

Executive Board

2020-2025 Five-Year Planning Perspectives Report

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June 1, 2021

Michael T. Brown
Provost and Executive Vice President for Academic Affairs
University of California

Re: 2020-2025 *Five-Year Planning Perspectives* Report

Dear Provost/EVP Brown,


The Divisional Executive Board, councils, and committees appreciate the opportunity to review the 2020-2025 *Five-Year Planning Perspectives* report.

After review of the attached responses from divisional committees and councils, Executive Board members endorsed the questions and concerns raised about the increasing prominence of self-supporting graduate programs.

Concerns included the necessity for increased resources to enable robust review of the increasing number of SSGDPs, the lack of attention to PhD and undergraduate programs relative to master's programs, the possibility of harm to state-supported programs, the resources needed to support SSDPs and their students, the instructional quality of asynchronous online programs, the need for appropriate taxation of SSDPs, and the potential for reputational damage.

Members encouraged strategic systemwide analysis and dialogue about the risks and rewards for the university, and particularly for academic excellence, with the current emphasis on self-supporting graduate programs.

Sincerely,



Shane White
Chair, UCLA Academic Senate

Encl.

Cc: Hilary Baxter, Executive Director, UC Academic Senate
April de Stefano, Executive Director, UCLA Academic Senate
Mary Gauvain, Chair, UC Academic Senate
Jody Kreiman, Vice Chair/Chair Elect, UCLA Academic Senate
Michael Meranze, Immediate Past Chair, UCLA Academic Senate
Chris Procello, Academic Planning & Policy Analyst, UCOP

April 20, 2021

To: Shane White, Chair, UCLA Academic Senate

From: Andrea Kasko, Chair, Graduate Council

Re: 2020-2025 Five-Year Planning Perspectives Report

The 2020-2025 Five-Year Planning Perspectives Report was circulated to Graduate Council members for independent review. Members offered the following comments and comments for consideration.

The *Perspectives* observes, “In the 2020-25 cycle, self-supporting program proposals (81 items) surpassed proposals for state-supported programs (58 items) for the first time” (p. 1). Specifically:

Since the end of the Great Recession, the number of Self-Supporting Graduate Professional Degree Programs (SSGPDPs) planning items has increased while the number of state-supported graduate planning items has decreased. The number of self-supporting program proposals increased from a low of 18 in the 2011-16 cycle to 81 in the most recent cycle while the number of state-supported program proposals dropped from a high of 104 in the 2011-16 cycle to 58 in the most recent cycle. (p. 15)

The work of reviewing the increasing number of SSGPDP proposals is substantial, and significantly impacts both the divisional Graduate Councils and the systemwide Coordinating Committee on Graduate Affairs (CCGA). Furthermore, approved SSGPDPs require local review after three years, which is done by the Graduate Council. The Graduate Council already experiences a high workload; this additional workload will require additional resources for the Senate. Without additional resources, this additional workload could negatively impact state-supported programs by drawing the Graduate Council’s effort and attention away from issues in state-supported programs. The need for additional resources is especially acute at UCLA, which the *Perspectives* notes “has proposed the most SSGPDPs”: 40% of the total of all cycles, and 51% of the total of the 2020-25 cycle (p. 16).

Members noted that the *Perspectives* now includes an identification of the degree to which planned programs are to be “online” (10%, 25%, 40%, 50%, 80%, and 100%). However, a 100% “online” program may include synchronous components, or be fully asynchronous. This distinction may be important to consider when assessing the quality of partially- and completely-online programs: a fully asynchronous course could involve substantially less contact with an instructor.

For partially- and completely-online programs, will there be support at the systemwide level to consult on instructional design and technology, in order to maintain the consistency and trustworthiness of the “UC brand” of programs not tied to a physical location?

One member suggested that, given the number of new programs being proposed, campuses should make a concomitant effort to discontinue, consolidate, transfer, or disestablish existing programs. Doing so would reduce clutter and maintain clarity and focus.

Thank you for the opportunity to opine. If you have any questions, please contact us via the Graduate Council's interim analyst, Aileen Liu, at aliu@senate.ucla.edu.

cc: Estrella Arciba, Committee Analyst, Graduate Council
April de Stefano, Executive Director, Academic Senate
Jody Kreiman, Vice Chair/Chair Elect, Academic Senate
Aileen Liu, Interim Committee Analyst, Graduate Council
Michael Meranze, Immediate Past Chair, Academic Senate

3125 Murphy Hall
410 Charles E. Young Drive East
Los Angeles, California 90095

April 8, 2021

To: Shane White, Chair, UCLA Academic Senate

From: Megan McEvoy, Chair, Undergraduate Council

Re: 2020-2025 Five-Year Planning Perspectives Report

The 2020-2025 Five-Year Planning Perspectives Report was circulated to Undergraduate Council members for independent review. Members offered the following comments for consideration.

Much of the report is devoted to trends in the graduate programs, which is unsurprising given the large number of actions related to self-supporting graduate and professional degree programs (SSGPDs). It would be helpful for the report to include a specific section about trends in the undergraduate programs. The report notes that “the number of proposed new undergraduate programs [has] remained steady” (p. 1), and that “discontinuances have historically clustered around undergraduate programs” (p. 18). It would be helpful to understand how to interpret these trends in undergraduate programs in light of the fact that most actions are around graduate programs and SSGPDs.

One concern was that campuses may be shifting their attention too much from proposing new and innovative undergraduate programs, a consequence of the pressure on the bottom line to propose money-making professional master’s programs. Campuses must find a balance between proposing programs that are potentially revenue-generating and financially beneficial *because* they are potentially revenue-generating, and proposing programs that are most needed and finding ways to fund them.

Thank you for the opportunity to opine. If you have any questions, please contact us via the Undergraduate Council’s analyst, Aileen Liu, at aliu@senate.ucla.edu.

cc: April de Stefano, Executive Director, Academic Senate
Jody Kreiman, Vice Chair/Chair Elect, Academic Senate
Aileen Liu, Committee Analyst, Undergraduate Council
Michael Meranze, Immediate Past Chair, Academic Senate

April 7, 2021

Shane White, Chair
Academic Senate

Re: 2020–2025 Five-Year Planning Perspectives

Dear Chair White,

At its meeting on March 29, 2021, the Council on Planning and Budget (CPB) had an opportunity to review and discuss the 2020-2025 Five Year Planning Perspectives.

The CPB members had the following observations:

1. UCLA has more programs than other campuses.
2. There is an important change with respect to the number of doctoral programs. While in years past UCLA had many PhD programs, it is expanding its Master's degree offerings.
3. Self-Supporting Programs (SSPs) are multiplying at an accelerated pace. Members noted that it would be helpful to include data to help understand the context in which the new programs are proposed. How many programs already exist and how many students are being served by these new programs? What weight do these SSPs carry?
4. Moreover, CPB wishes to underscore that self-supporting programs might harm the state-supported programs. A shift of emphasis to SSPs from PhDs might affect the UCLA brand institutionally, reflecting a long-term change in priorities.

Thank you for the opportunity to review. If you have any questions for us, please do not hesitate to contact me at groeling@comm.ucla.edu or via the Council's analyst, Elizabeth Feller, at efeller@senate.ucla.edu.

Sincerely,



Tim Groeling, Chair
Council on Planning and Budget

cc: Jody Kreiman, Vice Chair/Chair-Elect, Academic Senate
Michael Meranze, Immediate Past Chair, Academic Senate
April de Stefano, Executive Director, Academic Senate
Elizabeth Feller, Principal Policy Analyst, Council on Planning and Budget
Members of the Council on Planning and Budget

UCLA Academic Senate

June 8, 2021

Emily Carter
Executive Vice Chancellor and Provost

Re: 2020-2025 *Five-Year Planning Perspectives* Report

Dear EVCP Carter,

The Academic Senate appreciated the opportunity to [respond to the UCOP 2020-2025 Five-Year Planning Perspectives report](#). At its meeting on April 29, 2021, the Executive Board reviewed the feedback from divisional committees and councils (attached). Executive Board members endorsed their questions and concerns raised about the increasing prominence of self-supporting graduate programs.

Concerns included the necessity for increased resources to enable robust review of the increasing number of SSGPDPs, the lack of attention to PhD and undergraduate programs relative to master's programs, the possibility of harm to state-supported programs, the resources needed to support SSGPDPs and their students, the instructional quality of asynchronous online programs, the need for appropriate taxation of SSGPDPs, and the potential for reputational damage. These concerns underscored the necessity for maintaining or strengthening robust program review at both campus and systemwide levels.

Members encouraged Provost/EVP Brown to engage in strategic systemwide analysis and dialogue about the risks and rewards for the university, and particularly for academic excellence, with the current emphasis on self-supporting graduate programs.

From UCLA Administration, members would appreciate a better understanding of how campus administrative leaders plan to address the concerns listed above. We look forward to receiving a response to these issues.

Sincerely,



Shane White
Chair, UCLA Academic Senate

Cc: April de Stefano, Executive Director, UCLA Academic Senate
Gregg Goldman, Vice Chancellor and Chief Financial Officer
Jody Kreiman, Vice Chair/Chair Elect, UCLA Academic Senate
Michael Meranze, Immediate Past Chair, UCLA Academic Senate
Emily Rose, Assistant Provost and Chief of Staff to the EVCP
Jeff Roth, Associate Vice Chancellor, Academic Planning and Budget



OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

February 4, 2021

ACADEMIC COUNCIL CHAIR MARY GAUVAIN

Re: 2020-2025 *Five-Year Planning Perspectives* Report

Dear Chair Gauvain:

As you know, all UC campus submitted their 2020-2025 *Five-Year Planning Perspectives* this past fall. The *Perspectives*, examines the academic planning pipeline, and related trends for academic programs and units, and continues to be important for both campus and systemwide academic planning.

Attached is the most recent version of the 2020-2025 *Five-Year Planning Perspectives* report. It details trends in overall academic program growth, showing continued recovery from the Great Recession in terms of the number of planned proposals for new degrees and academic units. These trends are shown by both degree type, and by proposed funding source (state-supported versus self-supported). As well the report includes trends in the number of discontinued and approved programs. Per the *Compendium*, I am sending this report to you to share with CCGA, UCEP, and UCPB.

I welcome the Academic Senate's feedback, in both general terms and on particular topics described in the *Compendium*, such as the potential for cooperative planning; similarities among anticipated actions as well as relationships between these actions, and extant programs and units (both within and across campuses); the need for new resources or redirection of existing resources; financial sustainability over time; the potential to enhance UC system or campus character or reputation; the convergence with state and national needs; and Senate and administration involvement in proposal development and review.

Academic Senate comments should be sent by email to Chris Procello at chris.procello@ucop.edu. In keeping with the *Compendium*'s allotment of four months for review, discussion, and feedback, please submit your comments by June 1, 2021.

Sincerely,

A handwritten signature in blue ink that reads "Michael T. Brown".

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

Attachment

cc: Academic Senate Vice Chair Horwitz
Vice President Brown
Chief of Staff Peterson
Executive Director Baxter
Director Greenspan

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Overview of the 2020-2025 Five-Year Planning Perspectives

Executive Summary

Every other year, campuses submit to the Office of the President their *Five-Year Planning Perspectives* (*Perspectives*), which list the anticipated actions to establish, transfer, consolidate, disestablish, or discontinue undergraduate degree programs, graduate degree programs, schools, colleges, and other academic units. The 2020-25 *Perspectives* cycle began with a call to all Chancellors in January 2020, asking campuses to submit their *Perspectives* to the Office of the President by June 2020. In April 2020 this deadline was shifted to September 2020 as a result of the COVID-19 pandemic.

