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*Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200*

July 22, 2020

MICHAEL T. BROWN
PROVOST AND EXECUTIVE VICE PRESIDENT
UNIVERSITY OF CALIFORNIA

Re: Approval of Master in Healthcare Administration (MHA) at UCLA

Dear Michael,

In accordance with the *Universitywide Review Processes For Academic Programs, Units, and Research Units* (the “Compendium”), and on the recommendation of CCGA, the Academic Council has approved UC Los Angeles’ proposal to establish a Master of Healthcare Administration self-supporting graduate and professional degree program (SSGPDP).

Because this is a new degree title, and the Assembly of the Academic Senate is not meeting within 30 days of CCGA’s approval, Council must approve the program per Senate Bylaw 125.B.7.

I am enclosing CCGA’s report on its review of the new program, and respectfully request that your office complete the process of obtaining the President’s approval.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Kum-Kum Bhavnani, Chair
Academic Council

cc: Academic Council
UCLA Senate Director de Stefano
IRAP Analyst Procello
CCGA Analyst Harms



COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)

Ramesh Balasubramaniam, Chair
ramesh@ucmerced.edu

ACADEMIC SENATE

University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

July 8, 2020

ACADEMIC SENATE CHAIR KUM-KUM BHAVNANI

Dear Chair Bhavnani,

At its July 1 meeting, the Coordinating Committee on Graduate Affairs (CCGA) voted 10-0-1 to approve a proposal from the UCLA campus for a Master in Healthcare Administration SSGPDP.

The goal of the UCLA MHA program is to provide a strong business foundation for health care professionals to excel in administrative roles within professional healthcare organizations. It will be offered as an online program to cater to students who cannot attend an on-campus program, in particular working professionals who may enroll as part-time students, in order to expand their professional competencies and expand career opportunities while continuing to work in their current jobs. The program will be offered predominantly online, excepting two 30 hour immersion courses to be held on the UCLA campus. The School is partnering with two external vendors—an instructional design company (iDesign) who will design and produce the online courses on a fee for service basis, and an online program manager (OPM, All Campus) who will provide marketing, recruitment, and administrative support, in exchange for 33% of gross revenue. The program projects a surplus by year three after a ramp-up in course development (\$1.5 million in the first three years), and an annual profit of \$2 million by year six.

Reviewers and UCPB are both supportive of the program, and the issues that they raised have been adequately addressed in the responses by the proposers.

As you know, CCGA's approval is the last stop of the Academic Senate side of the Systemwide review and approval process except when the new degree title must be approved by the President, under delegated authority from The Board of Regents. I submit this for your review and have enclosed the Lead Reviewer's report. Please do not hesitate to contact me if you have further questions regarding the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Balasubramaniam".

Ramesh Balasubramaniam
Chair, Coordinating Committee on Graduate Affairs (CCGA)

cc: Mary Gauvain, Academic Council Vice Chair
CCGA Members
Hilary Baxter, Academic Senate Executive Director
Michael LaBriola, Academic Senate Assistant Director
Chris Procello, Academic Planning and Research Analyst
Robin L. Garrell, UCLA Vice Provost and Dean
April de Stefano, UCLA Senate Executive Director
Estrella Arciba, UCLA Senate Analyst

Enclosures (1)



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Report for the UC Los Angeles (UCLA) Proposal for a Self-Supporting Online Graduate Program leading to a Master of Healthcare Administration degree

Donald Smith, Lead Reviewer

June 30th, 2020

The proposal is to establish a new, self-supporting graduate program leading to a Master of Healthcare Administration degree within the UCLA Fielding School of Public Health (FSPH). The proposal was reviewed by the CCGA lead reviewer and two highly qualified experts in healthcare administration, one from within the UC system and one from outside at one of the top Healthcare Administration programs in the nation. In addition, UC Planning and Budget (UCPB) reviewed the proposal and provided comments to CCGA. Overall, the reviewers were highly supportive of the proposed program and recommended that it be approved. However, the reviewers and UCPB also raised some issues, as well as providing some constructive comments that the proposers systematically addressed in their response. The CCGA lead reviewer provided to the proposers a summary of the reviews with specific emphasis on the substantive comments to address in a written response and revised proposal (if necessary). Following a brief description of the program, the main themes and recommendations from the reviews, as well as the proposers' response, are provided below. Overall, the proposers did an excellent job of responding to the reviewers' and UCPB's comments. I recommend that the proposed UCLA Master's in Healthcare Administration be approved.

