees].</p> <p>Review policies and practices of other universities (e.g. University of Washington) to learn about structures that are in place for similar programs. [work underway/some information available, no recommendation required but findings from these reviews may inform recommendations].</p> <p>Develop a teaching in SSP policy</p>

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
3.4 continued	direct cost agreements with campus units that provide services, method of paying for teaching in program.	be enrolled in the same courses so long as there is separate accounting for the self-supporting and state-supplied costs.	Should a standard MOU-type document be required for programs administered outside of the school/college with academic responsibility? For graduate groups? For all programs with campus administration? What administrative structures should be in place to support courses or programs that serve both state-supported and self-supported programs? What is the added benefit of having an SSDP to a campus unit?
3.5	Assess how fees might be charged for self-supporting students to access certain student services above instruction-related activities (see also Charge 5)		Does our campus want to have a policy that specifies what student services self-supporting students have access to and how these services are included in the self-supporting fees?

CHARGE 4

Assess and identify issues related to maintaining the academic quality of both self-supporting degrees and related state-supported degree programs as self-supporting degree programs expand and make recommendations to ensure that quality standards are maintained.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
4.1	Consider how to establish appropriate incentives for faculty to participate in both types of programs.	See Charge 1 and 3.4.Requires detailed plan for managing of teaching and reimbursement/pay rate.	GC should develop a policy regarding standards of proportion of non-regular faculty in grad programs. Develop a teaching in SSP policy and reimbursement/pay rate for SSP workload.
4.2	Consider how fee revenue from self-supporting programs can be re-invested to support the academic quality of all programs.	CCGA recommends that surplus from SSPs be used to enhance regular graduate programs.	Create a surplus redistribution policy.
4.3	Consider if there is a specific strategic approach to establishing self-supporting programs that may draw on UC Davis' particular academic strengths.		If grad groups are considered a strength of UCD, an administrative structure must be developed that will allow them to offer SSPs. Are there specific academic strengths at UC Davis that may be particularly appropriate for the development of self-supporting degrees geared towards working professionals? Is there a way that campus policies and processes could encourage the development of these programs? Could a formal assessment of this opportunity be done?
4.4	Consider ways to avoid cannibalization of other academic programs as self-supporting programs are established.	Cannot strain the resources of the department that sponsors SSPs; cannot have an adverse effect on regular programs (esp PhDs); faculty must be funded directly from the revenue of a SSP in proportion to faculty workload.	See also charge 1.5

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
4.5	Consider if targeted conversion to self-supporting programs could maintain academic diversity on campus for programs that may otherwise be unable to continue due to budget cuts.		
4.6	Consider if courses established for self-supporting students could also be made available to state-supported students and if increased courses in certain areas would improve academic quality and diversity for the campus as a whole.	See also Charge 3.4. Separate accounting for use of resources.	Discuss teaching credit for SSP courses and issues of cross listing of courses. Review Cornell “endowed colleges” agreements for courses taken between colleges with different fees. Note that separate accounting must be done for SSP students and state-supported students. What administrative structures should be in place to support courses or programs that serve both state-supported and self-supported programs?
4.7+	ADDITIONAL QUALITY CONCERNS?	All courses for SSPs approved through regular campus processes (COCI).	GC/COCI should establish a policy on online courses.

CHARGE 5

Assess and identify issues related to the impact of self-supporting programs on the student experience for both self-supported and state supported students and make recommendations on ways to address these issues. This should include reviewing issues related to providing academic and non-academic services and financial support to students in self-supporting degree programs.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
5.1	Consider what financial aid is available to self-supporting students and if there is a desire to require a return-to-aid requirement for self-supporting programs.	See Charge 3.4. SSPs must articulate financial accessibility goal for students and student financial support plan.	SSP students have access to loans, but no access to fellowship funds or work-study funds. Should SSDPs have a return-to-aid requirement?
5.2	Consider what student services may be needed by a self-supported student, such as: library access, recreation, health services, mental health services, advising, etc.		Should SSP students have access to all campus student services through an additional optional fee? Should SSP students be granted access to all student services like regular students (and the additional fees be included in SSP fees when they are set)?
5.3	Consider under what conditions self-supporting students might be eligible for teaching assistant or graduate research assistant positions.		Current local policy (GC/OGS): Students in SSPs may only be appointed in a graduate teaching or research title that is funded by extramural or self-supporting degree program funds. They are not eligible for appointment to positions supported by campus funds. b/c they do not pay required University fees and tuition, they are not eligible for fee and tuition remission.

CHARGE 6

Assess and identify issues related to the impact of self-supporting programs on faculty and make recommendations to address these issues.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
6.1	Consider various options as to how teaching in self-supporting programs can be integrated into the overall duties of a faculty member.	See Charge 1, 3.4 and 4.1. All faculty must be funded directly from the revenue of SSP in proportion to the faculty member's workload commitment to the program, or the program must reimburse amount equivalent to the cost of faculty time; overload ok within the 120% limitation that governs teaching in Extension with campus review. (pg 6, Implementation Guidelines). CCGA will require a detailed explanation of how teaching assignments will be managed (on-load or off-load) and each campus should have a policy on teaching in SSPs (CCGA memo).	Discuss teaching credit for SSP courses and issues in crosslisting courses.
6.2	Consider how faculty can be compensated for teaching in self-supporting programs, such as: overload, summer salaries, other types of financial incentives.		Develop a teaching in SSP policy and reimbursement/pay rate for SSP workload.
6.3	Consider how self-supporting programs may be used to increase the number of faculty to support all programs in an academic unit, such as: adding instructional support from self-supporting revenue to support all academic programs, establishing a teaching policy that takes into account both state-supported and self-supported courses.	Teaching faculty must be appointed through regular campus processes, and proportion of non-regular faculty should keep with standards of GC.	See also 6.1.-2. Note: Recent changes in UCOP policies may allow more regular (ladder-rank) faculty to be appointed on non-state funds, self-supporting funds could qualify, however would need to be carefully reviewed for long-term sustainability. How can SSPs be used to increase the number of faculty to support all programs in an academic unit? (such as: adding instructional support from SSP revenue to support all academic programs, establishing a teaching policy that takes into account both state-supported and self-supported courses)