The 2020-25 *Perspectives* showed:

- The total number of planning items continued to rise. This number is currently at its highest point, with 491 planning items in the 2020-25 *Perspectives*.
- Since the 2009-14 *Perspectives* cycle, the number of proposals to establish academic programs has steadily increased. There were 229 academic program establishment planning items in the 2020-25 *Perspectives*, the highest since the Great Recession.
- Multi/Interdisciplinary Studies emerged as the most prominent disciplinary category for academic program establishment planning items in the 2020-25 *Perspectives*, driven by a sharp increase in computational and data science programs across the system.
- New to the *Perspectives* was the identification of the degree to which planned programs were to be online. 15% of academic program planning items were either partially or fully online and nearly all of these online programs were professional master programs.
- In the 2020-25 *Perspectives* cycles, Los Angeles and Berkeley accounted for half of academic program establishment items. The five school/college proposals in the 2020-25 cycle came from Berkeley, Irvine, Merced, and San Diego.
- As the number of proposed new undergraduate programs remained steady, the number of graduate academic proposals continued to drop while the number of graduate professional proposals continued to rise. More specifically, the decline in academic doctorate program proposals and the increase in the proposals for professional masters programs continued.
- In the 2018-23 *Perspectives*, the number of plans for self-supporting programs was roughly equal to the number of plans for state-supported programs. In the 2020-25 cycle, self-supporting program proposals (81 items) surpassed proposals for state-supported programs (58 items) for the first time and in the current cycle all campuses except for Santa Barbara proposed at least one self-supporting program.
- Trends for (a) actions other than establishment and (b) dispensed items suggest a continued increase in programmatic change in the form of discontinuances and approvals, especially since the 2011-16 cycle. This change has been concentrated in undergraduate programs and at the Berkeley, Irvine, San Diego, and Los Angeles campuses.
- In the 2020-25 *Perspectives*, there were six disciplinary clusters where multiple campuses had similar program establishment planning items: Data Science; Environment/Sustainability; Bioengineering/ Bioinformatics/Biomedical Sciences; Public Health; Business Administration/Management; and Public Administration/Public Policy.

Background and Introduction

Every other year, campuses submit to the Office of the President their *Five-Year Planning Perspectives*, which list the anticipated actions to establish, transfer, consolidate, disestablish, or discontinue undergraduate degree programs, graduate degree programs, schools, colleges, and other academic units. Individually, the *Perspectives* contain information that can be useful to campus long-range planning efforts; collectively, they offer an informative snapshot of UC's academic program pipeline. These biennial snapshots can be organized to identify and assess trends. In addition, integrating lists from all 10 campuses allows for systemwide analysis of plans, creating opportunities to promote coordination, synergy, and specialization. The *Perspectives* are also useful in responding to inquiries from state policymakers and agency staff as well as, on occasion, external entities or the press.

The 2020-25 *Perspectives* cycle began with a call to all Chancellors in January 2020, asking campuses to submit their *Perspectives* to their Divisional Senate Chair for review by April 2020 and to then submit the list to the Office of the President by June 2020.¹ In April 2020 this deadline was shifted to September 2020 as a result of the COVID-19 pandemic. This overview was drafted in Fall 2020 and, along with campus *Perspectives*, will be distributed for review and comment to select administrative leaders and the Academic Senate (campus divisions as well as systemwide committees—the Coordinating Committee on Graduate Affairs, the University Committee on Educational Policy, and the University Committee on Planning and Budget).² The Academic Planning Council, a joint Academic Senate/Administration committee, will review the comments received and discuss the *Perspectives* throughout the remainder of Academic Year 2020-21.³

This report is divided into five parts:

- I. **Trends representing sustained growth.** The total number of planning items is currently at its highest point and the number of academic program establishments is the highest since the 2009-14 *Perspectives* cycle, signaling a continued approach to pre-Great Recession levels for program establishments. Health, Multi/Interdisciplinary, Engineering, and Biological Sciences programs continued to play important roles, as did the Los Angeles and Berkeley campuses, in this sustained growth of establishments.
- II. **School/College establishment plans.** The number of school/college establishment planning items dipped from nine in the 2018-23 cycle to five in the 2020-25 cycle. Campuses at Berkeley, Irvine, Merced, and San Diego planned schools or colleges in the 2020-25 *Perspectives*.
- III. **Trends by degree type.** As the number of proposed undergraduate programs remained steady, the number of graduate academic proposals continued to drop while the number of graduate professional proposals continued to rise. This trend is most strongly expressed in the decline in academic doctorate programs and the increase in proposals for professional masters programs, a trend that has accelerated since the 2011-16 *Perspectives*.
- IV. **Trends by graduate program funding strategy.** In the 2020-25 cycle, and for the first time, self-supporting program establishment planning items surpassed state-supported program establishment planning items, exceeding the number of proposal items for state-supported programs by 23 items and constituting over half of graduate degree program establishment items.

¹ Individual campus 2020-25 *Perspectives* can be found at:
https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/all_campuses_2020-25_fypps_combined.pdf

² Unless noted otherwise, the source for all data presented in this report is Institutional Research and Academic Planning's *Five-Year Planning Perspectives* database.

³ For reference, the final report on the previous *Perspectives* cycle, the 2018-23 cycle, can be found at:
<https://www.ucop.edu/institutional-research-academic-planning/files/2018-23-fypp-report.pdf>

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All campuses except for Santa Barbara proposed at least one self-supporting program in the 2020-25 cycle.

- V. Trends in actions other than establishment and among dispensed items.** Discontinuances accounted for the majority of actions other than establishment and the majority of items “dispensed” from the *Perspectives* were dispensed as a result of being approved. Taken together, these trends suggest an increase in programmatic change since the 2011-16 *Perspectives* cycle, in particular at the undergraduate level and at the Berkeley, Irvine, San Diego, and Los Angeles campuses.

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I. Trends representing sustained growth

The total number of planning items in the *Perspectives* continued to rise, from around 260 in the 2007-12 cycle to close to 400 in the 2014-19 cycle to nearly 500 in the 2020-25 cycle. The total number of planning items is now at its highest point and of the possible program actions in the *Compendium*, academic program establishments continues to constitute the majority.⁴

Figure 1: Total number of planning items
Universitywide, 2004-09 to 2020-25 *Perspectives*

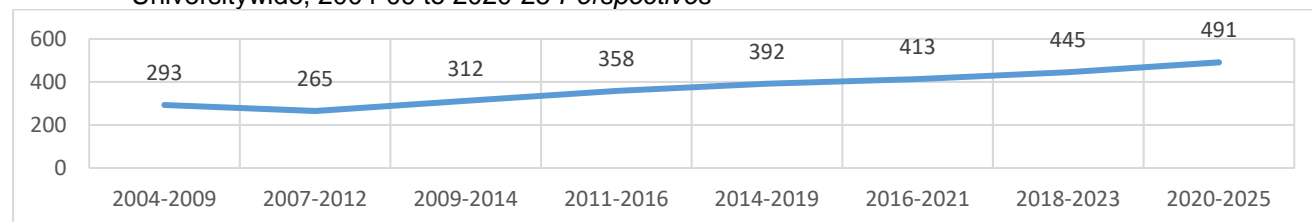
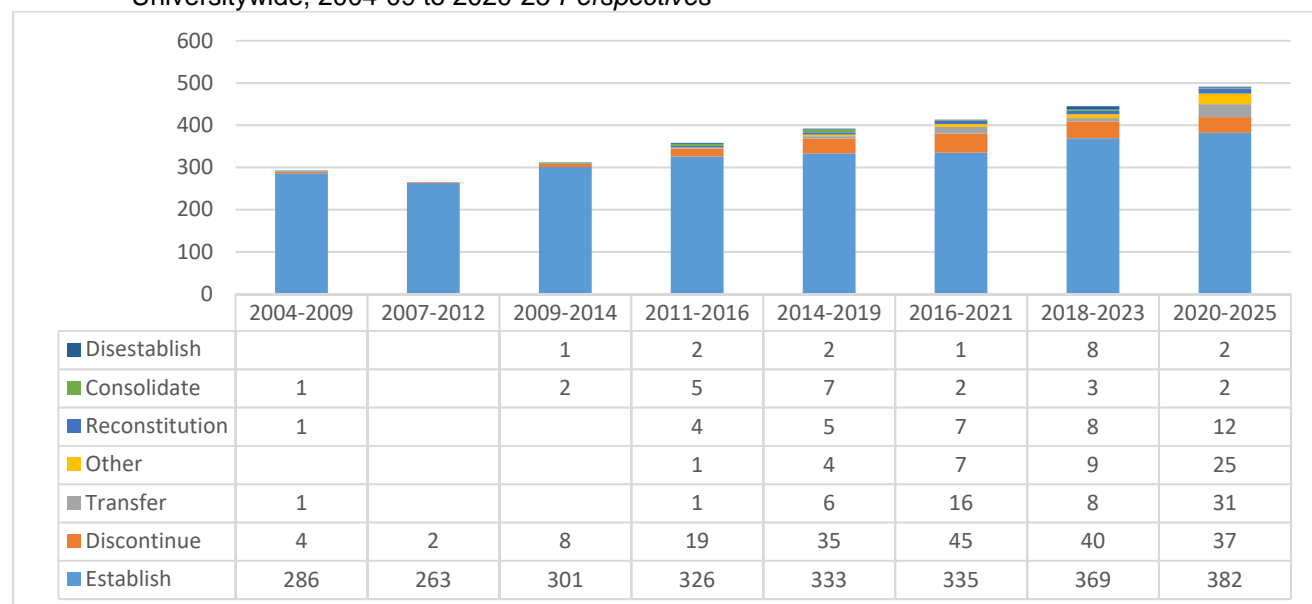


Figure 2: Total number of planning items, by *Compendium* program action (including disposed planning items)⁵
Universitywide, 2004-09 to 2020-25 *Perspectives*



In contrast to the steady rise in total planning items, the number of planning items for academic program establishments has fluctuated. After similar numbers of program establishment items in the 2004-09, 2007-12, and 2009-14 *Perspectives*, there was a sharp decline in the 2011-16 cycle, corresponding to dramatic cuts in state funding resulting from the Great Recession. The number of proposals for program establishments dropped from around the 250 mark to its lowest point of 166 in the 2011-16 cycle. Program establishment items then rebounded in the 2014-19 cycle and have modestly increased since then, reaching 229 of these items in the 2020-25 cycle. These 229 items for program establishment are the highest number since the 2009-14 cycle and reflect the pipeline for program establishment continuing to approach pre-Great Recession levels. Of the 229

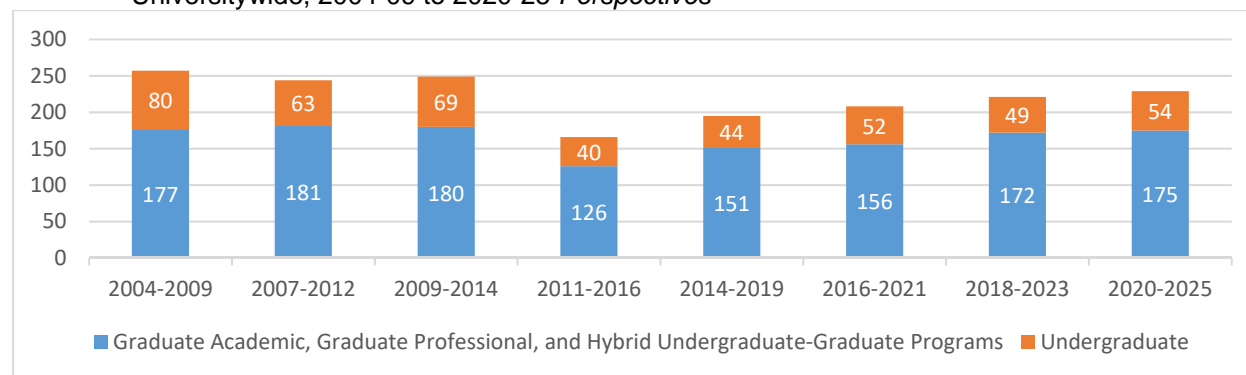
⁴ The *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, and Research Units* can be found at: https://www.ucop.edu/institutional-research-academic-planning/files/compendium_sept2014.pdf

⁵ In addition to “active” planning items, the *Perspectives* includes the disposition of planning items from previous lists that are no longer pending because they have been approved, withdrawn, or postponed.