1) Program Description

The goal of the UCLA MHA program is to provide a strong business foundation for health care professionals to excel in administrative roles within professional healthcare organizations. It will be offered as an online program to cater to students who cannot attend an on-campus program, in particular working professionals who may enroll as part-time students, in order to expand their professional competencies and expand career opportunities while continuing to work in their current jobs. The program will be offered predominantly online, excepting two 30 hour immersion courses to be held on the UCLA campus. The School is partnering with two external vendors—an instructional design company (iDesign) who will design and produce the online courses on a fee for service basis, and an online program manager (OPM, All Campus) who will provide marketing, recruitment, and administrative support, in exchange for 33% of gross revenue. The program projects a surplus by year three after a ramp-up in course development (\$1.5 million in the first three years), and an annual profit of \$2 million by year six.

The MHA degree will be housed in the FSPH's HPM Department's Executive Programs Office. Currently, the Executive Programs Office oversees the Executive MPH Program (EMPH) SSGPDP. The UCLA Executive Programs Office will maintain full control of all academic components of the degree including, but not limited to, marketing and recruitment, applications and admissions process, registration and onboarding, advising, retention and matriculation, career services and alumni affairs, curriculum content, and faculty appointments.

UCLA MHA program staff will oversee the Online Program Manager relationship and the instructional design team at iDesign. iDesign will work closely in collaboration with UCLA's Online Teaching & Learning Initiative team and the Health Policy Management Executive Programs Office. iDesign will assist UCLA faculty experts with pedagogical planning, instructional design, faculty training and support, and ongoing course improvements. The department will work closely with the external vendor 'All Campus' (Online Program Manager), to provide marketing, administrative support, student tracking, and retention analytics. The agreement terms of this relationship have been carefully negotiated, yielding a detailed Statement of Work and Master Service Agreement.

Overall, the MHA program will make a meaningful contribution to the academic environment of the UCLA campus. The FSPH's HPM department-approved faculty will design and create the program's online teaching modules. These curricular modules and data sources can be made available for optional use in state supported master's programs in the HPM department and the FSPH. The proposers note that as one of the first UCLA programs to be offered online, the MHA program will serve as a pioneer for other campus programs looking to create online courses

Student admissions: The MHA program will apply UCLA's standard admissions requirements and applications will be reviewed exclusively by members of the Health Policy Management Department's Admissions Committee to assure applicants are meeting the standards set forth by UCLA Graduate Division and the department's requirements. Applications to the MHA, for both full-and part-time students, will be evaluated based on prior academic achievement, professional experience, and aptitude for professional success in the healthcare industry. It is anticipated that approximately 60% of applicants will be in-state and 40% will be out-of-state.

Degree Requirements and Normative time

The MHA will be a Master's II plan with a capstone project. The MHA degree will require 13 required courses, 3 electives, equaling 64 units, plus two on-campus immersions (1 unit each) for a total of 66 quarter units. The program will have 4 starts per year (fall, winter, spring, summer session) and students will be admitted on a quarterly basis. The program curriculum consists of 16 4-unit courses and 2 1-unit immersions for a total of 66 units: 13 required courses (52 units), including one in Public Health (4 units), 11 in Healthcare Administration that emphasize either healthcare management contextual subject matter or quantitative methods in healthcare administration (4 units each, 44 units total), and one capstone course (4 units). In addition, two required on-campus immersion sessions (2 units total), and three (out of 5 choices) elective courses (4 units each, 12 units total).

The two required on-campus immersions will ideally take place in the student's second term and in their fifth term. Immersion 1 will be an independent study and will cover professional development topics and project management. Immersion 2 will be capstone preparation. Each immersion will take place over 3.5 days and will consist of a total of 30 hours (students will be responsible for their own travel (mileage or airfare) and accommodation costs. The MHA program will be responsible for conference space as well as food and beverage arrangements and direct costs incurred during immersion hours).

The capstone course and project will integrate the student's previous quarters of required and elective course material with experiential learning, resulting in an original written analysis that addresses an applied management topic and advances existing skills and techniques in healthcare administration.

