

*****Multi-Year Plan for Professional Degree Fee Levels
2011-12 through 2013-14**

Planning Assumptions for Development of Professional Degree Fee Levels

- The outcome of the ongoing State budget process this summer will influence decisions about 2011-12 fee increases as well as compensation and benefits cost drivers. UCOP will provide more direction in August 2010. For purposes of this exercise, campuses should use the following assumptions in developing their professional degree fee proposals.
- For 2010-11, assume permanent restoration of the \$305 million in one-time reductions that were included in the Governor's vetoes of the Special Session Budget package in February 2009. However, programs should be prepared to adjust their proposals if these funds are not included in the final 2010-11 budget.
- No decisions have yet been made about mandatory system-wide fee increases for 2011-12 and beyond. For development of professional degree fee proposals, assume that the combined Educational and Registration/Student Services Fees for 2011-12 are 10% higher than 2010-11 fees. For 2012-13 and 2013-14, assume that combined Educational and Registration/Student Services Fees will increase 10% each year.
- For 2011-12, UCOP proposes eliminating Educational Fee differentials that currently exist across student levels and programs. This will result in adjustments to professional degree fee levels. Additional information will be provided to the campuses shortly.
- Assume that the salary reduction/furlough plan approved by the Regents for 2009-10 will not be continued beyond September 1, 2010.
- Assume academic merit increases of 1.78% per year. In addition, while no decisions about compensation increases have yet been made, for purposes of this exercise, assume that ~~no~~ general salary range adjustments of 2% each year will be provided for all employees during 2011-12, 2012-13 and 2013-14. Faculty would receive merit increases in addition to the 2% salary range adjustments.
- In February 2009, the Regents approved the restart of contributions to the UC Retirement Plan in April 2010. The University is currently contributing 4%. While no decisions have yet been made, for this exercise, assume that employer contributions to the UC Retirement Plan will be 7% in 2011-12, 10% in 2012-13 and 12% in 2013-14.
- Assume that the costs of other employee benefits will rise 5-10% annually.
- Assume that other non-salary price increases will be 2.25% annually.
- Assume that there will be no increases in nonresident tuition for graduate professional students for the three-year period.
- Assume continuation of the current policy requiring that financial aid be supplemented by an amount equivalent to at least 33 percent of new professional school fee revenue or by an amount necessary to ensure that financial aid sources are equivalent to at least 33 percent of all professional school fee revenue.

I. PROJECTED PROFESSIONAL DEGREE FEES

Specify your projected professional degree fees for each of the next three years. Please refer to the planning assumptions for further details about fee increase rates.

	2010-11	Proposed Last Year		New Proposed Fee Levels			Increases/Decreases		
		2011-12	2012-13	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Prof. Fee (CA resident)				\$4,002	\$4,200	\$4,410	#DIV/0!	5%	5%
Prof. Fee (Nonresident)				\$4,002	\$4,200	\$4,410	#DIV/0!	5%	5%
Mandatory Fees (CA resident)*	\$10,302			\$11,334	\$12,468	\$13,716	10%	10%	10%
Mandatory Fees (Non res.)*	\$10,710			\$11,334	\$12,468	\$13,716	10%	10%	10%
Health Insurance**	\$2,046			\$2,148	\$2,256	\$2,369	5%	5%	5%
Campus-based Fees***	\$909			\$921	\$933	\$946	1%	1%	1%
Nonresident Tuition	\$14,694			\$12,245	\$12,245	\$12,245	-17%	0%	0%
Other (explain below)							#DIV/0!	#DIV/0!	#DIV/0!
Total Fees (CA resident)	\$13,257	\$0	\$0	\$18,405	\$19,857	\$21,441	39%	8%	8%
Total Fees (Nonresident)	\$28,359	\$0	\$0	\$30,650	\$32,102	\$33,686	8%	5%	5%

* Mandatory fees include Educational Fee and Registration/Student Services Fee.

**Include disability insurance fee for medicine and dentistry.

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

Additional comments, including explanation of any notable changes in 2011-12 or 2012-13 fees from the multi-year plan submitted last year:

No submission last year.