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program establishment items in the 2020-25 cycle, three-quarters were at the graduate level or include a graduate component.

Figure 3: Proposals for academic program establishments, by broad program type (not including disposed planning items)
Universitywide, 2004-09 to 2020-25 *Perspectives*



Throughout the *Perspectives*, the number of academic program establishment planning items has varied by campus. In the 2020-25 *Perspectives* cycles, Los Angeles and Berkeley accounted for half of program establishment items, with Los Angeles as 29% of the total and Berkeley as 22% of the total. Each of the remaining campuses fell below the 10% mark: Merced and Irvine accounted for 9% each, San Diego 8%, Riverside 7%, Davis 6%, Santa Barbara 5%, Santa Cruz 4%, and San Francisco 1%. To contextualize the number of proposals for academic program establishment in the 2020-25 *Perspectives*, data from the 2014-2019, 2016-2021, and 2018-2023 *Perspectives* are included below.

Figure 4: Proposals for academic program establishments, by campus
2014-2019 to 2020-25 *Perspectives*

Campus	2014-2019		2016-2021		2018-2023		2020-2025	
Berkeley	7	4%	26	13%	39	18%	50	22%
Davis	15	8%	15	7%	14	6%	13	6%
Irvine	37	19%	37	18%	24	11%	20	9%
Los Angeles	42	22%	45	22%	54	24%	67	29%
Merced	28	14%	28	13%	23	10%	21	9%
Riverside	10	5%	12	6%	13	6%	17	7%
San Diego	28	14%	15	7%	24	11%	18	8%
San Francisco	9	5%	2	1%	1	0%	3	1%
Santa Barbara	11	6%	14	7%	13	6%	11	5%
Santa Cruz	8	4%	14	7%	16	7%	9	4%

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Figure 5: Total enrollment, total established academic programs, and *Perspectives*' proposals for academic program establishments, by campus⁶

Campus	Total enrollment		Total established academic programs		2020-2025 <i>Perspectives</i>	
Berkeley	42,327	15%	253	14%	50	22%
Davis	39,074	14%	280	15%	13	6%
Irvine	36,303	13%	212	12%	20	9%
Los Angeles	44,589	16%	301	17%	67	29%
Merced	9,018	3%	55	3%	21	9%
Riverside	26,434	9%	167	9%	17	7%
San Diego	39,576	14%	215	12%	18	8%
San Francisco	3,201	1%	35	2%	3	1%
Santa Barbara	26,179	9%	161	9%	11	5%
Santa Cruz	19,161	7%	133	7%	9	4%

In the last four *Perspectives* cycles, four academic program disciplinary categories have played an important role: Health Professions and Related Programs, Multi/Interdisciplinary, Engineering, and Biological and Biomedical Sciences.⁷ In the 2014-19, 2016-21, 2018-23, and 2020-25 cycles, about half of program proposals fell into one of these four categories. For the 2020-25 cycle, these four categories continued to play important roles with Multi/Interdisciplinary Studies capturing 18% of the total, Health Professions having 14% of the total, and Engineering and Biological and Biomedical Sciences each having about 10% of the total. Among the two most prominent categories—Health Professions and Multi/Interdisciplinary—Multi/Interdisciplinary Studies continued to emerge as the largest. In the 2014-19 *Perspectives* cycles, 21% of program establishment items fell into the Health Professions category and 16% into Multi/Interdisciplinary Studies. In the following cycles, Multi/Interdisciplinary Studies eclipsed Health Professions by three percentage points and in the 2020-25 cycle surpassed Health Professions by four percentage points.

⁶ Enrollment figures represent Fall 2020 enrollment.

⁷ This report used the U.S. Department of Education's Classification of Instructional Programs for its disciplinary categories: <https://nces.ed.gov/ipeds/cipcode>.

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Figure 6: Proposals for academic program establishments, by disciplinary category
Universitywide, 2014-19 to 2020-25 *Perspectives*

Disciplinary Category	2014-2019		2016-2021		2018-2023		2020-2025	
Multi/Interdisciplinary Studies	31	16%	34	16%	32	14%	42	18%
Health Professions and Related Programs	41	21%	26	13%	25	11%	33	14%
Engineering	16	8%	30	14%	24	11%	26	11%
Biological and Biomedical Sciences	13	7%	14	7%	21	10%	23	10%
Visual and Performing Arts	11	6%	12	6%	14	6%	8	3%
Area, Ethnic, Cultural, Gender, and Group Studies	15	8%	11	5%	7	3%	9	4%
Business, Management, Marketing, and Related Services	6	3%	11	5%	11	5%	11	5%
Social Sciences	7	4%	4	2%	14	6%	12	5%
Natural Resources and Conservation	8	4%	11	5%	7	3%	7	3%
Education	6	3%	5	2%	11	5%	9	4%
Physical Sciences	6	3%	7	3%	9	4%	8	3%
Public Administration and Social Service Professions	5	3%	4	2%	7	3%	8	3%
Foreign Languages, Literatures, and Linguistics	5	3%	7	3%	3	1%	3	1%
English Language and Literature/Letters	3	2%	6	3%	6	3%	2	1%
Computer and Information Sciences and Support Services	3	2%	4	2%	5	2%	4	2%
Philosophy and Religious Studies	4	2%	5	2%	3	1%	3	1%
Liberal Arts and Sciences, General Studies and Humanities	2	1%	4	2%	3	1%	3	1%
Communication, Journalism, and Related Programs	2	1%	3	1%	4	2%	3	1%
Psychology	2	1%	2	1%	3	1%	4	2%
Engineering Technologies and Engineering-Related Fields	3	2%	2	1%	2	1%	3	1%
Legal Professions and Studies	1	1%	0	0%	3	1%	5	2%
Mathematics and Statistics	2	1%	1	0%	4	2%	1	0%
Family and Consumer Sciences/Human Sciences	1	1%	2	1%	1	0%	1	0%
Architecture and Related Services	0	0%	2	1%	2	1%	1	0%
Library Science	0	0%	1	0%	0	0%	0	0%
Agriculture, Agriculture Operations, and Related Sciences	1	1%	0	0%	0	0%	0	0%

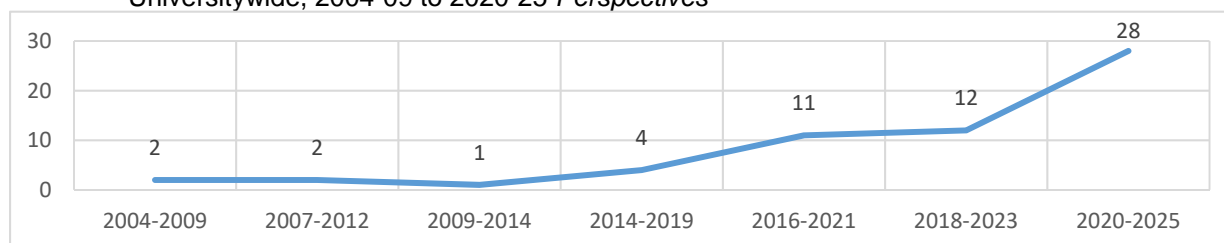
Examples of programs categorized as Multi/Interdisciplinary Studies include Cognitive Sciences, Computational Social Sciences, Data Science, Law and Medicine, and Medical Humanities. In the 2020-25 *Perspectives* cycle, two thirds of Multi/Interdisciplinary Studies program establishment items were based in computational and data science:

- The 28 programs in the computational and data science disciplinary subcategory included 11 academic master programs, 10 professional masters programs, four undergraduate programs, two academic doctoral programs, and one graduate certificate program in computational and data science.
- Campuses at Berkeley, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz proposed computational and data science programs, with Berkeley proposing 13 and Los Angeles proposing five, together accounting for 64% of the total.

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- This systemwide move towards computational and data science academic programs has led to a sharp increase in these programs: After never breaking past two proposals before the 2014-19 cycle, the number of computational and data science program proposals increased to four in the 2014-19 cycle, around a dozen in the 2016-21 and 2018-23 cycles, and then more than doubled the number for the previous cycle to reach 28 in the 2020-25 cycle.

Figure 7: Proposals for computational and data science program establishments
Universitywide, 2004-09 to 2020-25 *Perspectives*

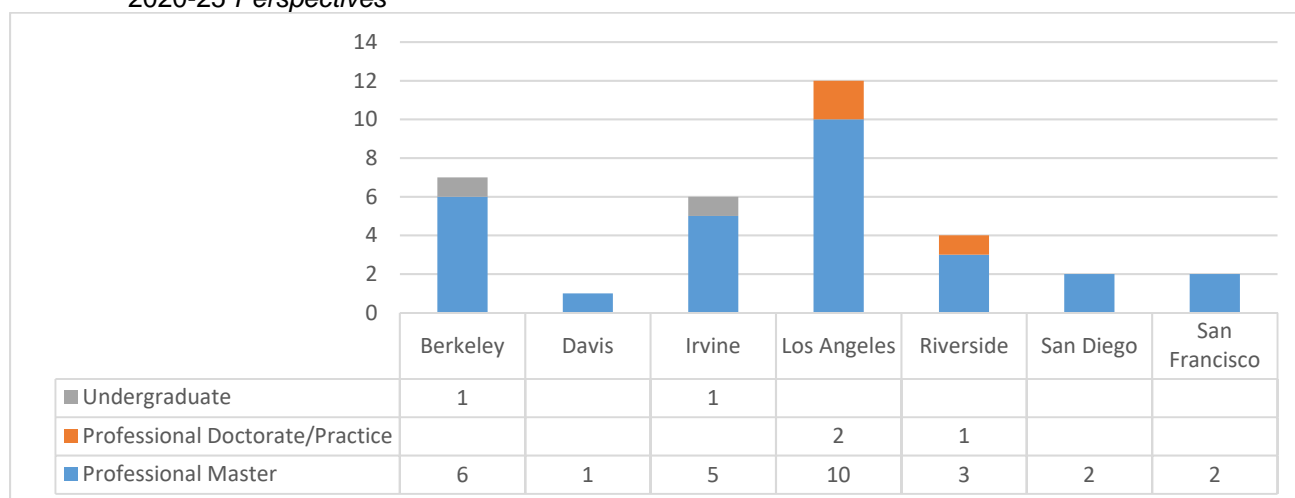


Online programs

New to the *Perspectives* was the identification of the degree to which planned programs were to be online. In the 2020-25 cycle, campuses were asked if proposed academic program establishments were going to be online and what percentage of the program would be online:

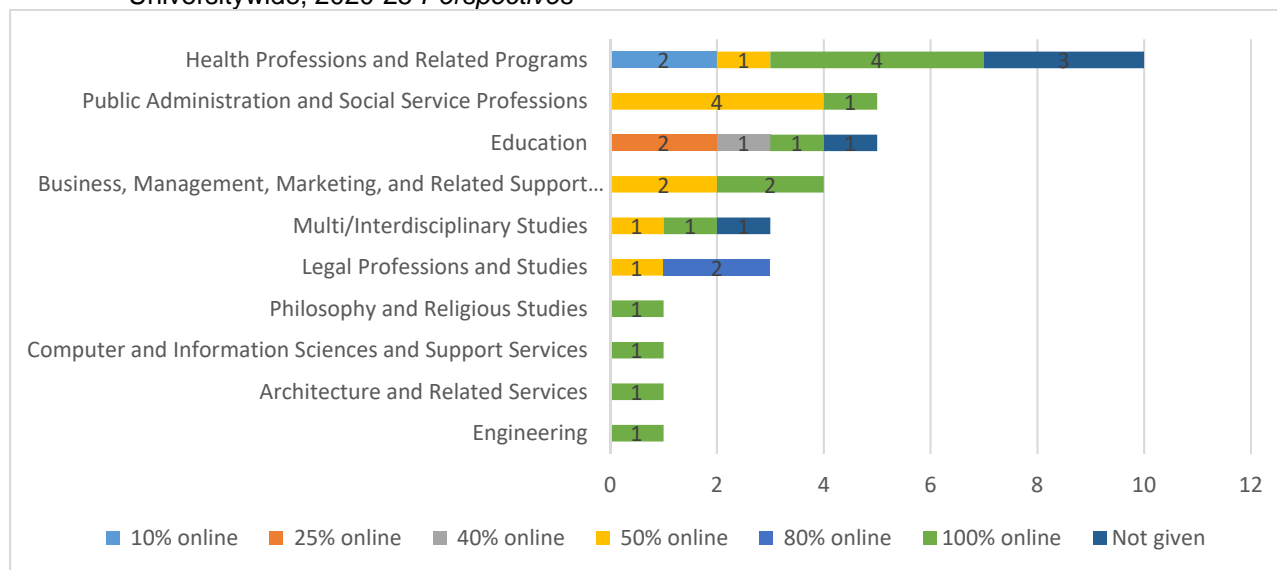
- 15% or 34 of the 229 academic program planning items were either partially or completely online.
- Nearly all of these partially- or completely-online programs were graduate programs; only two of the 34 items were for undergraduate programs. Furthermore, almost all of these graduate programs were for professional master programs.
- About 70% (23) of these partially- or completely-online academic program planning items were for Self-Supporting Graduate Professional Degree Programs. Seven were for state-supported programs and four were for state-supported programs with Professional Degree Supplemental Tuition.
- Health Professions and Related Programs was the largest disciplinary category for these program establishments with 10 of the 34 total planning items.

Figure 8: Proposals for partially- or completely-online academic program establishments, by broad program type and campus
2020-25 *Perspectives*



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Figure 9: Proposals for partially- or completely-online academic program establishments, by disciplinary category Universitywide, 2020-25 *Perspectives*



Of the 29 items that indicated the percent online for the program, 45% or 13 academic program establishments would be 100% online. Two would be 80% online, nine would be 50% online, and the remainder would be 40% or less online. See Appendix A for the complete list of 2020-25 *Perspectives*' online program establishment proposals.

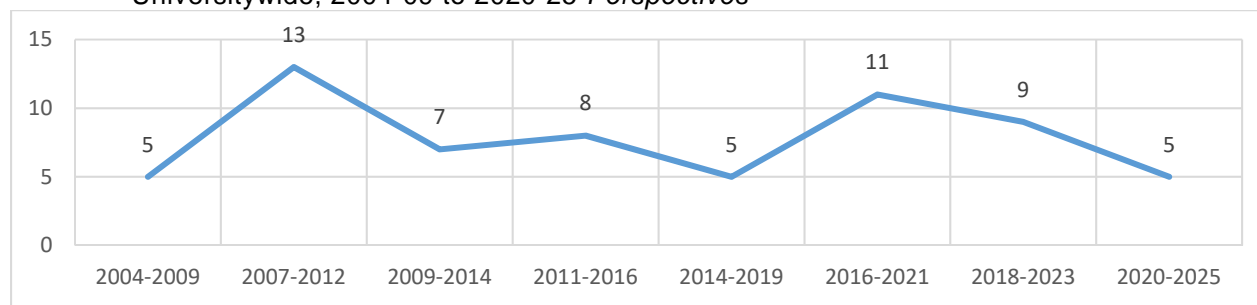
Finally, an examination of the 2020-25 *Perspectives*' list of proposed academic program establishments shows that some campuses are proposing to establish similar programs. Appendix B provides a list of similar degree programs proposed by all campuses. This list includes programs in the fields of Data Science; Environment/Sustainability; Bioengineering/ Bioinformatics/Biomedical Sciences; Public Health; Business Administration/Management; and Public Administration/Public Policy. This information is offered for campus consideration of possible opportunities for collaboration or cooperation, such as combining two programs into a single cross-campus program, or allowing students to enroll for credit in another campus' program.

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II. School/College establishment plans

Since the Great Recession, the number of proposals to establish schools/colleges peaked in the 2016-21 cycle at 11. This number has since declined, with nine in the 2018-23 cycle and five in the most recent cycle:

Figure 10: Proposals to establish schools/colleges
Universitywide, 2004-09 to 2020-25 *Perspectives*



These five school/college establishment items from the 2020-25 *Perspectives* are as follows:

Figure 11: Proposals for school/college establishment proposals, by campus
2020-25 *Perspectives*

Campus	School/College
Berkeley	College of Computing, Data Science, and Society
Irvine	School of Population and Public Health
Merced	School of Management
	School of Public Health
San Diego	Eighth College

In the 2020-25 cycle, five school/college establishment proposals were “dispensed” on the *Perspectives*, indicating resolution of the proposal through approval, withdrawal, or postponement. These dispensed items included the approval of Irvine’s School of Pharmacy and Pharmaceutical Sciences and San Diego’s School of Public Health and Seventh College and the withdrawal of Davis’ School of Public Policy.

Given the resource demands involved in starting a new school or college, there is not the expectation that every school or college proposed will materialize, at least not in the near future.⁸ Moreover, new schools or colleges could be listed as part of a formal growth strategy—with the school or college listed as a placeholder for future action—or may be aspirational only, and the *Perspectives* do not distinguish between the two. Nonetheless, the list of school/college establishments above reflects strategic directions worthy of discussion. In particular, campuses might consider whether there is demand for similar schools at multiple campuses, especially if they are geographically adjacent.

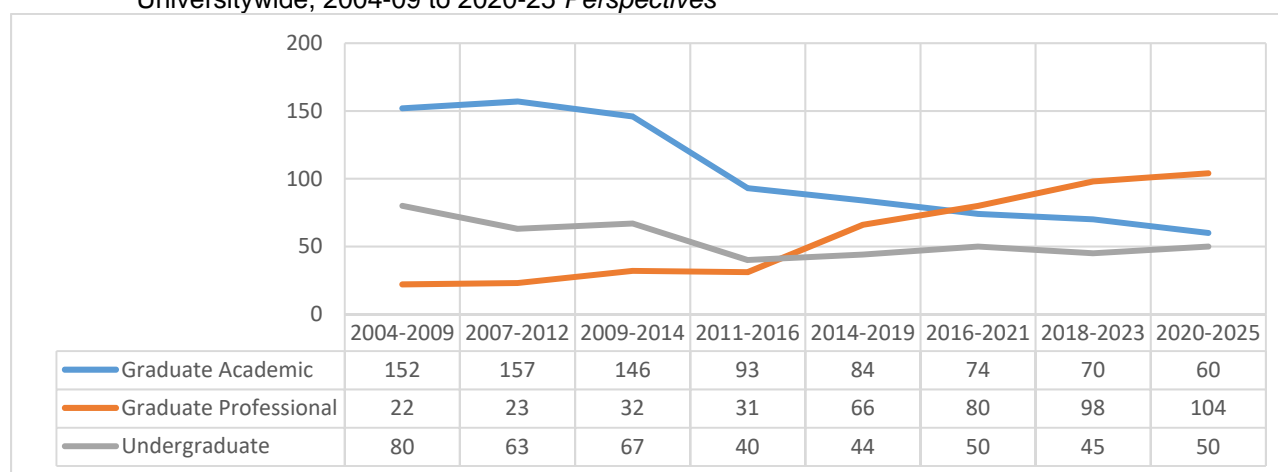
⁸ To illustrate this point, since the 2004-09 *Perspectives* cycle seven school/college establishment items were dispensed as a result of being withdrawn and seven were dispensed as a result of being postponed. These numbers stand alongside the total of 10 school/college establishments that have been approved since the 2004-09 cycle.

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III. Trends by degree type

In the 2020-25 *Perspectives*, there were 214 degree program proposals, 104 for graduate professional programs, 60 for graduate academic programs, and 50 for undergraduate programs. Having for the first time surpassed the number of graduate academic proposals in the 2016-21 *Perspectives* cycle, the number of graduate professional proposals has continued to rise. In the 2007-12 cycle, the number of graduate academic proposals peaked at 157 and during that cycle there were just 23 graduate professional proposals. Graduate professional proposals have increased roughly five-fold since the 2007-12 cycle, exceeding graduate academic proposals in the last three *Perspectives* cycles and passing the 100 mark for the first time in the 2020-25 cycle. While not as dramatic as the decline for graduate academic proposals, proposals for undergraduate programs have dropped from a high of 80 in the 2004-09 cycle to hovering between the 40 and 50 marks since the 2011-16 *Perspectives* cycle.

Figure 12: Proposals for degree program establishments, by broad degree type
Universitywide, 2004-09 to 2020-25 *Perspectives*



In the charts below, the broad categories of “graduate academic” and “graduate professional” are disaggregated using the following framework:

Graduate Academic

- Academic Doctorate includes Ph.D. programs, as well as academic and professional master’s programs leading to a Ph.D. (e.g., M.S./Ph.D. and M.P.P./Ph.D. programs).
- Academic Master’s includes M.A. and M.S. programs, as well as the M.F.A., and hybrid undergraduate/graduate degree programs where an academic master’s is the highest degree awarded (e.g., B.A./M.A. and B.S./M.S. programs).

Graduate Professional

- Professional Doctorate/Practice includes professional doctoral programs in business (D.B.A.), education (Ed.D.), and health sciences (Au.D. and Pharm.D.); M.S./Professional Doctorate programs; professional practice degrees, such as J.D., M.D., and related combined degree programs (e.g., M.S./J.D., J.D./M.D., and M.P.P./M.D.).
- Professional Master’s includes programs such as M.B.A., M.A.S., M.P.A., M.U.R.P., and M.P.H., as well as a hybrid undergraduate/graduate degree programs where a professional master’s is the highest degree awarded (e.g., B.S./M.B.A.). Self-Supporting Graduate Professional Degree Programs and programs charging Professional Degree Supplemental Tuition are considered professional master’s programs, even if the program has a M.S. or M.A. title.

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Undergraduate includes all programs where the baccalaureate is the highest degree earned (e.g., B.A., B.S., and B.Eng.).