The normative time-to-degree will be six academic quarters plus two summers. A recommended timeline for completion of the MHA program is 2-3 years. It is expected that students who enroll full-time (8 units/qtr) will be able to complete the program in the specified normative time. Students who enroll part-time may take as few as one course (4 units) per quarter

2. Relationship with other UCLA programs, and comparison to other existing programs outside UCLA.

There are no MHA degree programs within the University of California system. The UC San Francisco campus

offers an online Master of Science in Healthcare Administration and Inter-professional Leadership (MSHAIL), though the graduate degree is different. UCSF's degree is a MSc degree and not a professional degree as the MHA will be. Further, there are currently only two Council on Education for Public Health-accredited Schools of Public Health on the West Coast offering an MHA (Loma Linda University and the University of Washington), giving the UCLA MHA program a geographic opportunity.

Currently, UCLA's Health Policy and Management Department offers two MPH degree programs, one for full-time graduate students and the Executive MPH program for full-time students with more professional experience. The MHA's curriculum emphasis will build off the School's unique faculty and strengths to offer a more "business-school" approach to management professionals while maintaining a home in the department. The MHA degree focuses on the business of healthcare and is best suited for professionals interested in management careers in positions within health systems, biopharmaceutical companies, large physician group management, and insurance companies.

3. Program Faculty, Workload and Faculty Compensation. Faculty participation in the program will be entirely through overload teaching effort. Faculty will be appointed for two distinct roles. First, the content and structure of each course will be developed by a lead faculty member who will be responsible for designing the course. This lead faculty for course design will be an expert in their field and will then work with iDesign to develop their content into an MHA course for an online format. When the course is finished and ready to launch, the lead faculty member's initial commitment is complete. The faculty member responsible will be paid with a one-time project stipend of \$15,000 for their work. This will not count toward teaching load expectations in the department or elsewhere.

Second, each term a course is offered, a voluntary, appointed faculty member (senate, adjunct, or lecturer) will be contracted to follow the developed teacher's guide, grade homework and assessments via provided rubrics, hold synchronous sessions weekly, and overall facilitate the course. The synchronous component of the course will be determined by the lead faculty and how each individual course is designed (i.e. office hours, discussion forums, Zoom meetings, etc.). Faculty will be paid \$8,000 per individual course. This will not count toward teaching load expectations in the department or elsewhere.

4. Program Cost and Financial Aid for Students. Total tuition for the degree will be \$59,400, similar to other SSGPDP's offered by the Fielding School (\$55-64k) and competitive with the top ten rated programs in the US, whose fees range from \$56k to \$88k.

5. Program revenues. The proposers anticipate ~\$604k in gross revenue for year 1, \$1,99M for year 2, and \$3,9M for year 3. Per contract terms with All Campus, their revenue share will be 33% of gross revenue. Therefore, by the end of Year 3 and after All Campus' revenue share and the university tax has been deducted, the MHA program projects an annual surplus of ~\$148k.

6. Financial Aid. The program proposes to allocate 5% of the previous year's annual surplus for financial aid once the program is operating in a steady state with full enrollment. This is proposed to start in year 4 (\$7400), and by yr 6 is projected to be ~\$54k. Financial aid will occur as internal scholarships, based on diversity considerations, financial need, applicant qualifications, and/or applicant experience.

7. Contributions to diversity. The proposal contained a comprehensive section on how the proposed program will contribute to diversity, and notes that their goal is to build a strong student community that reflects the diverse society we live in and represents the healthcare populations we serve. The proposers note that the online format will be conducive to access from non-urban and non-English speaking communities. The MHA program anticipates that their demographics will be similar to those of the UCLA Executive MPH program, which according to the latest admissions overview data (Fall 2018) shows that MPH program applicants were 65% female and 47% were underrepresented minorities. Further, according to the School's Student Affairs Office's latest enrollment data, 69% are female, 37% are underrepresented minorities, 33% are bi-lingual, and 23% are Spanish speaking. The MHA program will devote 5% of net earnings to financial

aid based on need and merit (as noted above), with a particular focus on applicants delivering healthcare in local underrepresented or marginalized communities. The marketing plan includes promoting financial assistance options to underrepresented groups at conferences, trade shows and in industry publications.