II. PROGRAM GOALS AND EXPENDITURE PLANS

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

The Schools primary objectives for this increase are:

1. Maintain the quality of the program
2. Meet the expectations of our students in terms of support and services. The CANDEL Program is designed for working professionals, like teachers who are in leadership positions, superintendents, principals and professionals in community based organizations in the P-14 educational system. All students aspire to lead for change in these turbulent and complex times. They are required to meet during the weekend and have a summer summit offsite. All of the students are working professionals, and many of them are already in mid-level leadership roles in these educational settings. Given the pressure of attending to coursework and degree requirements as well as meeting the expectations of their professional roles, it is necessary to provide greater support for each student so that they can negotiate, effectively manage, and succeed in the program and at their work sites with these workloads. Most importantly, the support would provide more opportunities for students to focus on the necessary reading,

writing, data collection, and development of skills and knowledge to connect theory and practice, research and action, in their work settings and in the program.

3. Continue to attract excellent part-time lecturers and full time faculty
4. Have the opportunities to have meetings closer to the Bay Area to potentially attract new and continuing students living in the Bay Area, bringing a new dynamism and entrepreneurial spirit to the program
5. Create a community of leaders in Education with a strong alumni association that will advance the alumni's ability to lead for change and influence policy.

If the proposed fees are not approved, the School of Education will be unable to make the investment to support the development of our students. In the next section, we outline what services and support are expected for our students, and that do currently not exist. In addition, the school has no permanent funding to support the necessary administrative position that is in the student services office. The program coordinator position is the first point of contact for both applicants and students for all information related to admissions; financial aid; UC degree requirements and degree processes as well as course schedules etc. This position also coordinates and participates in outreach and recruitment activities for this highly specialized student population. Additionally, this role coordinates programmatic communication and decision making between Sonoma State and UC Davis. Without the PDF, the position will most likely be eliminated, reducing the services to our students, including staff availability during the weekends when CANDEL courses are held.

Our students are professionals such as Directors, principals, CSU Department Chairs, or Assistant Deans who completed their undergraduate degree over 16 years ago in average. A \$4,000 PDF is therefore less impactful than other professional degree fees in other disciplines.

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

33% of all generated funds will be Return of Aid funds that will be used to fund our students who have greater need according to FAFSA need-based aid calculations.

- The hiring of a part time Editorial Assistant to support students during the writing of their dissertations

The students with whom we work on are working professionals who have experience and expertise in writing very short notes and policy and position statements. Academic writing is quite another matter. We are asking them to engage in much more detailed and elaborated writing. The editorial assistance will provide support for the students at the end of their second year and during their third year of writing their dissertation proposal and their dissertation study. Their writing will improve with this support as will the time required for them to refine their writing skills and style with this assistance.

- The hiring of a part-time Research Design assistant to support students in their quantitative and qualitative research design and analysis process.

As noted above about the writing assistance, as working professionals, our students have had less experience with academic research efforts. The design assistance that will

be provided will assist students with more intensive support about the particular studies so they complete their dissertations in timely manner, whether or not the study involves quantitative or qualitative methodologies. Students will be able to seek specific support, as they need it along the way of completing their studies.

- Development of Alumni Network through the hiring or funding of a development professional

The Alumni network will assist our students after they graduate so that will have more immediate access to knowing when particular high level leadership positions are available, who of our alumni they can call on for support as they seek these positions. In addition, we have in mind that the network will also serve as a professional development and renewal resource for our alumni. Quarterly seminars would be held to update our alumni on new research about important educational matters they are facing, policy analysis, and efforts where they can directly influence policy. All of these efforts would be sponsored and encouraged by the network and coordinated by the development professional.

- Support for Outreach recruitment with in targeted communities, especially seeking candidates of color who serve the economically poorest students in educational settings in the Northern California area.

We have shown in the document that the percentage of administrators of color who serve communities of color and poverty in Northern California is low. Yet, we will increase our recruitment efforts throughout the Northern California area so that these prospective students know about our program, are encouraged to apply to it, and are provided financial support when necessary to encourage them to matriculate after applying and being accepted.

- Facility rental for Bay Area course and program meetings. Many of our students come from the Bay Area. Offering courses during the weekend closer to their home will allow more flexibility to the program and attract more students.