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
6.4	Consider methods for balancing teaching with research and service if teaching demands increase.		What methods can be utilized to balance teaching with research and service if teaching demands increase?
6.5	Consider how teaching both state-supported and self-supporting students in similar classes might be managed.		Discuss teaching credit for SSP courses and issues in crosslisting courses. How might we manage similar courses offered in an SSP and regular program?

CHARGE 7

Assess and identify issues related to the level of self-supporting fees in light of revenue generation opportunities, market factors, and their relationship to other campus fees and make recommendations to address these issues.

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
7.1	Fee levels for self-supporting programs should be compared to campus fees for state-supported students.	<p>Programs are expected to demonstrate that their fees cover full direct and indirect costs, and, to the extent that fee revenue is insufficient to cover these costs, that only non-State fund sources (excluding student fee revenue from sources other than the program) are used to subsidize the program.</p> <p>The President is responsible for reviewing and approving any proposed program fees for self-supporting graduate degree programs and subsequent increases or decreases. The President will report annually to The Regents on self-supporting graduate programs and theft fee levels.</p>	Should SSP fees match or exceed regular tuition, or are there instances where it is appropriate for SSP fees to be lower than those for state-supported students?
7.2	There may be interest in requiring some sort of differential between self-supporting and state-supported fees.		Should there be a required differential between SSP fees and state fees?
7.3	The issue of non-residents choosing self-supporting programs in lieu of state-supported programs due to favorable fee levels may be of interest.		Should there be non-resident fees required of SSPs? Optional?

	CHARGE	UCOP Policy on SSPs and CCGA Memo Requirements	Local decisions to be made
7.4	The market-based nature of self-supporting fees may be of interest.		<p>Determine what “market” UCD will compete in.</p> <p>Assuming that fee levels meet the minimum cost recovery standard, should additional increments be determined based on market factors? How would this be assessed?</p> <p>Determine whether there is a minimum fee for SSPs and/or whether campus expects an SSP to be at minimum revenue neutral or revenue-generating.</p>

APPENDIX D: NEW SELF-SUPPORTING DEGREE PROGRAM PROPOSAL PROCESS AND TIMELINE

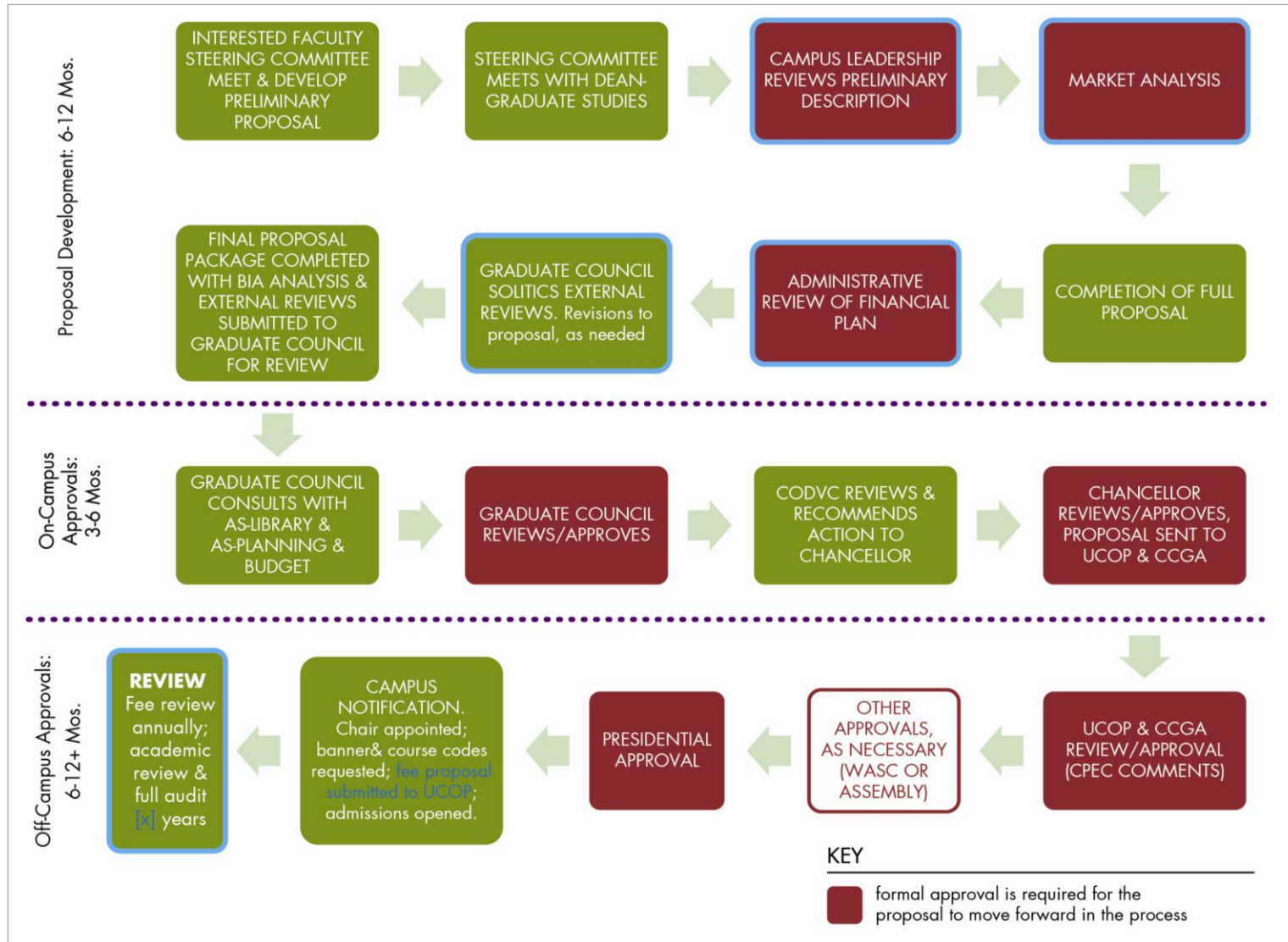
Explanation of the Process and Timeline.