The proposers note that recruitment efforts for the MHA will focus on ensuring that the program will enroll and graduate healthcare management professionals from underrepresented and marginalized communities, striving to represent the patient population. The online format is conducive to allowing those from rural areas access to UCLA's high-level education and in turn, give back to their communities. This will help diversify the populations that will be served, including non-urban and Spanish speaking communities. Specific details of proposed outreach recruiting efforts are detailed in the proposal

8. Strengths and need of the proposed program highlighted by the two external reviews:

Reviewer #1 noted that, *overall, the final proposal for this new Master of Healthcare Administration program is well-considered and carefully constructed. It appears methodically planned and thoughtfully reviewed by several bodies.* The reviewer goes on to note that *...Particular strengths are the academic quality and program design, fee structure (fairly priced at \$900/credit hour/\$59,400 total tuition for degree), and an investigation that points to a suitable applicant pool and placement prospects for graduates. In addition, the selection and combination of required, elective and immersion courses, built on the Department of Health Policy and Management's long-standing experience with similar master's programs is a notable strength. As the UC system does not offer an MHA, this program should fill a current void.*

In terms of the academic quality of the program, this reviewer noted that *...the curriculum and academic rigor of the program successfully compete with the quality of peer programs in the country. And further, ...the online aspect of the program will make UCLA's program unique among other CEPH-accredited schools of public health on the West Coast. And later, ...Working with a properly vetted online instructional design vendor should greatly assist with pedagogical planning, as one strength of the program is the selection from current courses offered in UCLA's HPM.*

Reviewer 2 noted that the *...overall course requirements [of the MHA program] compare favorably with those of leading competitive programs at other universities.* The reviewer went on to say that *...I fully support the program's hiring of an instructional-design company that will design and produce the online courses. After all, the services that iDesign will provide, as described above, represent the "face" of the program and directly reflect the UCLA brand to prospective students, enrolled students, faculty, and the public at large. In my opinion, this aspect of the program will actually enhance the UCLA brand and contribute directly to answering the "value added by the program" question by presenting a polished platform, a professionally developed website, and high-quality instructional-design materials.*

The reviewer also noted that *...In my view, the employment prospects of graduates of the proposed MHA program are close to 100%. This is so because the program addresses a large and growing need for qualified graduates in this area. Noting later ...The fact that this would be the first such MHA program in the entire UC system presents a huge "first-mover" advantage to UCLA, in my view.*

UCPB's comments. UCPB also reviewed the proposal, concluding that they were *...satisfied that the program meets the policy criteria for an SSGPDP, is financially sound, well-funded, and addresses a societal need for professionals in a rapidly expanding field, given projections of 18% annual growth in healthcare administration. The School makes a strong case that the MHA will appeal to working professionals and will offer access to diverse communities including non-urban and non-English speaking populations. The program is a good complement to the MPH programs offered by the School. It will address a societal need for well-trained professionals in a rapidly expanding field. Its online modality and attractive pricing will appeal to working professionals and offer access to a broad demographic and geographic clientele. The reliance on external vendors for program management and online course design provides an interesting experiment whose lessons might be broadly applicable to UCLA and the rest of the UC.*

9. **Issues to consider pointed out by the reviewers and UCPB, and proposers' responses (pasted from the June 19, 2020 response from the UCLA proposers).** Comments from the outside reviewer are italicized, with the proposer's response in regular font.

Reviewer #1:

a. In regard to contingency plans (note: All Campus SOW and MSA were not included in proposal as they have been a work in progress and not yet finalized):

What plans or options exist if applicants/acceptance fall below X before years 4-5? Or said another way in the 1/17/2020 letter from Council on Planning & Budget: "there will be \$3 million deficit by the time the program is launched and an assumption that enrollment will increase gradually over time... recommends reassessing enrollment at the end of every year (and the) Projected graduation rate." If not completed, it would be prudent for program leaders to consider contingency plans in case of a failure to meet enrollment and retention rates early in the program.

Response: See section 5 for term and termination of the attached SOW from All Campus, the online program manager (OPM) proposed for this new degree. Enrollment reporting will be done on a term-by-term basis from the OPM administrative statistics to the UCLA MHA team (SAO, Director). An MHA Committee will be established and conduct regular, quarterly meetings in the Department of Health Policy & Management (HPM). The Committee will be responsible for the academic and administrative oversight of the program, including admissions standards, curriculum review, and student development and progress. Please see the attached bylaws approved by the department faculty.

b. In regard to competing priorities:

With expectation for annual surplus of funds by end of Year 3, important to be mindful of a tension between recruitment/retention numbers and student academic progress. The proposal notes that the OPM will monitor academic progress by reporting student participation in the LMS; other data might include course evaluations by students and faculty and grades earned at the end of each quarter.