Our students in each of the cohorts come from a wide geographic areas of Northern California. Each cohort and its members are encouraged to meet in smaller groups in their geographic areas. The rental space would allow more frequent meetings of the Bay area students. We also believe that if our recruitment efforts are successful, we should have a larger proportion of our admitted students coming from the Bay area. If that happened, we would also hold periodic scheduled class meetings at this Bay area site. Finally, visiting lecturers and faculty whom we discuss below in the next item could hold special seminars with our students from the Bay area at this site. These seminars would also allow invitations to be sent to our students' school and community college district colleagues so that our students' professional development could extend to their work setting colleagues. Such an effort would also advance the influence of the CANDEL students and our program to these districts, serving also as a recruitment tool for the program.

- Visiting lecturers and faculty who are nationally known

Timely issues about educational research, policy, and practice arise throughout each year. By bringing visiting lecturers and faculty to our students, and their colleagues, as noted above, would enhance our students’ course work understandings as well as their awareness and comprehension of national issues that relate to their work and the issues and problems that they face on the job. We have in mind that some of these experts would come for a short visit, while others might spend a portion of a quarter with our CANDEL students and the program. These visiting experts would also become aware of our students, could alert and encourage our students’ involvement in national activities that they could bring back to their work sites to enhance their own skills and the resources of their institutions and the State of California.

- Hiring a coordinator for the program, that can have a leading role and guidance with the two CANDEL Directors.

The coordinator would provide direct and daily support to the Co-directors of the program, making sure that the administration of and details of the program serve students well. The coordinator would work closely under the direction of the Co-Directors to quickly solve program problems, assist students and faculty on class days so that the necessary instructional materials and resources are readily available, and collect and analyze data about students’ satisfaction with the program, including the impact that the professional fees may be having on their ability to succeed in the program, student progress in courses and the program, and untapped opportunities for students to better connect their course learning with their work settings. This person would also facilitate easy ways for students to take advantage of the writing and research design assistance we have proposed.

The revenue generated by the PDF will remain in the UCD School of Education up to 52 students. The PDF will be split between CSU Sonoma and UCD SOE for the 53rd students enrolled and over. The split will be made based on CSU and SOE faculty workload.

	2011-12	2012-13	2013-14	Total
Faculty Salary Adjustments				
UCRP Contributions				
Benefits Cost Increases				
Improving the Student-Faculty Ratio				
Expanding Instructional Support Staff	\$172,960	\$182,608	\$192,738	\$548,306
Instructional Equipment Purchases				
Providing Student Financial Aid	\$95,040	\$99,792	\$104,782	\$299,614
Other Non Salary Cost Increases				
Facilities Expansion/Renewal	\$20,000	\$20,000	\$20,000	\$60,000

Other				
Total projected change in revenue	\$288,000	\$302,400	\$317,520	\$907,920

Additional Comments:

We anticipate that 67% of the fees will be used to enhance the quality of the program, bringing nationally known guest speakers as visiting lectures and faculty, renting facilities closer to the bay area if needed, enhancing leadership exposure. 33% of the funds will be used to support recruitment and financial aid.

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

The SOE has aggressively pursued other sources of funding such as extramural C&G and fundraising revenue.

1. We have solicited and secured grants to launch the CANDEL program but the funding is running out.
2. We have also capped the amount transferred to our partner at Sonoma State, a CSU.
3. Due to budget cuts, we have been forced to reduce a full FTE to a 70% student services position, which is the sole administrative support to the CANDEL program.
4. The CANDEL program benefits from the general fundraising effort of the School of Education like any other program within the school. The School is also participating in the UC Davis Comprehensive Campaign, although most gifts when earmarked for other purposes will go to support other programs, such as our Teacher Education program.
5. We also strongly believe that our CANDEL graduates have the potential to provide gifts and endowments. We, therefore, will dedicate a 30% staff member to launch targeted efforts for this fundraising program alone.

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

Not Applicable

Please provide degrees for which the professional degree fee will be assessed and expected enrollment by degree.

	Enrollment			
	2010-11	2011-12	2012-13	2013-14
Doctorate in Educational Leadership	87	72	72	72

Note: This is a 3-year-program. The 87 students currently enrolled is the result of prior cohorts who have not yet graduated. We do however anticipate a 72 students enrollment as a regular target.