Proposal development and approval can take 18-30 months (1.5-2.5 years) depending upon how long it takes for the faculty Steering Committee to develop the proposal, how well-thought-out the submitted proposal is, how responsive the faculty are to revision requests, how quickly external comments from reviewers are received and incorporated into the proposal, how often BIA needs to review the budget model in response to substantial changes made to the proposal, and how long it takes Graduate Council, the Chancellor, CCGA, and UCOP to make a final decision on the proposal. Ideal times to submit a proposal for the most expedient review are: February 1 – submission to Graduate Council; October 1 – submission to CCGA.

If systemwide approval is given by January 1, Graduate Studies can implement an admissions application for fall of the same year, if desired. Fee proposals must be submitted in January for approval by UCOP, in order to be implemented for the following fall; however, UCOP will not accept fee proposals if academic approval has not been granted. If a proposal includes the addition of a new degree title not currently offered by UCD, or if 50%+ of the program will be offered at an off-campus location more than 25 miles from UCD, additional off-campus approval is required, adding more time to final approval (note WASC/Assembly box below).

*Note: the addition of a Self-Supporting component to an existing program is considered a substantial revision to the program by CCGA, therefore requiring full review both on- and off-campus; however, the proposal preparation process may be shorter.

Self-Supporting Degree Program Proposal Process And Timeline



APPENDIX E: SSDP REQUIREMENT AND RESPONSIBILITY MATRIX

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Financial Management						
Program Accounting	Provide financial services in accordance with all applicable policies (campus, GAAP, etc.)	X			X	
Annual Program Budget Development	Develop an annual program budget that, identifies all costs associated with the program and allocates them to the required expenditure categories. See TF Recommendation 2.2.	X		X	X	
Program Budget Monitoring	Regularly monitor the status of the budget throughout the year.	X			X	
Annual Fee Development/Approval	Provide required information to support fee review and approval processes. Determination of fee levels should include factors indicated in TF Recommendations 7.1, 7.2, and 7.3.	X		X	X	
Fee Collection	Establishing process for collecting fees. This may include agreement with other campus entities that perform this service (i.e. Cashier).	X			X	
Coordinate payment of all program costs	Manage invoicing as well as payment for internal agreements, faculty and staff payroll in coordination with the home unit, and appropriate allocation of any overhead charges.	X			X	

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Purchasing of all program supplies and equipment.	Manage procurement for needed program supplies and equipment per campus policies.	X			X	
Establish all necessary financial agreements for program operations.	Negotiate and fully document, per campus policy, any financial agreements with internal and external partners. This may include MOUs, DCAs, contracts, grants and similar arrangements.	X			X	
Establish Financial Aid Policy that will apply to Students in the Program.	See TF Recommendation 5.1.	X		X		
Providing Financial Aid to Students	Ensure that procedures are in place to provide financial aid to the students consistent with the program's financial aid policy and relevant campus policies.	X			X	
Establish an MOU between the Lead Dean and any participating department(s), graduate group(s), and/or other deans regarding the distribution of surplus revenue generated by the program and responsibility for risk should the program not be self-sustaining.	See TF Recommendations 1.12 and 2.3.	X		X		
Disburse any surplus revenue per MOU.		X			X	
Ensure that an appropriate reserve is established and maintained to address the potential financial risk for an SSDP should it not be able to maintain a self-supporting model.	See TF Recommendation 2.5.	X		X		

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Program Management						
Establish degree curriculum	Curriculum must be reviewed and approved per all relevant UC policies.	X		X		
Establish course content	Courses must be reviewed and approved per all relevant UC policies.	X		X		
Maintain degree quality	Ensure that the same quality standards for the program are met and maintained as for state-supported programs.	X		X		
Responsible for program review process.	per UC and campus policies.	X		X		
Responsible for any program accreditation processes, including assurance of learning or adhering to learning objectives.	If there is an accrediting entity for the program, per the accrediting entity's policies. May also require coordination with Administrative Unit depending upon the accreditation requirements.		X	X		
Ensure that MOU is in place and current between the Academic Unit and an Administrative Unit that provides support to the program.	Per TF recommendations 1.12 and 3.5.	X		X	X	
Establish a policy regarding the use of the "Filing Fee" status by students in the program.	Per TF Recommendation 7.5.	X		X		
Establish annual enrollment goals.	These goals may include both the total number of students as well as address any diversity goals for the program.	X		X		
Establish a teaching policy for faculty participation in the SSDP.	Per TF Recommendations 6.1 and 2.7.	X		X		