Response: First, the vendor is not incentivized to push speed or numbers. Section VI: Although the online nature of the MHA program would allow for additional students to be admitted each year, we do not want these numbers to grow too large to impact the high quality of education. Therefore, with quality valued over quantity, we plan to keep the maximum students enrolled to no more than 125/year. Student enrollments beyond the target goal will be preceded by a careful assessment of our ability to provide educational and mentoring needs while meeting the highest standards of academic excellence. Additional course offerings may be added, as necessary, to ensure a quality student experience and an appropriate faculty to student ratio.

Secondly, the university will maintain full control of all academic components of the degree. The UCLA MHA proposes to use an OPM to handle the administrative data analytics and professional marketing tools for which they excel, and we do not have capacity. Section I, #7 explicitly illustrates the roles and tasks between the university and the Online Program Manager (OPM) in regard to marketing and student recruitment, student applications and admissions, student registration and onboarding, student advising and retention, career services and alumni affairs, and course development and instructional design. The UCLA Executive Programs Office will maintain full control of all academic standards, branding, and quality control of the degree including, but not limited to, marketing and recruitment of appropriate applicants, applications and admissions processes, registration and onboarding, advising, retention and matriculation, career services and alumni affairs, curriculum content, and faculty appointments.

Section I, #8: The Master of Healthcare Administration will be evaluated according to rules and procedures set forth by the Graduate Council of the UCLA Academic Senate for self-supporting graduate professional

degree programs. Internal program evaluations will be conducted on an annual basis by the program's academic and administrative leadership via annual surveys of current students, employers' satisfaction with student preparedness, and SSGPDP faculty. Outcomes from the annual evaluations will be presented to various stakeholders such as the HPM department faculty, FSPH Professional Advisory Committee, and the Faculty Executive Committee.

In addition, a Faculty Advisory Committee (FAC) will be established specifically for the MHA program. Membership will consist of representative senate and adjunct faculty, and program and school staff. This mirrors the current Department's MPH Committee and is an expectation of being appointed to UCLA FSPH faculty as service to the department. Appendix H contains proposed MHA bylaws that have been reviewed and approved by senate faculty of the UCLA Health Policy and Management Department.

c. In regard to rolling admissions:

Entrance at any quarter (rolling admissions) enables students to begin or resume either full- or part-time schedules. This is a particularly flexible feature that will enhance marketability as it responds to the fluctuating demands of professional life. It also enhances financial viability of the program. However, there is a potential loss to build a team of learners who experience content over time and grow together as a cohort. Moreover, creating satisfied, engaged students and graduates can be valuable recruitment ambassadors.

Response: Our market research indicates that the online MHA will most likely have 75% full-time students at any given time, and with geography and flexible work hours no longer a barrier, we expect to attract a higher number of non-traditional students than an on-campus program. Through coursework and videoconference, we expect there may be a modest cohort effect. In addition, two on-campus immersions (1-unit) will facilitate comradery and UCLA-brand loyalty, making MHA ambassadors.

d. In regard to capstone project (2-parts):

i) *The proposal states that MHA director approves the organization in which the capstone takes place, but who will identify and obtain placements, the external preceptor, and how are student-organization pairings decided? Organizations will benefit from a consultation of a business problem, but is there an agreement that students will have access to needed information and in-house guidance and support? Students in our program occasionally encounter refusal or reluctance by their workplace to obtain information, such as legal or financial documents – or even allow identification by organization's name.*

ii) *RE: Paper: The program might consider assessing students for literature search, synthesis and discussion skills and competency with APA style and academic writing ability; a student's self-evaluation of proficient writing can be confused with technical writing skills. Consider planning for skills building for students who lack this capacity.*

Response: Each student is expected to complete a field project, culminating in a management consulting-style paper and presentation. The student is primarily tasked with finding an organization and preceptor, but the MHA Director may assist when necessary. The second UCLA immersion is to prepare the students for this capstone project. There will be robust preparation, documentation of the students' intent for non-disclosure and the academic nature of the project, and expectations of the project to fulfill the capstone requirements. This is similar to the process currently used for the department's traditional and executive MPH programs' fulfillment of the field project.

e. In regard to considerations for the future:

As class sizes increase, review if the faculty/student ratio (1:12-35) is reasonable given the types of learning activities and demand on faculty time (no TAs, weekly required synchronous sessions, expected turnaround time for faculty feedback on assignments).