III. MARKET COMPARISONS: TOTAL CHARGES

Please provide the total student tuition and fee charges of comparison institutions. Select a maximum of 8 institutions, including, where possible, a minimum of 3 public institutions. *Please order programs, including your own program, from highest to lowest total cost, and provide an average of the public comparisons.*

	2010-11	2011-12	
Residents			
University of Southern California (private)	\$41,812	\$43,903	
Mills College (Private)	\$32,294	\$33,909	
University of the Pacific (private)	\$31,730	\$33,317	
Drexel University (Private)	\$19,200	\$20,160	
University of Oregon (Public)	\$17,598	\$18,478	
University of California, Davis (Public)	\$13,257	\$18,405	
Sacramento State (Public)	\$10,250	\$10,762	
Public Average	\$13,513	\$15,310	
Non Residents			
University of Southern California (private)	\$41,812	\$43,903	
Mills College (Private)	\$32,294	\$33,909	
University of the Pacific (private)	\$31,730	\$33,316	
University of California, Davis (Public)	\$28,359	\$30,650	
Drexel University (Private)	\$19,200	\$20,160	
University of Oregon (Public)	\$17,598	\$18,478	
Sacramento State (Public)	\$10,250	\$10,762	
Public Average	\$17,671	\$18,729	

Source(s): Webpage of each institution

* UC Berkeley has submitted or is considering submitting a proposal to include professional degree fee for the Ed.D

Why were these institutions chosen as comparators?

These institutions offer doctoral programs in Educational Leadership that target the same professional students than the CANDEL programs. They are all located in the West Coast and often recruit for the same applicant pool as the CANDEL program.

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

We have inquired about potential increases and a 5% ratio was applied when the information was not available.

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

We feel, with the Professional fee increases, our fees will still remain very attractive when compared to Private institutions offering an Ed.D. in Educational Leadership. Additionally we will remain very competitive with other public institutions as we will remain comparable to, for example, the University of Oregon’s current fees even with the addition of Professional fees. Our fees are currently higher than Sacramento State, so for those students, who are considering both Sacramento State’s ED.D program and UC Davis’ ED.D program cost is already a part of that decision process.

IV. ENROLLMENT TRENDS AND DIVERSITY STRATEGY

Note: UCOP will provide campuses with data from the Corporate Student System that should be used to complete the table below for your program. If possible, provide comparable figures for your comparison public and private institutions in the columns shown.

	2005-06	2006-07	2007-08	2008-09	2009-10	Comparison (2009-10)	
						Publics	Privates
Ethnicity							
Underrepresented							
African American	20%	14%	14%	12%	11%	11%	13%
Chicano/Latino	13%	10%	0%	5%	5%	16%	26%
American Indian	0%	0%	0%	0%	0%	0%	1%
Subtotal Underrepresented	33%	24%	14%	17%	16%	27%	40%
Asian/East Indian	0%	19%	12%	10%	6%	15%	18%
White	47%	47%	60%	57%	62%	46%	33%
Other/ Unknown	20%	10%	14%	16%	16%	12%	9%
International	0%	0%	0%	0%	0%		
Total	100%	100%	100%	100%	100%	100%	100%
Socioeconomic							
% Pell recipients	35%	14%	17%	18%	16%		

Sources:

(UC ethnicity, socioeconomic status: UC Corporate data) *As the UCOP data included both Ed.D. programs of JDPEL and CANDEL, we did not utilize this data set. The ethnicity data for UC Davis was obtained by the UC Davis BANNER Data Warehouse from Fall Quarter Enrollment statistics.*

Comparison institutions: UC’s Berkeley, Irvine, Los Angeles, San Diego, and Santa Cruz.

How does your program compare with other programs in terms of racial and ethnic diversity?

As noted in the above table, our program, in many ways, is comparable in racial and ethnic diversity student populations with other UC Campuses that offer an Ed.D. program. Our program began in 2005 with an underrepresented group of 33%. Although our averages today are below our other public institutions, we remain committed in our underrepresented recruitment efforts and to the purposes of the program. The CANDEL program has a recommended program admission requirement that applicants be currently in positions of leadership and desire to learn to be agents of change in their Districts, institutions and schools. This requirement is coupled with the requirement that the applicant’s employer must sign a letter of support allowing the admitted student to attend full-day Friday classes every third week, and receive other district or institutional support. These features we

believe both signal the focus of the program to prospective applicants and also encourage the support of their peers and administrators to the pool of accepted students so they have a greater likelihood of being successful in and completing the program. These are demanding requirements and they also offer important institutional supports for our students. Consequently, students who apply to the program and are accepted have considered and determined that they are interested in learning under these conditions

At the same time it is important to consider that the potential pool of diverse applicants has limitations. For example in reviewing the Community College Diversity information for both Educational Administrator's and tenured/tenure track faculty the following under-represented group averages emerged for the I80 corridor districts from which we recruit.