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Establish an MOU between the Lead Dean and any participating department(s), graduate group(s), and/or other deans regarding the teaching commitment of faculty and method of compensation.	See TF Recommendations 1.12, 2.7, and 6.1.	X		X		
If necessary, establish an MOU between the Lead Dean and another academic unit who may provide SSDP students with access to state-supported courses.	See TF Recommendations 1.12 and 7.4.	X		X		
Establish dedicated Program Coordinator position.	This position may be responsible for many of the tasks outlined in this matrix. Goal is to ensure dedicated staff support, primarily for administrative support functions. Could be a percentage of time, but needs to be reasonable to support the size of program. Would likely sit in Administrative Unit, but would need to coordinate closely with Academic Unit. Terms related to the responsibilities of this position may need to be included in the model MOU so that Academic Unit is aware of level of service to be expected from this position.	X			X	
Ensure that faculty are assigned to program courses each year.		X		X		
Establish/Request program BANNER code(s) and course prefix codes for BANNER/Registrar's Office (one time)	Banner code requests for all graduate programs originates from the Dean of Graduate Studies	X				

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Maintain course schedules (annual)	All the work that has to be done to get course in the system, assign teaching, rooms, etc.	X		X	X	
Provide facilities for program instruction and activities		X				X
Provide facilities for program faculty (offices, etc.)		X		X		
Provide facilities for program staff		X				X
Coordinate any needed facility leases for the program.	This would most likely be for off-campus programs.	X			X	
Assist in management of any copyright, trademark issues related to the program or course materials.	Only as needed. Could be part of services provided by Administrative Unit or maintained by Academic Unit.		X			X
Coordinate availability of text books, text pacs, etc.	Work with bookstore or other vendors to make course materials available.	X			X	
Assist with developing program and course format innovations.	This could include things such as online course delivery, alternate schedules, alternate locations, etc. Does not refer to course content, only delivery.		X			X
Recruit, hire, appoint, provide support, supervise, and evaluate program faculty and teaching assistants per policies for all other similar employees.		X		X		
Ensure that program instructors have appropriate faculty appointments.		X		X		

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Student Services						
Establish program application deadlines	Graduate Studies offers numerous deadlines to choose from; faculty in the program decide.	X		X		
Establish program application criteria and admission process	Must adhere to minimums required by UC, Graduate Council and the Office of Graduate Studies. Faculty in program have responsibility for further criteria. See TF Recommendation 4.1.	X		X		
Manage application review process.	Program staff and faculty have this responsibility.	X		X		
Coordinate course evaluation process	Additional administrative support for this process could be provided by Administrative Unit.	X		X		
Coordinate grading process	Additional administrative support for this process could be provided by Administrative Unit.	X		X		
Coordinate course enrollment management		X			X	
Determine what campus student services the SSDP students should have access to and will pay associated fees for.	See TF Recommendation 5.3.	X		X		
Interface with other campus units to ensure student access to campus services as determined by the program.	This may include services such as: library, recreation, student health, etc. See TF Recommendation 5.3.	X			X	
Assist students in accessing the Planned Educational Leave Program as necessary.	See TF Recommendation 7.6.	X		X		
Assist international students with visa issues		X			X	

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Track and inform faculty of student progress.		X				X
Coordinate registration of non-program students in program courses and program students in other courses.	See TF Recommendations 4.7 and 7.4.	X			X	
Provide students with program orientation.			X			X
Provide students with career services support.			X			X
Provide academic advising to students.		X		X		
Provide alumni services.			X			X

Activity	Definitions and Explanation (References applicable Task Force Recommendations)	Required for all SSDPs?		Primary Entity Responsible		
		Required	Optional	Academic Responsibility	Administrative Responsibility	Either
Marketing and Outreach						
Ensure that an initial market research study is conducted to determine program viability and market.	The academic unit is expected to ensure that this activity occurs, however it may be appropriate for an administrative unit to do the actual task. See TF Recommendation 1.5.	X		X	X	
Develop marketing strategies to meet enrollment goals.	Under UC policy, "Dean of the school or college offering the self-supporting program is responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy, and the Dean is accountable to the Academic Vice Chancellor for such representations." However, it may be appropriate and/or desirable to collaborate closely with the Administrative Unit in developing these strategies.	X		X	X	
Lead recruitment and marketing efforts.		X			X	
Implement and manage promotional materials and advertising.		X			X	
Provide inquiry and response call center services for prospective students.		X				X
Manage and host program website.		X				X
Conduct and/or organize program information meetings.			X			X
Develop content for program website and other promotional and outreach materials.		X		X	X	

APPENDIX F: PROPOSED FINANCIAL MODEL FOR SELF-SUPPORTING DEGREE PROGRAMS (SSDPS)

Prepared for the Task Force on Self-Supporting Degree Programs, Committee on Costs and Fees Revised January 2012

PURPOSE

Under the auspices of the Task Force on Self-Supporting Degree programs, the Committee on Costs and Fees (hereafter, Committee) is charged with developing recommendations to address the following:

Charge 2: Review existing self-supporting degree programs on campus to assess if they are truly self-supporting from the campuswide perspective and recommend a methodology to ensure that all campus costs of self-supporting degree programs are appropriately recovered.

This proposal is designed to specifically address one aspect of this charge, further defined as follows:

- 2.3 *Establish a methodology that could be applied to all existing and new self-supporting programs to ensure that all costs are included in the program design, fee structure, and recovered by appropriate campus units.*

Further, if adopted, this proposal leads to potential recommendations that address two other specific aspects of this charge:

- 2.4 *Consider whether it would be appropriate to establish a standard rate or rates for campus services that would be applied to all self-supporting programs. This could be for individual types of services, or as a bundle.*
- 2.5 *Compare the proposed methodology to the methodology used by UCOP to set fees for self-supporting programs.*

This paper outlines a potential financial model for SSDPs on the UC Davis campus to be considered by the Committee.