Response: This is currently the faculty/student ratio that seems to work well in our Departmental courses. Due to the rigorous design of the online courses with professional learning architects and a flipped style classroom using asynchronous content delivery, there should be reduced expectations on the faculty facilitating each course.

Plan for faculty fatigue if same faculty teaches (“facilitates”) each quarter.

Response: Robust faculty recruitment for facilitation is a necessary component of the MHA Director’s job.

Course refreshes: how does contract with iDesign address frequency of updates, ease to make changes to respond to changes in applicant pool, changes in healthcare environment? i.e., are changes made only after course is completed or are revisions possible during a course?

Response: Each course will be evaluated at the end of the term offered by the students and with the faculty. Course improvement for each course is included yearly in the budget. The initial design of courses will allow small updates to occur without having to redevelop the entire course. The program is working with iDesign, UCOP’s ILTI and UCLA’s Center for the Advancement of Teaching to ensure courses are up to date both with technology and course content.

Reviewer #2

a. In regard to quality and academic rigor, curriculum and course descriptions:

...I do not see any coverage of topics such as the legal framework within which the management of people in healthcare organizations takes place. These involve employment decisions in areas such as staffing, managing performance, rewarding (e.g., via compensation and incentive programs), disciplining, downsizing, and other areas of employee relations. They are also not covered in HPM 437, Legal Environment of Health Services Management. I believe that such topics are important for all prospective managers and that the proposed MHA program should give careful consideration to their inclusion.

Response: We have proposed a new course be developed, HLTADM 408: Human Resource Management to address these topics. Currently there is some coverage in HLTADM 402: Healthcare Organization & Management, but not as thorough as mentioned above.

b. In regard to unique value-add by university to online courses:

The current proposal would benefit from adding such content and including a clear statement of the value added by UCLA’s online master’s degree program. A good place to begin is p. 24 of the proposal, which notes: “Direct student-instructor interaction will occur through various communication including emails, discussion forums, and web/zoom video conferencing, allowing students to participate in activities with their faculty and other peers”.

Response: As mentioned above to the other reviewer above, our market research indicates that the online MHA will most likely have a broader reach to a group of potential applicants who do not consider a traditional on-campus experience accessible. By its nature, healthcare careers and employees are geographically spread throughout urban, suburban and rural communities due to

medical facilities and practices being everywhere. Many of these early and middle-career healthcare workers that would like to obtain an MHA will now have a high-quality, accessible program via the UCLA MHA. With geography and flexible work hours no longer a barrier, we expect to attract a higher number of non-traditional students than an on-campus program as well.

c. In regard to teaching staff (senate, adjunct, lecturer ratio):

From a marketing perspective, it would seem to be a much more powerful and compelling message to be able to say, for example, that half or more of required courses are taught by senate faculty.

Response: For professional degree programs in healthcare administration across the nation, it is frustratingly normal to not have Senate faculty teach in these programs. Management research is not often funded by large NIH grants or similar funding and yet academic FTE are rewarded for obtaining these types of grants. Secondly, professional degree students rate faculty that have career experience in the areas they teach much higher on their evaluations than academic research faculty (UCLA evaluations available upon request).

d. In regard to courses in professional programs being more suitably facilitate by adjunct:

...there are other ways to make that expertise available to students, for example, by incorporating into senate-faculty courses, guest presentations in specialized areas by local experts. One might argue that senate faculty are more likely to make the investment in improving their online teaching skills because it is so central to the critical requirements of their jobs. ...My experience is that while adjunct faculty and lecturers are highly motivated to present a high-quality learning experience for students, they may have competing demands from their other jobs that do not permit them to devote that level of dedication to developing online teaching skills.

Response: All good points but see comments above. Also, UCLA and the Fielding School of Public Health uses the title “adjunct” in appointments wherein other universities may more aptly use the title “Clinical” or “Teaching” Professor. They are properly vetted, evaluated and appointed for their content expertise and skill in teaching.

e. In regard to possible lack of availability of full-time senate facilitate with skills needed to teach in new online program:

To the extent this is true, then perhaps the inclusion of more senate faculty in the Master of Healthcare Administration program should be viewed as a longer-term goal.

f. In regard to faculty ownership:

Regarding the potential for threatening UC faculty ownership over course materials, this is a legitimate concern. Appendix R (“iDesign Services and Pricing”, p. 247 of the proposal) is blank and does not include a description of contract terms. As a faculty member, a major concern is ownership of the faculty member’s intellectual property in the form of course materials. I am sure this will be addressed in the final contract. At this point, suffice it to say that faculty members need contractual reassurance that their intellectual property will be protected.