Figure 13: Proposals for degree program establishments, by degree type
Universitywide, 2004-09 to 2020-25 *Perspectives*

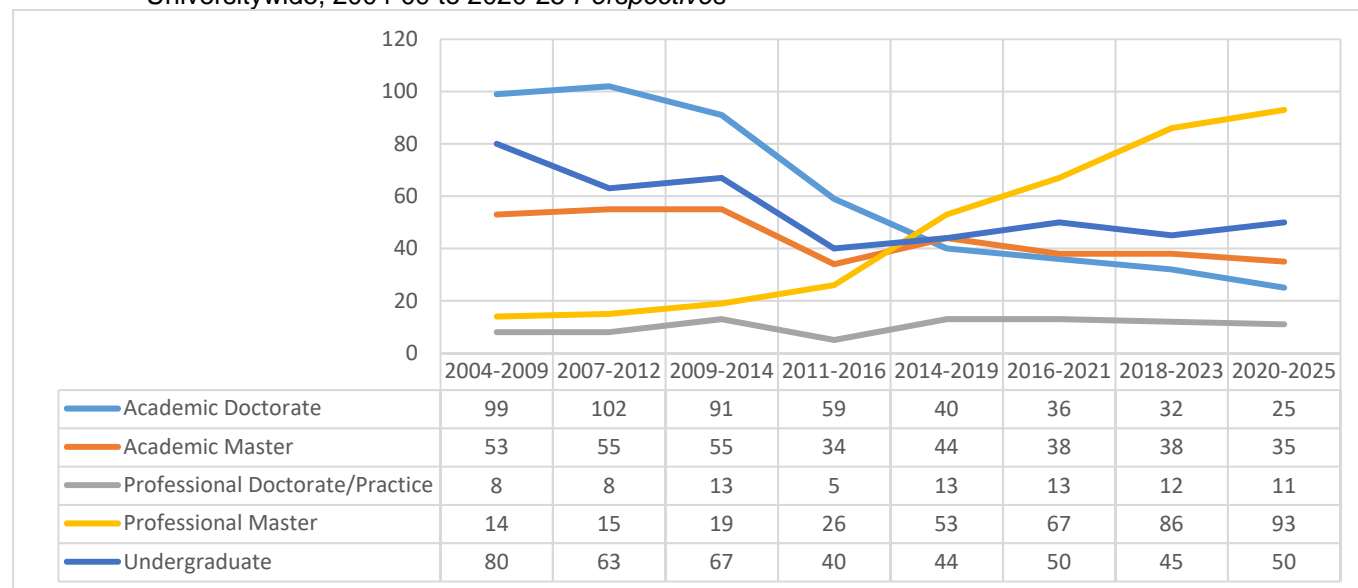
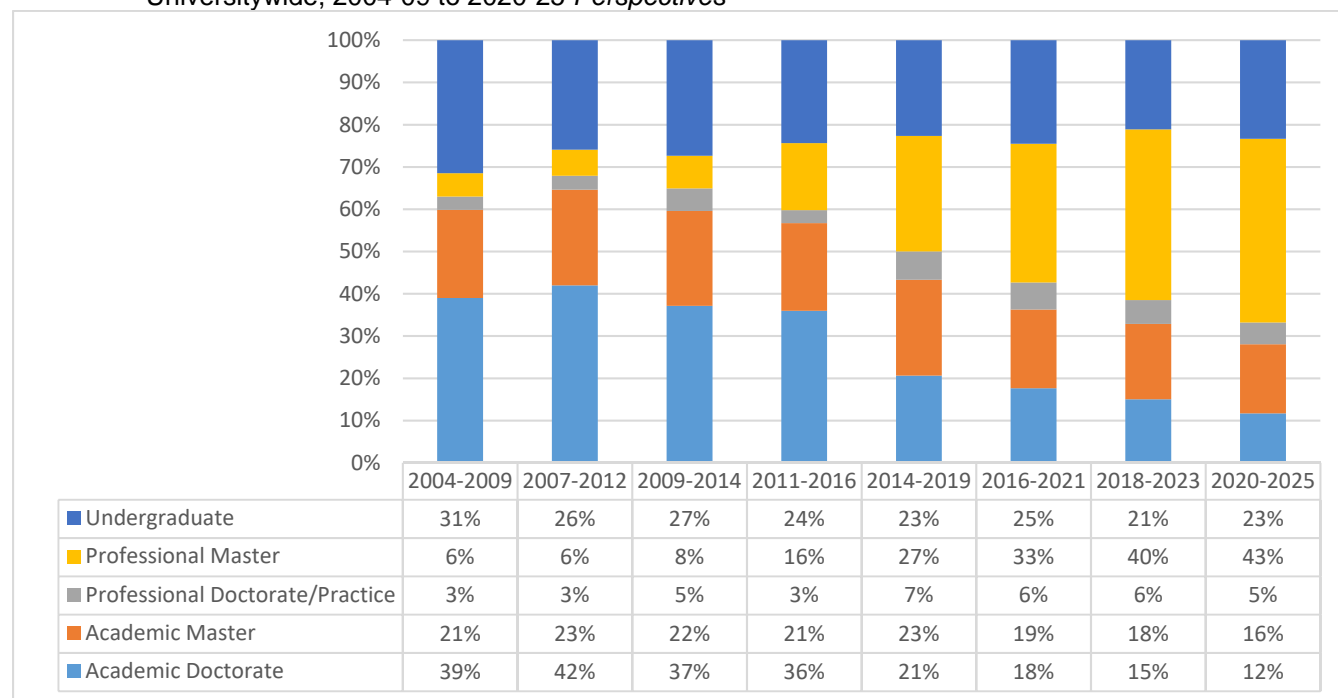


Figure 14: Distribution of proposals for degree program establishments, by degree type
Universitywide, 2004-09 to 2020-25 *Perspectives*



The continued rise of professional master proposals is illustrated in the above figures. In the 2007-12 cycle there were 15 professional master proposals (6% of the total) and in the most recent cycle there were 93 professional

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master proposals, or 43% of the total. In contrast, there were 102 academic doctorate proposals in the 2007-12 cycle—42% of the total—and 25 in the most recent cycle, 12% of the total. While academic master proposals have declined, their percent of the total remained consistent at about a fifth of the total across almost all cycles. In the 2020-25 cycle, academic master proposals dropped to its lowest point, 16% of the total.

In the 2020-25 cycle, when broken down by disciplinary category, graduate academic proposals were led by Multi/Interdisciplinary Studies (28% of the total) followed by Biological and Biomedical Sciences (17%) and Engineering (13%). Graduate professional proposals were led by Health Professions (22%), followed by Multi/Interdisciplinary Studies (17%), and Engineering (12%). Undergraduate programs were led by Area, Ethnic, Cultural, Gender, and Group Studies (16%), followed by Biological and Biomedical Sciences and Engineering (each 12%).

Figure 15: Proposals for degree program establishments, by disciplinary category and program type
Universitywide, 2020-25 Perspectives

Disciplinary Category	Graduate Academic		Graduate Professional		Undergraduate	
Multi/Interdisciplinary Studies	17	28%	18	17%	4	8%
Health Professions and Related Programs	3	5%	23	22%	3	6%
Engineering	8	13%	12	12%	6	12%
Biological and Biomedical Sciences	10	17%	6	6%	6	12%
Social Sciences	5	8%	3	3%	4	8%
Business, Management, Marketing, and Related Support Services	0	0%	8	8%	2	4%
Area, Ethnic, Cultural, Gender, and Group Studies	1	2%	0	0%	8	16%
Physical Sciences	1	2%	3	3%	4	8%
Education	1	2%	6	6%	1	2%
Natural Resources and Conservation	2	3%	5	5%	0	0%
Visual and Performing Arts	4	7%	2	2%	1	2%
Public Administration and Social Service Professions	1	2%	5	5%	0	0%
Legal Professions and Studies	0	0%	4	4%	1	2%
Computer and Information Sciences and Support Services	1	2%	1	1%	2	4%
Psychology	1	2%	3	3%	0	0%
Philosophy and Religious Studies	1	2%	1	1%	1	2%
Engineering Technologies and Engineering-Related Fields	0	0%	2	2%	1	2%
Foreign Languages, Literatures, and Linguistics	1	2%	1	1%	1	2%
English Language and Literature/Letters	0	0%	0	0%	2	4%
Communication, Journalism, and Related Programs	1	2%	0	0%	1	2%
Liberal Arts and Sciences, General Studies and Humanities	1	2%	0	0%	1	2%
Mathematics and Statistics	1	2%	0	0%	0	0%
Architecture and Related Services	0	0%	1	1%	0	0%
Family and Consumer Sciences/Human Sciences	0	0%	0	0%	1	2%

In the 2020-25 cycle, San Diego and Berkeley proposed the most graduate academic programs; San Diego proposed 12 and Berkeley proposed 11. Los Angeles ranked as third in proposed graduate academic proposals with nine. Los Angeles proposed the most graduate professional programs, however, listing 47 or 45% of the total. Los Angeles was followed by Berkeley (16%) and Irvine (13%) in graduate professional proposals. Los

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Angeles, Berkeley, and Irvine, then, accounted for two-thirds of graduate professional program proposals. For undergraduate programs, three campuses, Berkeley, Los Angeles, and Merced, had the highest percentage of planning items, each 20% or 10 items. Los Angeles, then, proposed the most programs overall, 66 or about third of the total; Riverside and San Diego sat roughly in the middle with 17 and 18 proposals respectively; and San Francisco proposed the least—one proposal.

Figure 16: Proposals for degree program establishments, by disciplinary category and campus
2020-25 Perspectives

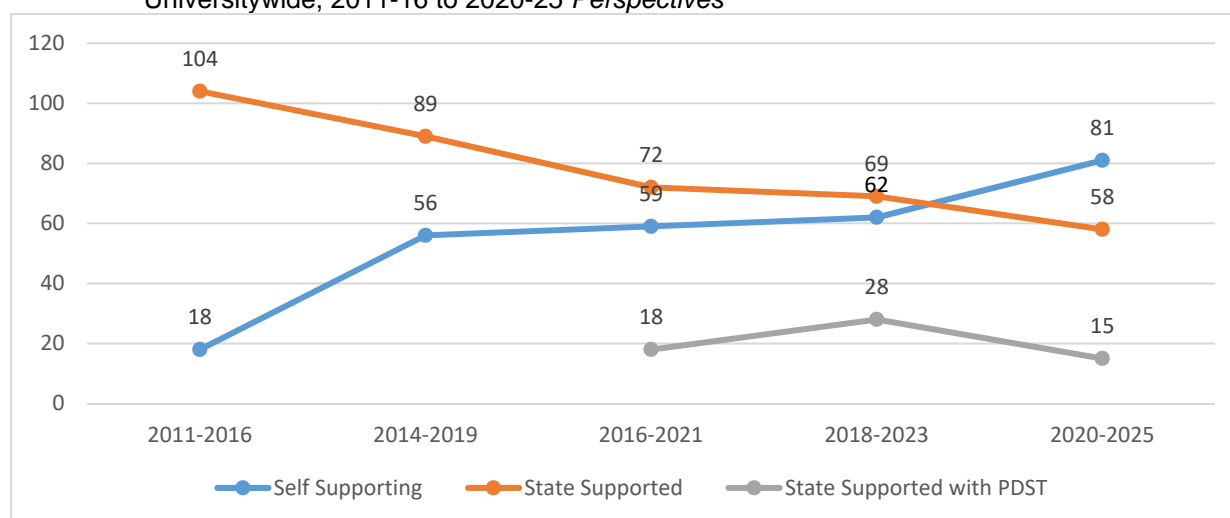
Campus	Graduate Academic		Graduate Professional		Undergraduate	
Berkeley	11	18%	17	16%	10	20%
Davis	2	3%	5	5%	6	12%
Irvine	3	5%	13	13%	4	8%
Los Angeles	9	15%	47	45%	10	20%
Merced	7	12%	4	4%	10	20%
Riverside	6	10%	10	10%	1	2%
San Diego	12	20%	5	5%	1	2%
San Francisco	0	0%	1	1%	0	0%
Santa Barbara	6	10%	1	1%	4	8%
Santa Cruz	4	7%	1	1%	4	8%

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IV. Trends by graduate program funding strategy

Since the end of the Great Recession, the number of Self-Supporting Graduate Professional Degree Programs (SSGPDPs) planning items has increased while the number of state-supported graduate planning items has decreased. The number of self-supporting program proposals increased from a low of 18 in the 2011-16 cycle to 81 in the most recent cycle while the number of state-supported program proposals dropped from a high of 104 in the 2011-16 cycle to 58 in the most recent cycle. The number of self-supporting and state-supported graduate program planning items approached parity in the 2018-23 *Perspectives* cycle. Self-supporting program planning items surpassed state-supported planning items in the 2020-25 cycle by 23 and constituted over half (53%) of graduate degree program establishment planning items.⁹

Figure 17: Proposals to establish graduate degree programs, by fee type (not including hybrid undergraduate-graduate programs)¹⁰
Universitywide, 2011-16 to 2020-25 *Perspectives*



The growth of self-supporting programs is especially evident when graduate professional programs are examined separately:

- In the 2011-16 cycle, 60% of graduate professional program proposals were SSGPDPs and in the following cycle, that percent jumped to 85% of the total.
- In the 2018-23 cycle, the percent of self-supporting graduate professional proposals had dipped to two-thirds of the total but the percent of SSGPDP's rebounded in the 2020-25 cycle, reaching 81% of graduate professional programs.
- The percent of state-supported programs with Professional Degree Supplemental Tuition (PDST) has fluctuated, from 23% of the total in the 2016-21 cycle to 30% in the 2018-23 cycle to 15% in the 2020-25 cycle.¹¹
- In the last three cycles, only 4% of graduate professional proposals were for non-PDST state-supported programs.