CONTEXT

The proposed financial model is informed by the previous work of the Task Force and Committee to gain an understanding of current financial models used by SSDPs at UC Davis, as well as models used at other UC campuses. Information from the University of Washington on how they support “fee-based degrees” was also drawn upon as a model for aspects of this proposal.

In addition, this proposal takes into consideration the need to align a proposed financial structure with the proposed governance structure for SSDPs. The Committee on Governance is charged with addressing the governance issues surrounding SSDPs. The Committee on Governance met September 7, 2011 and discussed a potential governance structure that would more clearly differentiate between the academic

responsibility for SSDPs and the provision of administrative services to support SSDPs. They discussed the potential for centralizing administrative responsibility for all SSDPs on campus under one unit, likely with the ability to delegate responsibility to other units. This proposed financial model takes into consideration this potential governance structure, yet may ultimately need to be revised to align with final Task Force recommendations on governance issues.

The proposed financial model for SSDPs also takes into consideration how this model might operate under the new incentive-based budget model that will be implemented for the campus in fiscal year 2012-13. While many of the details of the new campus budget model are still under development, how the general principles of the model will interact with SSDPs is important to consider. In particular, how the “campus assessment” would be implemented and affect SSDPs is significant. It is also possible that this proposed financial model will ultimately need to be revised to align with the campus budget model.

PRINCIPLES AND GOALS

The proposed financial model is based on the following guiding principles and goals:

Principle 1: Program budgets must address all costs of operating a UC Davis SSDP.

Goal: Ensure that SSDPs are not supplemented by state or tuition funds.

Goal: Ensure that all necessary costs are identified to support long-term program viability (especially as new programs are considered).

Goal: Support the expectation that true costs are considered as part of the annual student fee setting process for these programs.

Principle 2: Keep budget and accounting mechanisms simple.

Goal: Keep administrative burden for program operations reasonable.

Goal: Reduce use of direct cost agreements between academic and support units.

Goal: Provide more consistency between SSDPs in the process and costs for receiving comparable central campus services.

Goal: Basic budget structure must be flexible enough to accommodate variations in programmatic design and delivery.

Principle 3: SSDP programs should receive, and pay for, all appropriate central campus services and infrastructure as other degree programs offered by UC Davis.¹ (Note: This is a separate issue from the level of access that SSDP students have to campus student services and activities, which will be addressed under a separate discussion.)

Goal: Reduce or eliminate inconsistencies between the services provided and paid for by SSDPs across the campus.

Goal: Recognize that SSDPs operate in an environment that is supported by a comprehensive campus infrastructure that was developed and paid for by other fund sources over time.

¹ There may be some services and infrastructure costs associated with off campus SSDPs that are not comparable to other degree programs that could be granted exceptions to aspects of this Principle.

Principle 4: The inherent risks and opportunities of offering an SSDP should be recognized and addressed in the financial model for these programs.

Goal: Support the expectation that, over time, SSDPs will generate surplus revenue that is reinvested in other academic programs.

Goal: Establish a mechanism for campus investment in SSDPs from appropriate fund sources.

DESCRIPTION OF PROPOSED FINANCIAL MODEL

Figure 1, below, provides a schematic representation of the proposed financial model for SSDPs by the budget category and campus entity that would likely provide the services or resources needed for SSDPs to operate. It also represents the flow of resources and responsibilities that would need to be in place to implement this model. This model assumes that an SSDP would have a single, distinct, program budget managed by one campus entity (the “Academic Unit”) which would cover all program costs, but that services and resources could be provided by a variety of campus units. Following is a description of the figure and definitions of the terms used in the proposed model.

Roles of Campus Entities in Model

In Figure 1, the large gray boxes represent the type of campus entity that would have some role in either operating the SSDP or providing services to support the operations of the SSDP. Three types of entities are identified.

Academic Unit. The academic unit is the entity that has responsibility for all academic aspects of the program. This unit is accountable to an academic dean, who would have ultimate responsibility for the program. It is also the unit to which the benefit of any excess revenue the program would accrue. Since SSDPs are all graduate programs, the academic unit is likely to be a department, school, or graduate group. In the case of graduate groups, a lead dean would need to be identified. In the case of graduate groups that are cross department but within one school or college, the lead academic dean would be the school or college dean. In the case of graduate groups that involve faculty across multiple schools and colleges, the lead academic dean would need to be identified either from within those schools or colleges or would be the dean of Graduate Studies.