Response: Please see attached iDesign Phase 1 contract attached. Secondly, intellectual property is being addressed by UCLA’s legal team and the UCOP ILTI. The design faculty have ownership and permitted use of course content, but there are still some issues of ownership (i.e., when a faculty leaves UCLA) that is being reviewed. This affects more than just our program as the University is heading toward more online programs.

g. In regard to All Campus’ 33% gross revenue share:

The difference between gross and net revenue is \$919,534 in Year 6. That is an extra \$303,446 in fees for All Campus in that single year and it adds significantly to the university's costs of the program. Might it be possible to negotiate a fee structure that reflects 33% of net revenue?

Response: Rather late in the process and after revenue-share negotiations had been finished with All Campus, UCLA announced a new 12.5% central tax for all online SSPGDs going forward. We consider this technically an internal operating cost, even though we have captured it as a deduction from gross revenue so we can capture net revenue for planning purposes and management. In consideration of agreements for a lower revenue share with All Campus, we believed that reducing All Campus' share of the revenue by this amount was not financially viable for them nor fair in the negotiated partnership.

h. In regard to being comfortable with a 5-year agreement based on positive references from other university partners:

Did the positive references from other university partners also include a discussion of fees? This is an important feature of the university's due diligence and it would be helpful to know that the 33% fee structure has been vetted thoroughly with other customers of All Campus. Appendix Q, "All Campus Statement of Work (SOW) and Master Service Agreement, p. 246, is blank.

UCPB REVIEW (SUMMARY) - Points of Concern

a. *First, the program's reliance on external vendors or course design and program management and the significant fees paid to the vendors raised questions that such relationships are inappropriate, dilute the UC brand, and threaten UC faculty ownership over course materials. In addition, some members found the minimal budget included in the proposal for updating course materials to be unrealistic, and noted that unforeseen and unbudgeted production costs could delay the positive cash flow, especially if actual revenues do not match projections. In addition, there was some concern that the proposal does not provide specific information about how the School will use revenues, nor about its benefits to state-funded program and the larger campus. ... UCLA should carefully monitor the initial projected deficit and production cost outcomes, which may not be fully apparent in the three-year review.*

Response: The OPM vendor we have decided to partner with, All Campus, has a strong client list and excellent reputation, and has been thoroughly vetted by our UCLA Campus partners in legal, procurement, and finance. Through many rounds of negotiations, All Campus was willing to lower their usual fee structure and agreements to 33% with a 5-year term for review. This is unusual but understood because they very much want to work with UCLA. The budget shows that sustainability and profitability can be achieved by the third year under reasonable, if not conservative, assumptions. In the unlikely event that the program does not work out, UCLA's APB Office has negotiated agreement terms with the OPM to include a Cancellation for Convenience clause.

b. *Whereas the substantial net revenue generated will certainly provide the ability to enhance the educational and research mission of the Fielding School, no specific plans are outlined. Similarly, there is no discussion of revenue sharing with the main campus or for the enhancement of state-funded programs. Whereas the Anderson School evidently has an MOU with the Academic Senate mandating revenue sharing from new self-supporting programs to help support state-funded programs, the proposal provides no indication of such with the Fielding School.*

Response: Part of the surplus will fund a scholarship for financial-need applicants. Further surplus-share schemes are under discussion.

In summary, the proposed largely online program leading to a Master of Healthcare Administration degree within the UCLA Fielding School of Public Health (FSPH), well-constructed, and will address a growing need in the field of healthcare management. The partnership with the two outside vendors is justified and has been well-vetted. Reviewers and UCPB are both supportive of the program, and the issues that they raised have been adequately addressed in the responses by the proposers. I have no further questions or issues with the proposal and commend the proposers for being very responsive to the reviews. I recommend its approval.

Thank you,

Donald Smith, PhD

A handwritten signature in black ink that reads "Donald Smith". The signature is written in a cursive, flowing style.

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