For Tenured/Tenured Track Faculty:

African American 5.30%
Chicano/Latino 9.82%
American Indian 1.25%

For Educational Administrators:

African American 12.3%
Chicano/Latino 16.50%
American Indian 3.62%

These figures give us reason to believe that our diversity percentage maybe influenced as much by the diversity reflected in the professional pool from which we recruit as it is by the programs efforts to recruit and admit a diverse and committed student population to our purposes and program requirements.

Nevertheless, CANDEL acknowledges that, within our recruiting efforts for each student cohort, we need to focus on recruiting a larger community of under-represented students, with particular attention being paid to recruitment in our Latino/Chicano communities that are underserved in our region and interested in the important educational benefits of the CANDEL program, compared to other ED.D programs.

What is your strategy for increasing the enrollment of students from underrepresented groups in your program? What indicators of success do you monitor?

Our goal for increasing enrollment is to provide the tools necessary for our current underrepresented students to succeed in our program. We begin our program with a weeklong Summer Institute. Here our students create, through intensive interaction and weeklong course work, the cohort network we believe so important to their success as students and professionals and after graduating, as leaders for change. Also during this intensive week of work our students develop a clear understanding of both the program model and goals.

Additionally, during the length of the program, students in the CANDEL cohorts will continue to receive individualized attention from the faculty in advising, teaching, and support. This attention and support

is possible due to the smaller cohort model we provide. The UC Davis Graduate Studies Dean's Office also provides resources to our entering students, including a Week of Graduate Student Orientation. To our incoming and continuing students services are provided such as in-office Counseling and Psychological Services targeted specifically for Graduate Students during the weekends that these students are on campus taking courses. CANDELS indication of success is measured by the success of our students. Our goal is graduate each student in a timely manner and to have their educational experiences prepare and support them in their continuing roles as Educational leaders for change in their own communities and Northern California.

Please comment on the trend in enrollment of underrepresented groups in your program over the past five years. If necessary, what actions are you implementing to improve diversity in your program?

The enrollment of underrepresented groups in our program began in 2005 at 33%. Although our statistics have decreased since the inaugural year of the program, for 2008-09 and 2009-10 our underrepresented student membership was 17% and 16% respectively. However for the 2010-11 cohort we were successful in increasing our underrepresented student groups to 29% of our incoming cohort. We believe some of our recent success (10-11 cohort) in recruiting under-represented students is attributable to targeted recruitment visits to Community college campuses and District offices, where CANDEL faculty are able to interact directly with our potential applicant community. Discussing the program's commitment to developing leaders for change and the CANDEL leadership focus provide additional attractions to prospective students. In addition, as our graduates complete their degrees, they have also been directing and encouraging prospective students of color to apply. We can expect that trend to continue as well as our graduates and existing students convey their experience and the support they have received in completing their degrees to prospective candidates of color.

The CANDEL program goal is to continue increasing the number of underrepresented students joining the CANDEL program. To this end, CANDEL program has developed recruitment forums for prospective graduate candidates who are members of under-represented groups. Additionally, we will offer information sessions to organizations that support underrepresented groups such as the CA Association of Latino Superintendents and Administrators; National Alliance of Black School Educators; Alliance of Asian/Pacific Administrators; and the Women in Educational Leadership. Finally, our CANDEL program director and Associate Dean will be contacting CANDEL graduates who are members of under-represented communities to gather their feedback on what the program might do to increase visibility and access to the program. The results of these discussions will inform our long-range diversity recruitment efforts.