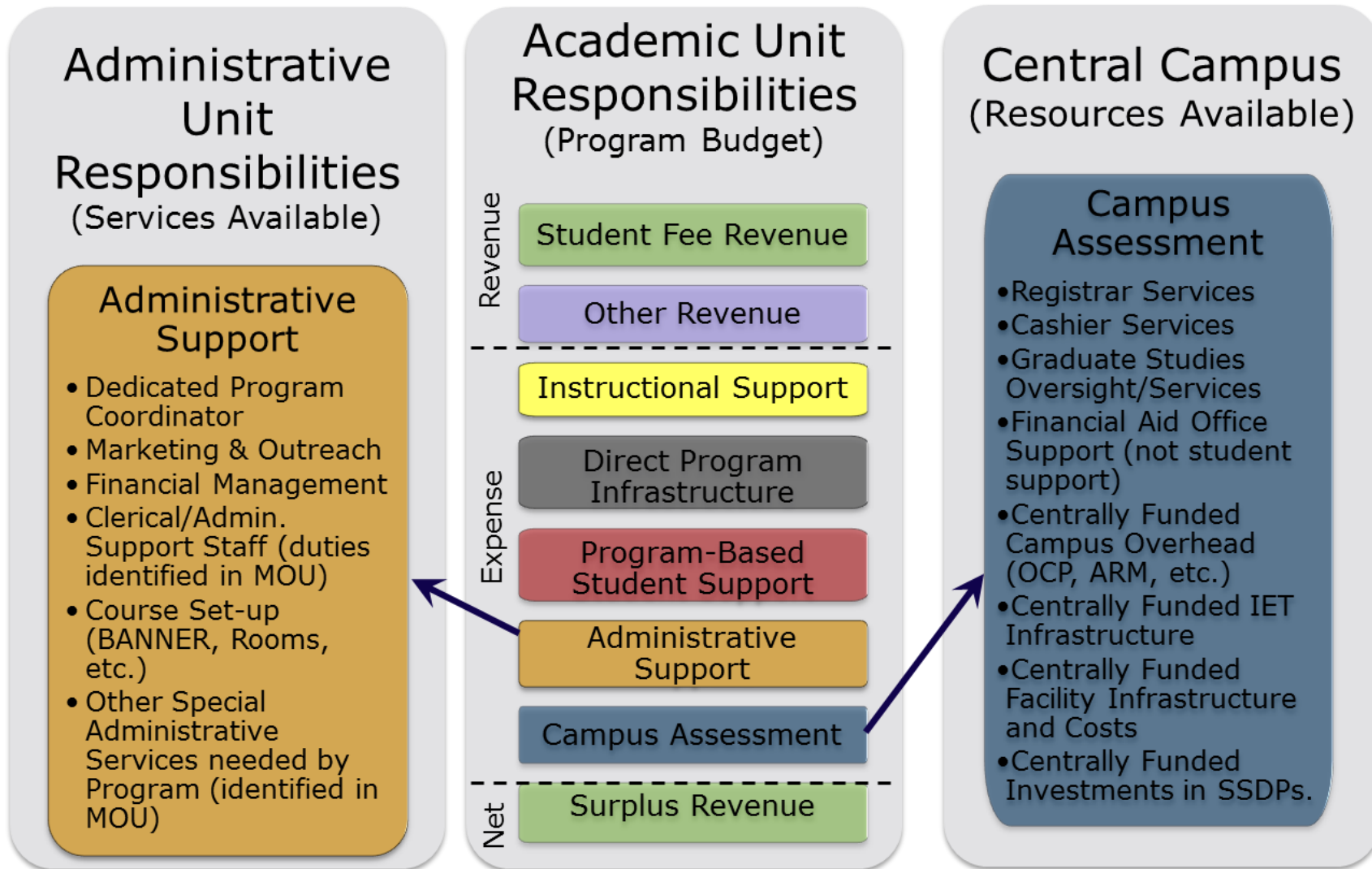
In the proposed financial model, the academic unit would be responsible for establishing and managing a distinct budget for all SSDP activities. Currently, not all SSDP budgets on our campus are part of an academic unit.

Administrative Unit. The administrative unit is the entity that has responsibility for providing dedicated administrative support services to the SSDP. Depending on the program, the administrative unit could be within the same unit as the academic unit. However, this model contemplates the ability of programs to use another campus entity to provide certain services to support the program via a single direct cost agreement. These type of arrangements may be beneficial in situations where an academic unit does not have capacity to provide the administrative services, when there may be economies of scale for several small SSDPs to leverage their resources to provide adequate staff support, and/or when an SSDP needs support from units with expertise in certain areas, such as marketing and outreach. In addition, clearly identifying the expected level of service provided to SSDPs by their administrative unit will help ensure that students in these programs are appropriately supported and that all costs are covered by the program.

The Committee on Governance has reviewed and generally endorsed a “SSDP Requirements and Responsibilities Matrix” that identifies activities that SSDPs should perform and whether they would be the responsibility of the administrative unit or academic unit.

Central Campus. The box labeled “Central Campus” represents all of the campus resources that an academic program needs to operate, or benefits from, by virtue of being a part of UC Davis. These resources are generally not provided by academic units and would not be unique or specifically dedicated to an SSDP, however, SSDPs could expect to receive the same level of access to these resources as all other academic programs. These resources can also take the form of underlying campuswide systems that are the result of long-term ongoing campus investments. Current SSDPs either pay individual direct cost agreements for access to some of these resources (i.e. Registrar’s Office, Cashier’s Office, Graduate Studies) or, some would argue, do not actually pay for the benefit they receive from central campus resources. In addition, some SSDPs contribute to campus through assessments and/or overhead charges. The proposed financial models suggests that, for purposes of gaining access to campuswide resources, SSDPs would be treated similar to all other academic units under the budget model and pay an “assessment.” This will be discussed in more detail below.

Figure 1: Proposed SSDP Financial Model



SSDP Budget Categories

The Committee on Governance has reviewed and generally endorsed a “SSDP Requirements and Responsibilities Matrix” that identifies activities that SSDPs should perform and whether they would be the responsibility of the administrative unit or academic unit. The proposed financial model identifies broad categories of program expenses under which the cost of all program activities should fall. The proposed model also shows how funds could flow out of this model to other campus units that provide either administrative services or central campus resources.

On Figure 1, the colored boxes represent budget categories. The following is a description of each of these categories.

Student Fee Revenue and Surplus Revenue (green). The primary revenue source for SSDPs is student fees. In this financial model, all student fee revenue would be directed to the academic unit for support of the program. This is consistent with the new campus budget model expectation that revenue will flow to the unit that generates it and that academic units are considered revenue generating. SSDPs would need to carefully estimate and track student enrollment to determine if they will have sufficient revenue to operate their program as envisioned. This is also critical to setting program fee levels. “Surplus revenue” represents the net revenue available after all program expenses are paid. These revenues would remain with the academic unit and reinvested in other aspects of the academic enterprise. If the academic unit is a graduate group with membership that crosses departments and/or schools, the distribution of surplus revenue would need to be agreed upon by the participating entities and documented.