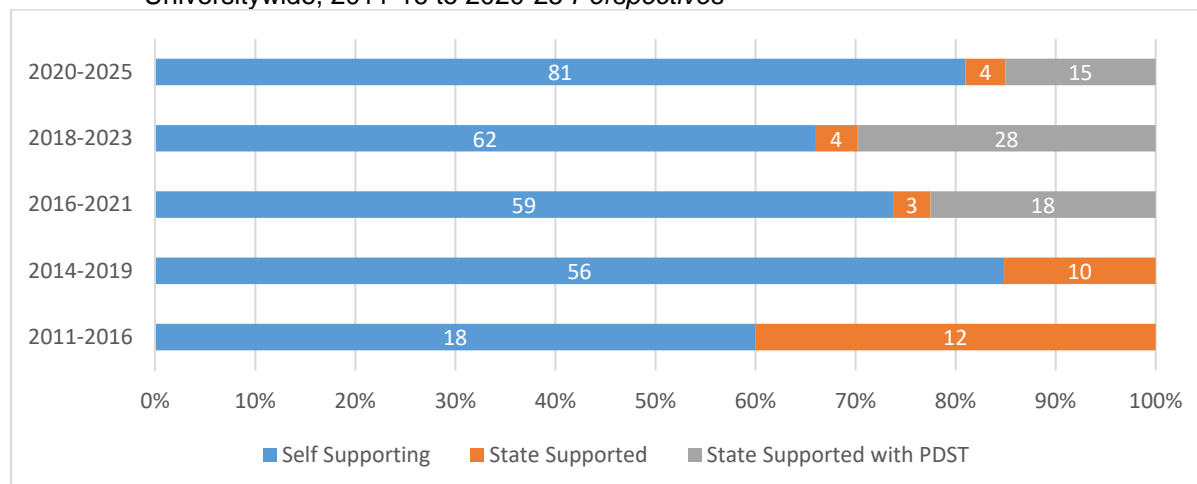
⁹ For context, in Fall 2019, SSGPDP enrollment accounted for 16% of total graduate enrollment in the UC system.

¹⁰ Since the 2004-09 *Perspectives* cycle, there have been nine cases where campuses proposed a degree program establishment item as either self supporting or state-supported with Professional Degree Supplemental Tuition. These cases were added to the self-supporting category here.

¹¹ The 2016-21 cycle was the first *Perspectives* cycle to collect information about plans to charge PDST.

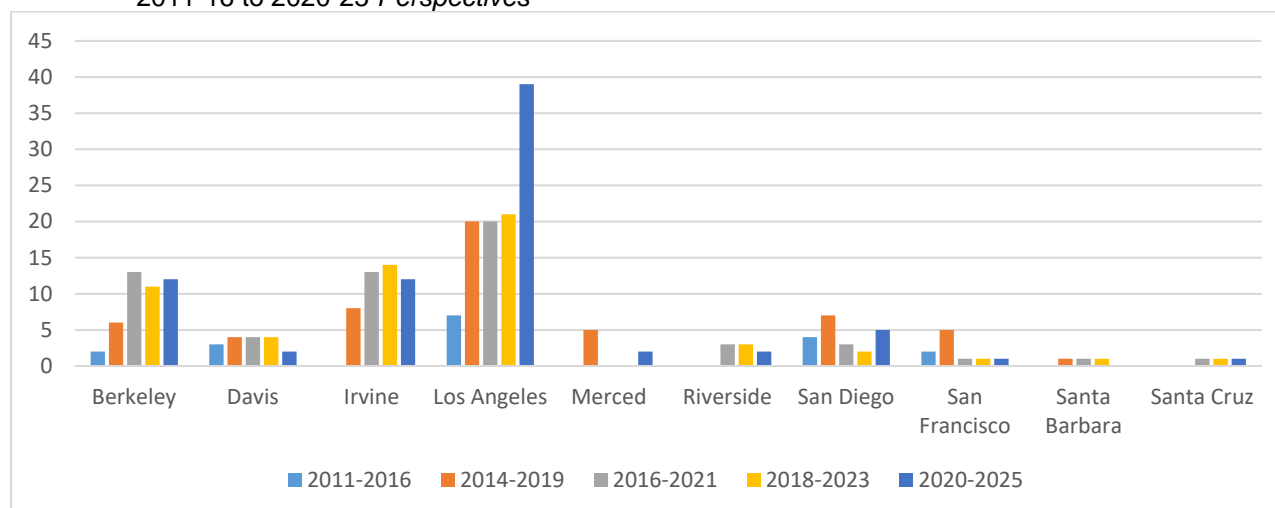
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Figure 18: Proposals to establish graduate professional degree programs, by fee type (not including hybrid undergraduate-graduate programs)
Universitywide, 2011-16 to 2020-25 *Perspectives*



Across the *Perspectives* cycles here, Los Angeles has proposed the most SSGPDPs, 40% of the total. Irvine proposed the second most (18%), followed by Berkeley (16%).

Figure 19: Proposals for establishing SSGPDPs, by campus
2011-16 to 2020-25 *Perspectives*



This pattern held for the 2020-25 cycle: Los Angeles proposed 39 SSGPDPs or 51% of the total, followed by Irvine and Berkeley (each proposing 12 SSGPDPs, 16% of the total each).¹² What separated the 2018-23 cycle from previous cycles was that each campus proposed a least one SSGPDP. Merced, San Francisco, Santa Barbara, and Santa Cruz, all without strong histories of SSGPDP proposals, each proposed one in the 2018-23 cycle, leading to all UC campuses having proposed a SSGPDP for the first time in the *Perspectives*. This was nearly the case again in the 2020-25 cycle, with all campuses except for Santa Barbara proposing at least one SSGPDP.

¹² In Fall 2019, SSGPDP enrollment accounted for 24% of total graduate enrollment at Los Angeles, 22% of total graduate enrollment at Irvine, and 19% of total graduate enrollment at Berkeley.

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V. Trends in actions other than establishment and among dispensed items

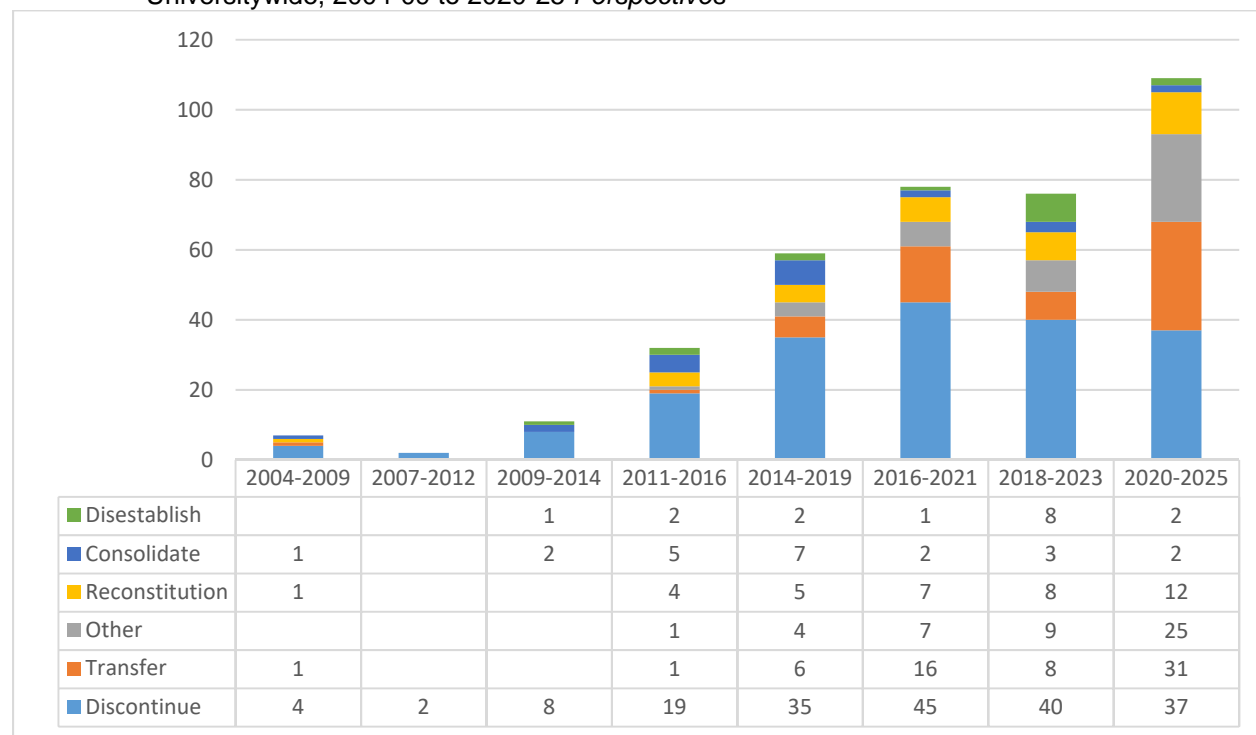
Included in the *Perspectives* are plans to reconstitute academic programs or units through one of the following actions, as defined in the *Compendium*:

- Transfer: Moving a program or unit into another one that subsumes it;
- Consolidation: Combining two or more programs or units to form a new unified program or unit;
- Disestablishment: Eliminating an academic unit or research unit; and
- Discontinuance: Eliminating an academic program.

Also included are actions categorized as “other,” which includes program conversions, renaming, reorganization, evaluation, suspension, and similar program actions, and as “reconstitution,” which is used as a catch-all category used when the action does not align with a given category.

During the 2004-09 to 2020-25 period, 190 out of 374 non-establishment action items, or 51% of the total, were discontinuances. These discontinuances began a noticeable increase in the 2011-16 cycle then jumped to 35 discontinuances in the 2014-19 cycle. The average number of discontinuances from the 2014-19 to 2020-25 cycles was 39. During this period, about a third of discontinuances were for undergraduate programs, 16% were for academic masters programs, 15% were for professional doctorate/practice programs, 15% were for academic doctorate programs, and 11% were for professional masters programs. Campuses did not discontinue programs at the same level. About a quarter of discontinuances were proposed by Los Angeles, followed by Berkeley and San Diego (each 19% of the total), Davis (15%), Irvine (11%), Santa Barbara (8%), and Merced, San Francisco and Santa Cruz, each with 2% or less of the total.