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

The CANDEL program was developed and designed for working professionals who have been away from academia after obtaining their undergraduate and Master's degrees. Many are in leadership and administrative positions such as principals, administrators for Districts and County Offices of Education, Directors, Community College Department Chairs and Assistant Deans. Due to our students' professional experience and their positions, our students often have a significant span of time between

their undergraduate degrees and entering the CANDEL program. The average time period between when our students completed their UG degree and when they enter our program is 17.5 years. PELL is awarded during a student's undergraduate education, for many professional programs like Medicine and Vet Medicine students often will enter these programs very shortly after completing their Undergraduate degrees, therefore, the socioeconomic data that PELL would represent is still applicable in many cases to their current socioeconomic status. However, in the case of the CANDEL program with a program average of 17.5 years between completing an Undergraduate degree and entering the CANDEL program the socioeconomic relevance of what a student's PELL information may have been to their current professional earning power seems negligible. Additionally, over the past 6 years, only 27% of the CANDEL cohorts were UC undergraduates, rendering the PELL data available for UC students only, an incomplete picture of the socioeconomic diversity of the CANDEL student cohorts.

Additionally, as a program requirement, our students are often in higher paying positions of leadership within their schools or districts. Therefore, their status as undergraduate PELL recipients is not necessarily indicative of whether or not CANDEL is successful in reaching a diverse socioeconomic applicant base.

V. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

CANDEL's goal is to provide financial aid to students based on the FAFSA. Students are currently supported using Block Grant funds and any other additional return to aid resources. The Graduate Financial Aid Office, using the FAFSA, determines a student's need-based eligibility. Simultaneously, Graduate Studies, the office that determines the block grant allotment for each graduate program will notify CANDEL of the amount of block grant that will be allocated for the up coming academic year. The Co-Director's of the CANDEL program apply a model (see next question) to calculate the percentage of Block Grant funds each person with need will receive. Over the past five years, our allocation of Block Grant funds has steadily increased based on the program's increasing enrollment. Our increased block grant allocations have allowed us to support increasingly more students with financial need. It has been the program philosophy that each student who has financial need (according to the FAFSA) has received some amount of Block Grant to help offset educational expenses:

Year	Total BG funds	Amount per year	No. of recipients of BG
2005-06	\$37,490	\$3,500	9
2006-07	\$33,552	\$1,016	33
2007-08	\$74,000	\$3,700	20
2008-09	\$93,987	\$4,086	23
2009-10	\$130,000	\$3,909	33

We measure our success by ensuring that all qualified applicants have the opportunity to complete our program regardless of need.

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

CANDEL has for the last four years targeted the allocation of their financial aid resources to the “highest” need students based on FAFSA calculation of need.

Since 2006-07, when the CANDEL program achieved its enrollment goals, the number of students the program views as higher need – with need of \$5000 or more on their FAFSA – has grown in percentage, as fee increases have taken effect.

07-08 the number of FAFSA filers with ‘need’ of \$5000 or more was 40%

08-09 the number of FAFSA filers with ‘need’ of \$5000 or more was 57%

09-10 the number of FAFSA filers with ‘need’ of \$5000 or more was 64%

This trend would indicate that the number of students filing a FAFSA with ‘need’ would increase with the addition of the Professional Fee. It is, however, important to note, that, during this same period of time, the CANDEL program has been increasingly targeting the ‘highest’ need students with their current block grant allocations. Following the 06-07 academic year, the CANDEL directors reassessed student aid funding and redirected block grant, previously used to support all students (with or without need) to offset the cost of the program’s “Summer Institute”, and instead began directing their financial resources to the ‘highest need’ students in the program. The following method was adopted as a funding model:

Total dollar amount of FAFSA need-based eligibility for all FAFSA filers in the program divided by the program’s Block grant allocation. The resulting percentage represents the highest amount of aid any one single student can receive – not to exceed the cost of fees.

For the most recent academic year, the total amount of FAFSA need-based eligibility for all students submitting a FAFSA application was \$263,530. This number was then divided by the total amount Block Grant funds available for that given year which was \$129,695 resulting in a percentage of 49.4%. Therefore, students may receive up to 49.4% of their FAFSA need-based eligibility, in the academic year, not to exceed the amount of UC Davis fees for the current year.

Example: If student A has need based eligibility of 12,000 they could receive up to \$5988 in financial resources based on the availability of funds.

This methodology allows those with the greatest need to be eligible for the largest amount of aid with the amounts decreasing with decreasing ‘need’.

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

UC Davis/Ed.D. Capital Area North Doctorate in Educational Leadership (CANDEL)

The CANDEL programs aim is to cultivate educational leaders from public schools, community colleges, state and local educational agencies, and community based organizations serving education in California. Our common purpose and theme is to produce exemplary leaders who are willing to question how they do business in education and seek changes that truly impact our students. Many of our students currently work in underserved population school districts, community colleges, and communities and provide service to these populations on a daily bases.