Other Revenue (purple). Under the systemwide SSDP policy, programs can receive other non-state and non-tuition or SSDP fee revenue if it meets a critical strategic need. These sources are typically specific grant funds (such as National Institutes of Health training grants), and could also be private donations or endowments. These sources should also be part of the program revenue base to cover specific expenditures. However, they probably cannot be part of “surplus revenue.”

Instructional Support (yellow). Instructional support expenses are those that are directly related to providing the instruction to students in the program. Generally these expenses are associated with the faculty or other instructional staff who support the instructional aspects of the program. The expenses associated with these individuals should include payment of a share of their salary or overload, any associated benefits, and any other costs that can be directly attributed to the academic unit support of the faculty member. This category could also include other specific costs related to providing instruction in the SSDP, for example special course materials. It is generally expected that these costs are already a cost of the academic unit, although in the case of graduate groups a reimbursement to the faculty member’s “home” department may be necessary. The issue of how faculty in SSDPs should be compensated and how teaching in SSDPs is addressed in teaching agreements with faculty is under consideration by other Task Force committees.

Direct Program Infrastructure (gray). Direct administrative infrastructure refers to expenses that certain types of self-supporting programs may need to pay for, particularly if the program is offered off-campus, that might otherwise be considered part of the campus infrastructure. Some examples of this might be: lease costs for off-campus space, contractual information technology support for an off-campus location, use of campus auxiliary space that charges a fee (i.e. Mondavi Center) for program activities, additional information technology support related to online programs, and specific program-related equipment purchases.

Program-Based Student Support (red). Program-based student support refers to financial aid type expenses that are directly funded from program revenues for students in the SSDP. Some programs may choose to provide this type of support to their students. This is distinct from the administrative costs associated with SSDP students accessing services through the campus financial aid office.

Administrative Support (tan). Administrative support expenses are those that provide dedicated support to the program and students in the program, not directly tied to instruction. Most of these expenses are likely to occur as staff support. For example, establishing a dedicated program coordinator and dedicated clerical support would fit in this category. Other types of contractual or program operating expenses should also be in this category, such as market research or advertising. In addition, there may be some level of “overhead” for administrative support provided by the academic unit, such as account management, budget oversight, etc. As depicted in Figure 1, the services supported by administrative support expenses could be provided by either the academic unit or the administrative unit. If services are provided by an administrative unit that is different from the program’s academic unit, a direct cost agreement and/or MOU would need to be in place specifying the services to be provided and the costs. If the administrative unit is a unit that receives central support for its operations from “campus assessment” revenue, then that unit should not charge the program an additional overhead charge for central support. It is also possible that this budget category could include a planned deficit, potentially to support program start-up, or, a planned reserve to save for specific program expenses, such as dedicated equipment.

Campus Assessment (blue). A key concept in the incentive-based budget model under development for the campus is that revenue (tuition and fees) flows to “activity-based units” who generate the revenue (in this context, academic units with students) and “centrally budgeted units” are funded from an assessment on the expenditures of activity-based units. This proposal suggests that in general, SSDPs would be expected to pay the same campus assessment on expenditures that all other activity-based units will pay. By paying this assessment, the SSDP will receive equal access to campus resources that support academic programs. No separate expense (such as a Direct Cost Agreement) would be needed to access services provided by the centrally budgeted units. Additionally, payment of this assessment would eliminate the concern that SSDPs are in some way being supplemented by state or tuition resources by virtue of their use of existing campus infrastructure and administrative effort because they would be contributing to these costs at the same rate as all other academic programs. This concept is offered with the caveat that the campus assessment should not be applied to SSDP expenditures for direct program infrastructure and that additional exclusions from the assessment may be appropriate for SSDPs depending upon what is ultimately funded through the assessment.

It is acknowledged that the use of campus space by SSDPs is a program cost that is not currently well defined or consistently valued on our campus. It is anticipated that the shift to a new budget model may result in a more standard method of determining the value of space and that this cost should be applied to SSDPs based on usage in the same manner as it is applied to other academic programs on campus. The Committee indicated their preference for a system that would determine the value of space based on broad tiers based on different types of space that would keep cost accounting simple.

The campus assessment is also proposed to include funding for central campus to invest in the start-up and development of SSDPs at UC Davis. It is assumed that the campus budget model will include sufficient funds for campuswide initiatives through the Provost’s Office. As reflected in principle four above, there is some inherent risk in offering SSDPs, however, there is a strong interest by campus leadership to encourage academic units be entrepreneurial in how they leverage their instructional resources and SSDPs are a key way to do that. If central funds were available to support activities such as market studies, limited-term program development support, and program start-up costs more units may

be interested in pursuing SSDPs and those that are launched may be more successful if the initial market research and program design is supported.²

INCENTIVIZING PROGRAM DEVELOPMENT AND MANAGING PROGRAM RISK

The Committee recommends a shared approach to managing risk for SSDPs whereby funding from the campus assessment would be used to support the initial incubation of new campus SSDPs and academic units would be expected to take on the long-term financial risk if an SSDP is ultimately unsuccessful.