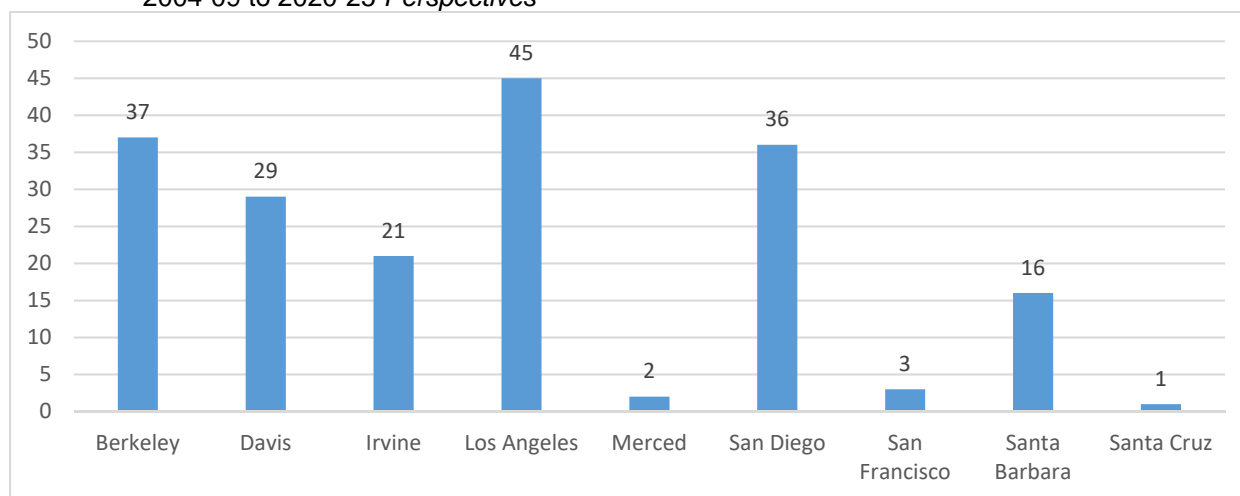
Figure 20: *Compendium* program actions other than program establishment¹³
Universitywide, 2004-09 to 2020-25 *Perspectives*



¹³ The 25 “Other” program actions in the 2020-15 cycle were all program name changes.

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Figure 21: Program discontinuances, by campus
2004-09 to 2020-25 *Perspectives*



In the 2020-25 cycle, a quarter of discontinuances were for undergraduate programs, a quarter were for academic doctoral programs, 22% for professional master, 14% for academic master, and 14% for professional doctorate. In the current cycle, Los Angeles had the most discontinuances, 10 or 27% of the total, followed by San Diego (eight), Berkeley (six), and Davis and Irvine (each with four). The remaining campuses had two or less discontinuances in the current cycle. The 2020-25 cycle also included action items other than discontinuances, and of the total action items, two-thirds (72 items) were not discontinuances and included 31 (28%) transfers, 25 (23%) “other” action items, 12 (11%) reconstitutions, two consolidations, and two disestablishments.¹⁴

Among the actions other than establishment, then, discontinuances continued to be the most prevalent and these discontinuances have historically clustered around undergraduate programs and, to a lesser extent, graduate academic and professional doctorate/practice programs, and around three campuses—Los Angeles, Berkeley, and San Diego.

Lastly, also included in the *Perspectives* is the disposition of proposals from previous lists that are no longer pending because they have been approved, withdrawn, or postponed. Since the 2004-09 cycle, 581 or 64% of these dispensed items have fallen into the approved category, 29% (262 items) have fallen into withdrawn category and 7% (68) have fallen into the postponed category. The number of disposed items through approval has increased dramatically, from only a couple in the 2004-09 and 2007-12 cycles to 147 items in the 2020-25 cycle—the highest amount of approvals in a *Perspectives* cycle. These figures include all academic units, including undergraduate programs, hybrid undergraduate-graduate programs, graduate programs, academic departments, research units, and schools/colleges.

¹⁴ The high number of transfers during the 2020-25 cycle is largely attributed to Berkeley, which had 10 transfer action items during this cycle. All of these transfers involved moving programs to the campus’ planned College of Computing, Data Science, and Society.

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Figure 22: Dispensed planning items, by disposition status
Universitywide, 2004-09 to 2020-25 *Perspectives*

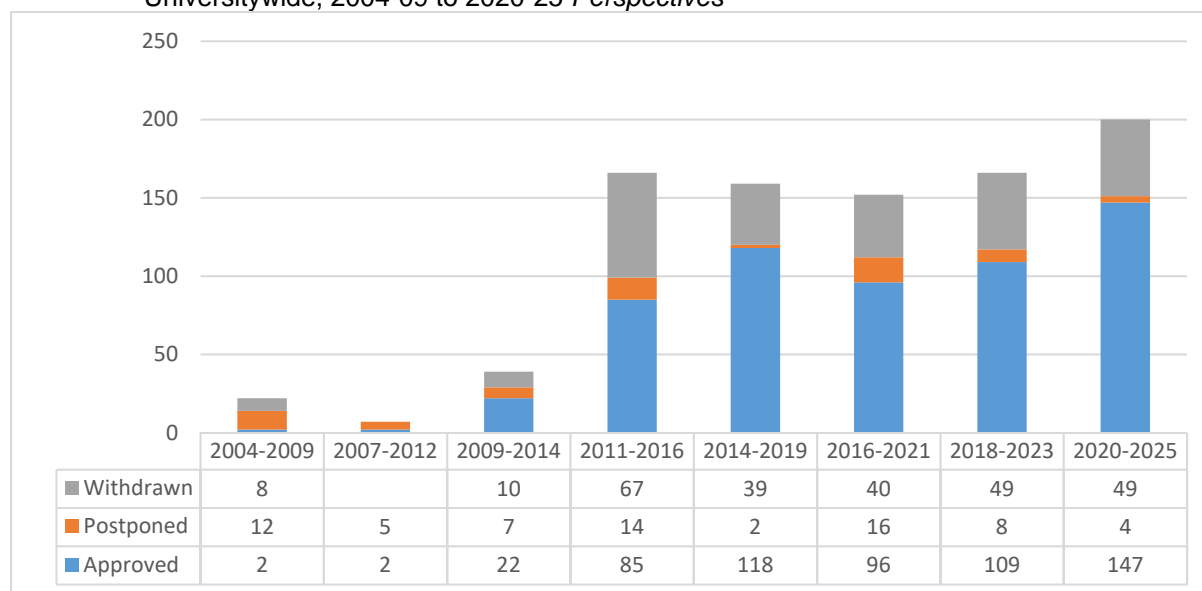
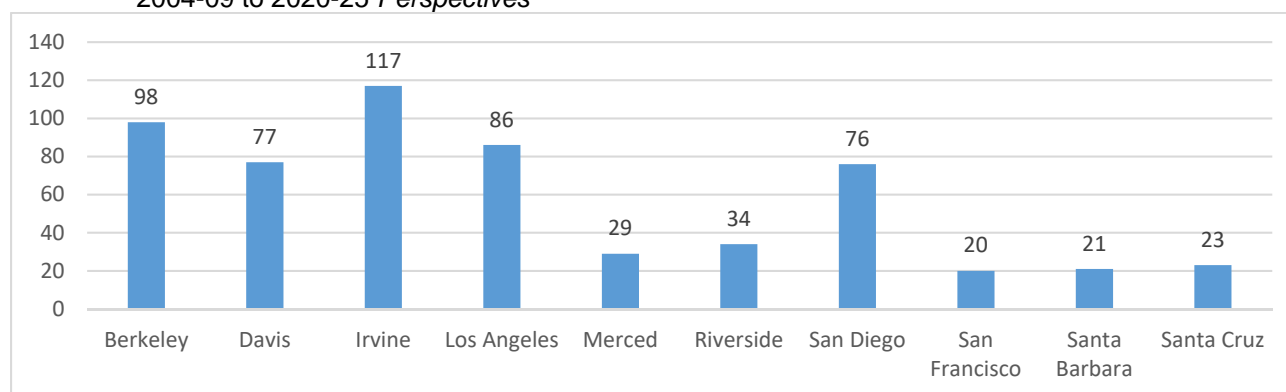


Figure 23: Dispensed items through approval, by campus
2004-09 to 2020-25 *Perspectives*



When the scope of these dispensed items is limited to only approved degree program establishments, 35% of approvals were for undergraduate programs, 23% were for academic doctoral programs, 20% were for professional master programs, 18% were for academic master programs, and 3% were for professional doctorate/practice programs.

For the 2020-25 cycle, 74% (147) of dispensed items fell into the approved category, 25% (49) fell into withdrawn category, and 2% (4) fell into the postponed category. When the 2020-25 *Perspectives* is limited to approved degree program establishments, 28 approvals were for undergraduate programs, 19 were for academic master programs, 16 were for academic doctoral programs, 13 were for professional master programs, and two were for professional doctorate/practice programs. As was the case with discontinuances, campuses did not approve programs at the same level. Los Angeles had the most with 17 during the 2020-25 cycle. Los Angeles was followed by Santa Cruz (15), San Diego (12), and Berkeley (10), with remaining campuses each having less than 10.¹⁵

¹⁵ Degree programs and campuses are the focus here. An interesting finding in the 2020-25 *Perspectives* cycle, however, centers on academic departments. The 2020-25 cycle saw a spike in approved establishments for academic departments, with 10 during

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Figure 24: Dispensed items through approval, by campus and by degree type
2020-25 *Perspectives*

Campus	Academic Doctorate	Academic Master	Professional Doctorate/Practice	Professional Master	Undergraduate
Berkeley	0	1	1	3	5
Davis	0	0	0	1	3
Irvine	2	4	0	2	0
Los Angeles	1	2	1	4	9
Merced	4	1	0	0	2
Riverside	1	1	0	0	1
San Diego	6	2	0	3	1
Santa Barbara	1	1	0	0	0
Santa Cruz	1	7	0	0	7

Among dispensed items, then, approvals continued to be the most prevalent and these approvals, like discontinuances, have historically clustered around undergraduate programs and, to a lesser extent, graduate academic and professional masters programs. Historically, these approved programs have clustered around four campuses—Berkeley, Irvine, San Diego, and Los Angeles.

What the trends for actions other than establishment and dispensed items suggests is a continued increase programmatic change in the form of discontinuances and approvals, especially since the 2011-16 cycle. This change has been concentrated in undergraduate programs and at the Berkeley, Irvine, San Diego, and Los Angeles campuses.

the current cycle compared to no more than four in each previous cycle. These 10 approved academic departments included five at Irvine, four at Merced, and one at Los Angeles.