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

CANDEL conducts 8 information sessions around its Northern California catchment area, dividing sessions between the UC Davis and our partner Sonoma State University campuses. In addition, we also conduct multiple information sessions on community college campuses and at District Offices, during the fall quarter of each year. An average of 5-15 prospective applicants participate in each session, allowing us an opportunity to communicate information about our program in a small group setting. Financial aid is also discussed and the FAFSA is mentioned as a tool for propective students to consider for obtaining financial aid resources. We also discuss that Block Grant funds are used to assist student with financial need in offsetting some of their educational expenses. Students and potential students are directed to the UC Davis Graduate Financial Aid office website for additional information and this link is also included on the CANDEL program’s FAQ page as a resource.

Note: UCOP will provide you with figures from the Corporate Student System that should be used to complete the table below. If possible, provide comparable figures for your comparison public and private institutions in the rows shown. (NOTE: This data includes both Ed.D. programs of JDPEL and CANDEL. CANDEL began in 2005. Both programs have the same cost.)

Graduating Class	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Cumulative Debt	\$ 10,730	\$ -	\$ -	\$ 10,528	\$ -	\$ 32,301	\$ 21,311
Percent with Debt	8%	0%	0%	50%	0%	13%	53%

Public School Comparison: Selected to use Business School data from other UC Campuses as graduates from Ed.D. programs are too small of a sample.

	UCB	UCD	UCI	UCLA	UCR	UCSD
2008-09 Average Debt at Graduation	\$67,198	\$21,311	\$54,966	\$66,285	\$42,536	\$43,634
Graduates with Debt	60%	53%	55%	57%	20%	54%

Please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed fee and financial aid plan to have on this trend?

On average, 53% of our students graduate with financial aid debt. However, the amount of debt is the lowest for the professional programs (cited in above the above chart) at approximately \$21,000. Although \$21,000 is a serious investment in one’s education, as discussed previously, the CANDEL program’s grant aid is targeted at the most ‘needy’ students with additional grant funds available to all

students with need. These funds currently help to lessen overall student debt. With the additional Professional Fee increase our program’s philosophy will continue to be to provide additional ‘need’ based grant to our neediest students to help minimize the additional costs of our program. We also realize that CANDEL students are working professionals, already employed at middle management levels or above. We believe, even with the proposed professional fee increase, the additional debt load created by professional fees will remain manageable for our students.

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

	2008-09 Average Debt at Graduation	Graduates with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	\$ 21,311	53%	\$120,000	3%
Public comparisons	\$ 54,924	49%	\$	#VALUE!
Private comparisons	\$	%	\$	#VALUE!

Sources:

UC: Corporate data

Comparison institutions: [please indicate]

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

As detailed in the above data, our graduates can expect to spend approximately 3% of their salary towards the repayment of loans. We feel this is very manageable with the median salary of our graduates at \$120,000. The UC Davis Financial Aid office provides loan repayment counseling and information. In addition, after their degree completion, our graduates will be advancing into other higher level positions with greater responsibility and, therefore, higher salaries.

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

The majority of our students are in public interest careers upon entering our program through careers with the public school and community college systems. Most will continue to serve this population after graduation as well. Because CANDEL graduates are already in career positions, they typically do not earn less than our other graduates. For many of our CANDEL graduates the completion of their degree will provide increased salary potential.

VI. STUDENT AND FACULTY CONSULTATION

Has your program sought meaningful consultation with its students and faculty about the proposed fee increase for 2011-12? If so, how, and what student/faculty feedback was received?

If not, how will you consult and solicit feedback prior to September 17? If your academic calendar does not allow for consultation by September 17, when and how will it occur? Please be specific. (Note that starting next year, OP will ask campuses to begin consultation with students during the spring term prior to fall submission of fee proposals.)

Faculty of the CANDEL program has been consulted in August 11, 2010 during the annual retreat and is in support of the PDF proposal. Following the meeting, Associate Dean Heckman has consulted individually with a number of faculty who have expressed their support.

In addition, the PDF proposal will be an agenda item to be discussed at the first meeting of the Faculty Executive Committee.