Shared Service Resource for New SSDP Incubation

In order to incentivize the development of successful new SSDPs on campus, the Committee recommends establishing a small centralized campus unit, or ad hoc group of existing staff, who would act as an incubator for new SSDP programs by providing administrative and program development support to faculty and academic units interested in starting an SSDP. It is expected that this group would support, in coordination with the academic unit, initial planning and start-up activities needed to determine if an SSDP is viable, and if so, work with the academic unit to establish the program. The type of activities this unit would support are: market research, business plan development, modeling the academic program delivery methods, and providing support through the program approval process. The Committee anticipates that this approach would benefit campus by creating an efficient and standardized way to assess the viability of proposed programs, weed out programs that are not likely to be viable early in the process, and allow programs that go forward to the approval process to be more successful and potentially more quickly approved. By centralizing the initial costs and effort for establishing these programs, it is also expected that academic units would be more likely to pursue SSDP development when the initial investment is not competing with other unit priorities. The committee noted that there is already significant campus expertise in this area in Graduate Studies, University Extension, Summer Sessions, Graduate School of Management, and potentially other units. The cost of providing this shared service would be funded by a portion of the central campus that is available for campus initiatives, as discussed above. It is also possible that private funds could be raised or made available for these types of activities on a limited-term basis.

Long-Term Risk for Financial Viability

The Committee recommends that the campus have a clear expectation that the academic unit offering the SSDP is responsible for the long-term financial risk if a program ultimately is not able to maintain a self-supporting model. The academic unit, likely a school or college, would be expected to bear the cost of ensuring that students in the program be given the opportunity to complete their studies, meet all long-term financial commitments of the program, and maintain any faculty hired or supported on the basis of SSDP funding. As a result, it is strongly recommended that SSDPs maintain an appropriate reserve that could be a source for any potential “shut-down” costs and act as a buffer if there are fluctuations in program enrollment.

² The University of Washington manages a central risk/opportunity fund that is generated from an assessment on their “fee-based” programs. The assessment starts at 6 percent of gross revenue and is reduced by 1 percent each year, until they reach zero as programs show that they are successful (not in deficit). By reducing the assessment each year, the programs are incentivized to be successful and the newer/more risky programs are bearing more of the cost of contributing to this pool on an annual basis. It should also be noted that at the University of Washington the central risk/opportunity fund can be used to support limited-term program deficits, however any faculty that are established based upon support from the fee-based degree are the responsibility of the academic unit. Therefore, limited-term deficits are borne by the center and potential long-term deficits or commitments are borne by the academic unit.

PROPOSED FINANCIAL MODEL AND SYSTEMWIDE FEE-SETTING

The Committee received information on the process that is used by the University of California Office of the President (UCOP) to review and approve fee levels for SSDPs. In general, this process requires each program to propose a fee level that covers the cost of offering the program and demonstrate these costs based on a standard methodology that is applied to all SSDPs in the system. The determination of the “cost” of a program includes both direct program expenses that are reported by the program and an estimated level of indirect costs that is calculated as a per-student amount based on specific categories of expenditures reported on the campus financial schedules. In the process completed for 2011-12 fees, the per student campus indirect cost was calculated to be \$3,506 annually. As was noted in the committee meeting, the methodology used by UCOP has no clear relationship to actual cost-recovery at the campus. Additionally, this methodology does not evaluate the market-driven aspect of SSDP fees and how proposed fee levels compare to similar programs, both within the UC system and externally.

A number of questions were raised about the value of the UCOP process, yet it also highlighted the concern raised by some that SSDPs do not sufficiently contributing to the campus infrastructure upon which they rest. By applying the same campus assessment rate to SSDPs, the financial model proposed in this paper will likely mitigate this concern; however there is no expectation that it will truly align expenses with the current UCOP process. While the UCOP process for reviewing SSDP fees may have some value from the systemwide perspective in that it does result in a general comparison of program costs and revenue across all UC programs, it does not provide useful information for a campus to assess whether or not program fees are set at a level that truly covers their costs.

The Committee on Costs and Fees has recommended that the annual campus-level review of SSDP fees should include assessment of additional factors that the UCOP process does not address. These factors would include review of the market comparison for similar programs and the contribution towards the true campus operational costs for these programs. The committee is also recommending that the Provost request that UCOP allow the campus process to be used to establish fees for these programs.

KEY ISSUES FOR CONSIDERATION WHEN DEVELOPING AND IMPLEMENTING THE SSDP FINANCIAL MODEL

For a specific program to successfully implement this financial model, there are a number of critical details that should be considered. These issues are likely to differ by program, therefore this paper cannot address all of the potential implementation details and challenges. However, our research has identified several common issues that may need to be addressed by most programs:

- **Enrollment Projections and Modeling.** It is critical that programs develop detailed enrollment projections to support program revenue estimates. These projections probably need to be multi-year and by course, especially if program fees are based on unit or course increments. They should also reflect market research on program demand. A sample budget provided by the University of Washington shows the level of detail they use in developing these projections.
- **Courses that include both state-supported and self-supported students.** It is important to appropriately determine how the cost of instructing both types of students sitting in the same course is divided. Generally these costs should be prorated based on the student enrollment; however this requires that the per-course costs are known. Campus systems may need to be revised to better track SSDP student enrollments by course.

- **Documentation of Program Roles and Responsibilities.** It is important for both governance and financial reasons that the roles and responsibilities of all campus units involved in SSDPs be documented. The Committee on Governance is considering a requirement that these programs have MOUs in place and may develop an MOU template.
- **Achieving Financial Stability.** Under the systemwide policy and Academic Senate expectations, these programs are expected to be fully self-supporting within 2-3 years. This makes it even more critical that the appropriate initial analysis and systems be in place to ensure success.
- **Expectations of Current Programs.** The Task Force may need to discuss if and when current SSDPs would be expected to change their operations to align with new models proposed by the Task Force. The financial model proposed in this paper would require all current SSDP programs to make some changes in how they operate, and for some it would require quite significant restructuring.