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Appendices

Appendix A: 2020-25 *Perspectives*' Online Academic Program Establishment Proposals

Appendix B: Similar Program Establishment Proposals Across All Campuses, 2020-25 *Perspectives*

Appendix A: 2020-25 Perspectives' Online Academic Program Establishment Proposals

Campus	Name of Academic Unit	Degree	Degree Type	% online	CIP category	Status	SSGPDP?	PDST?
Berkeley	User Experience	Minor (summer only)	Undergraduate	100	Computer and Information Sciences and Support Services	2		
	Changemaker Certificate	Graduate Certificate	Post-Baccalaureate Certificate/Credential	100	Public Administration and Social Service Professions	1		
	Health Management	Graduate Certificate	Post-Baccalaureate Certificate/Credential	100	Health Professions	3		
	Sports and Social Work Certificate	Graduate Certificate	Post-Baccalaureate Certificate/Credential	50	Public Administration and Social Service Professions	1		
	Engineering	Master of Advanced Study	Professional Master	100	Engineering	2	Yes	
	Urban Data Science	Master	Professional Master	100	Architecture and Related Services	1	Yes	
	Arts & Technology	Master	Professional Master	50	Multi/Interdisciplinary Studies	1	Yes	
Davis	Management	Master (Master of Management, Executive)	Professional Master	50	Business, Management, Marketing, and Related Services	3	Yes	
Irvine	Business Administration	B.A.	Undergraduate	100	Business, Management, Marketing, and Related Support Services	1		
	Applied Philosophy	M.X. (undecided)	Professional Master	100	Philosophy and Religious Studies	2	Yes	
	Biomedical Informatics	M.X. (undecided)	Professional Master	100	Health Professions	1	Yes	
	Learning Analytics	M.X. (undecided)	Professional Master	Not given	Education	2	Yes	
	Learning, Technology and Design	M.X. (undecided)	Professional Master	100	Education	2	Yes	
	Neuropsychopharmacology	M.X. (undecided)	Professional Master	100	Health Professions	1	Yes	
Los Angeles	Pre-health program	Post-Baccalaureate	Post-Baccalaureate Certificate/Credential	Not given	Health Professions	1	Yes	
	Data Science in Public Health	Master	Professional Master	Not given	Multi/Interdisciplinary Studies	2	Yes	
	Education and Social Transformation	M.Ed.	Professional Master	25	Education	1	Yes	
	Global Public Affairs	M.A.	Professional Master	50	Public Administration and Social Service Professions	1		Yes
	Masters of Laws	Master, part-time program	Professional Master	50	Legal Professions and Studies	1	Yes	
	Masters of Legal Studies	Master of Legal Studies	Professional Master	80	Legal Professions and Studies	1	Yes	
	Pre-health program	M.S.	Professional Master	Not given	Health Professions	1	Yes	Yes

¹ Status codes: "1" = Suggested for *Perspectives*; "2" = Under department/school/college review; "3" = Under campus review; "4" = Under CCGA review.

Los Angeles	Public Affairs	(Executive) Master	Professional Master	50	Public Administration and Social Service Professions	3	Yes	
	Real Estate	(Executive) Master	Professional Master	50	Business, Management, Marketing, and Related Services	1	Yes	
	Transformative Coaching and Leadership	M.Ed.	Professional Master	25	Education	1		
	Law	J.D., hybrid of online & in-person	Professional Practice	80	Legal Professions and Studies	1		Yes
	Nursing Practice	B.S./Doctor of Nursing Practice	Professional Doctorate	50	Health Professions	2		Yes
Riverside	Business Administration	Master (M.B.A.)	Professional Master	100	Business, Management, Marketing, and Related Services	3		
	Public Health	Master	Professional Master	Not given	Health Professions	2	Yes	Yes
	Public Policy	(Executive) Master	Professional Master	50	Public Administration and Social Service Professions	2	Yes	Yes
	Educational Leadership and Policy	Doctorate (Ed.D.)	Professional Doctorate	40	Education	2		Yes
San Diego	Data Science	M.S.	Professional Master	100	Multi/Interdisciplinary Studies	3	Yes	
	Precision Medicine	M.S.	Professional Master	100	Health Professions	1	Yes	
San Francisco	Health Data Science	Certificate	Post-Baccalaureate Certificate/Credential	10	Health Professions	3	Yes	
	Health Data Science	M.S.	Professional Master	10	Health Professions	3	Yes	

Appendix B: Similar Program Establishment Proposals Across All Campuses, 2020-25 Perspectives

Discipline(s)	Campus	Name of Academic Unit	Department	Degree	Status	CIP Code
Data Science	Berkeley	Data Science	College of Computing, Data Science, and Society	Undergraduate Certificate	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science	College of Computing, Data Science, and Society	Graduate Certificate	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science	College of Computing, Data Science, and Society	Master	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Arts & Humanities	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Engineering	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Environment	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Health	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Natural Science	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Physical Science	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Public Health	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Data Science and Social Sciences	College of Computing, Data Science, and Society	M.S.	1	Multi/Interdisciplinary Studies
	Berkeley	Liberal Arts + Data Science	College of Computing, Data Science, and Society	B.A./M.A.	1	Multi/Interdisciplinary Studies
	Berkeley	Urban Data Science	City and Regional Planning (College of Environ. Design)	Master	1	Architecture and Related Services
	Los Angeles	Applied Data Science	Statistics/Math/Physical Sciences	M.S.	1	Multi/Interdisciplinary Studies
	Los Angeles	BioData Sciences	Life Sciences	M.S.	1	Biological and Biomedical Sciences
	Los Angeles	Data and Society	Social Science IDP/Social Science Division	Master	1	Multi/Interdisciplinary Studies
	Los Angeles	Data Science Engineering	School-wide/Engineering and Applied Science	M.S.	2	Multi/Interdisciplinary Studies
	Los Angeles	Data Science in Biomedicine	Computational Medicine/DGSOM	M.S.	2	Multi/Interdisciplinary Studies
	Los Angeles	Data Science in Public Health	Biostatistics/Public Health	Master	2	Multi/Interdisciplinary Studies
	Los Angeles	Data Sciences	Math/Physical Sciences Division	B.S.	1	Multi/Interdisciplinary Studies
	Merced	Data Science	School of Natural Sciences	M.S. (professional)	1	Multi/Interdisciplinary Studies
	Merced	Data Science and Analytics	MCS (School of Engineering)	B.S.	1	Multi/Interdisciplinary Studies
	Merced	Data Science and Analytics	School of Engineering	M.S.	1	Multi/Interdisciplinary Studies

Status codes: "1" = Suggested for *Perspectives*; "2" = Under department/school/college review; "3" = Under campus review; "4" = Under CCGA review.

Data Science	Riverside	Data Science	Departments of CSE and ECE	Master	1	Multi/Interdisciplinary Studies
	San Diego	Data Science	Halicioğlu Data Science Institute	M.S./Ph.D.	3	Multi/Interdisciplinary Studies
	San Diego	Data Science	Halicioğlu Data Science Institute	M.S. (online)	3	Multi/Interdisciplinary Studies
	San Francisco	Health Data Science	Graduate Division	Certificate	3	Health Professions and Related Programs
	San Francisco	Health Data Science	Graduate Division	M.S.	3	Health Professions and Related Programs
	Santa Barbara	Data Science	Computer Science	B.S.	1	Multi/Interdisciplinary Studies
	Santa Cruz	Data Sciences	Jack Baskin School of Engineering	M.S.	2	Multi/Interdisciplinary Studies
Environment/ Sustainability	Berkeley	Energy and Resources	Energy and Resources Group (College of Natural Resources)	Master	2	Natural Resources and Conservation
	Berkeley	Environmental Science & Management (concurrent degree)	Environmental Science, Policy and Management (College of Natural Resources) and Haas School of Business	Master	2	Natural Resources and Conservation
	Berkeley	Sustainability and the Environment	Environmental Science, Policy and Management (College of Natural Resources)	Master	2	Natural Resources and Conservation
	Los Angeles	Conservation Practice and Sustainability	Institute of the Environment and Sustainability	M.S.	2	Natural Resources and Conservation
	Los Angeles	Engineering and Environmental Sciences	Institute of the Environment and Sustainability	M.S.	1	Natural Resources and Conservation
	Los Angeles	Environment and Sustainability-Conservation Practice	Institute of the Environment and Sustainability	M.S.	1	Natural Resources and Conservation
	Los Angeles	Environmental & Water Resources Engineering	School-wide/Engineering and Applied Science	M.S.	2	Engineering
	Merced	Environmental Justice	School of Social Sciences, Humanities and Arts	B.A.	1	Philosophy and Religious Studies
	Merced	Systems, Sustainability, and Management	MCS (School of Engineering)	B.S.	1	Multi/Interdisciplinary Studies
	San Diego	Interdisciplinary Environmental Research Specialization	Departments of Ethnic Studies and Visual Arts	Ph.D.	3	Natural Resources and Conservation
Bioengineering/ Bioinformatics/ Biomedical	Santa Barbara	Conservation Biology	Ecology, Evolution and Marine Biology	B.S.	1	Biological and Biomedical Sciences
	Davis	Quantitative Biology and Bioinformatics	College of Biological Sciences	B.S.	2	Biological and Biomedical Sciences
	Irvine	Biomedical Informatics	Dept. of Biological Chemistry/School of Medicine	M.X. (undecided)	1	Biological and Biomedical Sciences
	Los Angeles	Bioinformatics & Genomics	Life Sciences	M.S.	1	Biological and Biomedical Sciences
	Los Angeles	Biomedical Science	Medicine (various)/Medicine	M.S.	1	Biological and Biomedical Sciences
	Los Angeles	Biomedical Technology	Division-wide/Life Sciences	M.S.	2	Biological and Biomedical Sciences
	Merced	Bioinformatics	School of Natural Sciences	M.S.	1	Biological and Biomedical Sciences
	Riverside	Bioengineering	Bioengineering	Master	1	Engineering

	Riverside	Bioengineering	Dept. of BIEN	Master	1	Engineering
	San Diego	Bioinformatics/Systems Biology	Joint Doctoral Degree with San Diego State University, College of Engineering	Ph.D.	2	Biological and Biomedical Sciences
	Santa Barbara	Biological Engineering	College of Engineering and Center for BioEngineering	M.S./Ph.D.	3	Engineering
Public Health	Berkeley	Public Health & Engineering (concurrent degree)	School of Public Health and College of Engineering	M.P.H./M.Eng.	1	Multi/Interdisciplinary Studies
	Berkeley	Public Health & Law (concurrent degree)	School of Public Health and School of Law	M.P.H./J.D.	2	Multi/Interdisciplinary Studies
	Irvine	Public Health	Program in Public Health	Doctorate (D.P.H.)	1	Health Professions and Related Programs
	Los Angeles	Public Health	School-wide (Public Health)	B.S./B.A.	3	Health Professions and Related Programs
	Los Angeles	Public Health	School-wide/Public Health	B.A./B.S. and M.P.H. (3+2/4+1)	2	Health Professions and Related Programs
	Merced	Public Health	Public Health (School of Social Sciences, Humanities and Arts)	B.S.	1	Health Professions and Related Programs
	Merced	Public Health	Public Health (School of Social Sciences, Humanities and Arts)	Master	1	Health Professions and Related Programs
	Riverside	Public Health	School of Medicine	Master	2	Health Professions and Related Programs
Business Administration/ Management Business Administration/ Management	Davis	Business Administration	Graduate School of Management	B.A.	2	Business, Management, Marketing, and Related Support Services
	Davis	Executive Master of Management	Graduate School of Management	Master (Master of Management)	3	Business, Management, Marketing, and Related Support Services
	Irvine	Business Administration	Paul Merage School of Business	B.A.	1	Business, Management, Marketing, and Related Support Services
	Los Angeles	Business Administration (Early Career)	Management	Master (M.B.A.)	1	Business, Management, Marketing, and Related Support Services
	Los Angeles	Masters in Management (4 +1)	Management	Master	1	Business, Management, Marketing, and Related Support Services
	Riverside	Business Administration	School of Business	Master (M.B.A.), online	3	Business, Management, Marketing, and Related Support Services
Public Administration/ Public Policy	Los Angeles	Public Administration (Executive Master)	School-wide/Public Affairs	M.A.	1	Public Administration and Social Service Professions
	Los Angeles	Public Affairs (Executive Master)	School-wide/Public Affairs	Master	3	Public Administration and Social Service Professions
	Riverside	Public Policy	School of Public Policy	Ph.D.	2	Public Administration and Social Service Professions
	Riverside	Public Policy (4+1 program)	School of Public Policy	B.A./M.P.P.	3	Public Administration and Social Service Professions
	Riverside	Public Policy (online, executive)	School of Public Policy	Master (M.P.P)	2	Public Administration and Social Service Professions