Two focus groups with current CANDEL students and alumni have been scheduled for the month of September to discuss the PDF proposal, financial Aids and support to the program.

Please confirm that your plan has been shared with the appropriate representative from your campus's graduate student organization before the plan is submitted to UCOP and provide a brief description of the feedback received.

Because of the timeline and the difficulty to meet with the students during the summer, we have postponed this discussion to September. Our student services and the director of the program will lead two focus groups to discuss in more details the proposal.

Plan shared with _____ on _____ .
Text

Please confirm that your plan has been shared with the campus's Graduate Dean before the plan is submitted to UCOP and provide a brief description of the feedback received.

Dean Levine, dean of the School of Education has discussed the plan with Dean Gibeling, dean of Graduate Studies. A copy of the proposal is forwarded to his attention.

Plan shared with Dean Gibeling on August 2010 .
Text

VII. OTHER

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

We will continue, as a part of our recruitment plan for CANDEL, to monitor our program's affordability as it relates to other regional University who offer an ED.D.

VIII. SUPPLEMENTAL QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE A PDF FOR THE FIRST TIME IN 2011-12

Please describe the program, for which you propose charging a professional degree fee, including: What unit/department houses the program? Is the program new or already offered? If new, has the program already been approved by the campus and CCGA?

The CANDEL Program is designed for teachers, superintendents, principals and professionals in the P-14 educational system. The students are committed to developing their leadership knowledge and skills. Through pursuit of this professional degree for working professionals, graduates gain the foundation, skills, and knowledge to be active leaders for change in P-12 settings or community colleges, helping these institutions address the critical issues facing them and their students in the 21st century.

All of the students are working professionals, and many of them are already in mid-level leadership roles in these educational settings. Given the pressure of attending to coursework and degree requirements as well as their professions, it is necessary to provide greater support for each student so that they can negotiate and effectively manage these workloads. Most importantly, the support would provide more opportunities for students to focus on the necessary reading, writing, data collection, and development of skills and knowledge to connect theory and practice, research and action, in their work settings and in the program.

The total required core course load for completing the program is 72 units. There are no elective course requirements for the CANDEL program. After completing the core courses, students most then pass a preliminary written examination, which is overseen by a Preliminary Written Examination Committee. Three CANDEL faculty members comprise the committee. A dissertation is also required of all students. It is a major research-based project that addresses a real problem within a P-12 or community college (P-14) environment and includes potential solutions that can be readily applied to the setting. The intent of the dissertation is to create applicable knowledge, remedies, or change strategies in service to an existing educational problem, policy, or setting.

Please describe the rationale for charging a professional degree fee for this program, including: Why is it appropriate for this program to charge a professional degree fee? In what ways is the program “professional” rather than “academic” or “self-supporting”? Do students have elevated earning potential after earning a degree in this discipline?

The UC Davis School of Education’s mission is to integrate scholarship and practice. Instead of developing the CANDEL program as a stand-alone, self-supporting program, it was created as a professional degree program within the school in order to highlight its pursuit of the SOE mission—integrating academics with practice and practice into the academics.

Like the SOE's mission, the CANDEL program's effort to create leaders for change in P-14 settings emphasizes interdisciplinary collaboration, as well as students' deep and sustained engagement and inquiry as scholar-practitioners. The desired outcome is a fundamental integration of academics and practice when working toward solving the serious issue of lack of access and accomplishment facing all students and citizens in economically poor communities, but especially students of color.

Degrees that have traditionally been academic in the past – i.e., MA and MS degrees – will be subject to a higher level of scrutiny than other programs proposing to charge the professional degree fee.

How is the professional degree offered by this program different from an academic degree?

Two differences distinguish the Ed D from the Ph D at UC Davis, although each remains strongly connected to advancing the knowledge and skills of inquiry and scholarship. The first distinction focuses on the nature of the problems on which the Ed D students focus. They seek studies of their local work and community circumstances so that they can better understand those local conditions and improve them by undertake empirical investigations and situate those studies within the existing educational research literature. Our Ph D students may focus on a particular setting but often seek problems that address larger databases and issues. The second distinction addresses the way that these graduates both use and contribute to scholarship as it relates to their practice as educational leaders – we encourage these individuals to see themselves as scholar-practitioners. Our Ph D students are encouraged to become part of Research One institutions and become scholars who contributing mainly to the existing research literature and enterprise.