

BOARD OF REGENTS BRIEFING PAPER

1. AGENDA ITEM TITLE: Differential Program Fee Request for the 2020-21 Academic Year
University of Nevada, Reno School of Community Health Sciences

MEETING DATE: March 5-6, 2020

2. BACKGROUND & POLICY CONTEXT OF ISSUE:

At the April 2010 Special Meeting, the Board of Regents adopted provisions authorizing institutions to establish differential program fees under certain circumstances. The policy authorization provides that programs that can be justified as high cost and/or high demand may be considered for Differential Program Fees. (BoR Handbook, Title 4, Chapter 17, Section 27).

NEW DIFFERENTIAL PROPOSALS for University of Nevada, Reno School of Community Health Sciences: Proposal to implement a \$50.00 per credit fee for CHS, KIN and PED 300-700 level courses. See attachments for further information.

3. SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

University of Nevada, Reno President Marc Johnson requests Board of Regents' approval of the proposed differential fees for the School of Community Health Sciences as presented by Dean Trudy Larson.

4. IMPETUS (WHY NOW?):

University of Nevada, Reno School of Community Health Sciences: Due to the rapid growth of the school over the last five years and the impact it has had on accessibility of required courses, the increased hiring of LOA faculty, and the fiscal impact on full-time faculty and staff who have had to prioritize activities to support this growth to the detriment of research, service and timeliness. The growth has outstripped resources necessitating a request for a differential fee.

5. CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- Access (Increase participation in post-secondary education)
- Success (Increase student success)
- Close the Achievement Gap (Close the achievement gap among underserved student populations)
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)
- Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)
- Not Applicable to NSHE Strategic Plan Goals

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

Proposal supports NSHE's workforce goal by meeting the needs of qualified individuals in their respective fields.

6. BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

University of Nevada, Reno School of Community Health Sciences Proposed Annual Expenditures:

- Instructional Support: Academic faculty, staff for labs; Software for internships, equipment, and consumables for labs; Tutors for CHS 211, 280, and 473 (grad students); Graduate assistantships
- Student Financial Support: Graduate and undergraduate need-based aid (emphasis on Health FIT support)
- Support Services: Recruitment, admissions, career services, and curriculum coordinator; Marketing, web, and accessibility coordinator
- Professional Development and Research Support (to be distributed through faculty and student

requests): Student and faculty conference attendance, travel, student research projects, graduate and undergraduate engagement activities, computer replacement, etc.

7. POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

- Fee increases can make it more difficult for students to meet financial obligations.
- Students may delay completing their degree programs.

8. ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Do not provide additional equipment and faculty to accommodate the high demands of the programs as described above.

9. RECOMMENDATION FROM THE CHANCELLOR'S OFFICE:

10. COMPLIANCE WITH BOARD POLICY:

Consistent With Current Board Policy: Title # 4 Chapter # 17 Section # 27

Amends Current Board Policy: Title # _____ Chapter # _____ Section # _____

Amends Current Procedures & Guidelines Manual: Chapter # 7 Section # 11

Other: _____

Fiscal Impact: Yes No _____

Explain: Differential Fees represent extraordinary costs associated with specific programs. Differential Fee supported budgets that meet the reporting threshold of \$250,000 will be reported in the Self-Supporting Budget report.

**NEVADA SYSTEM OF HIGHER EDUCATION
PROCEDURES AND GUIDELINES MANUAL**

CHAPTER 7

FEES AND TUITION

Section 11. Differential Program Fees

Program	Course Prefix	Course Level	Amount	Effective Date
University of Nevada Las Vegas				
Architecture	AAD, AAE, ABS, AAL, LAND, AAI, AAP	300-400	\$156.75/credit	Spring 2012
Architecture	AAE, AAD	500-700	\$239.50/credit	Spring 2012
Business	MBA, FIN, MKT, MGT	500-700	\$100.00/credit	Spring 2012
Educational Policy & Leadership	EPL	600-700	\$175.00/credit	Spring 2017
Engineering	CEE, CEM, CPE, CS, EE, EGG, ME	300-400	\$40.00/credit	Fall 2014
Engineering	CEE, CEM, CS, ECG, ME	600-700	\$20.00/credit	Fall 2014
Executive Leadership	EDA	700 and above	\$200.00/credit	Fall 2019
Executive MBA	EMBA	700	\$236/credit	Fall 2015
Executive MHA	EMHA	700	\$400/credit	Summer 2016
Graphic Design and Media	GRC	300-400	\$156.75/credit	Fall 2014
Couple & Family Therapy	CFT	700 and above	\$177.50/credit	Fall 2015
Nursing	NURS	300-400	\$156.75/credit	Spring 2012
Nursing	NURS	500-700	\$239.50/credit	Spring 2012
Occupational Therapy	OTD	700 and above	\$300.00/credit	Fall 2019
Physical Therapy	DPT	500-700	\$239.50/credit	Spring 2012
Public Policy	DPP	700	\$300.00/credit	Fall 2018
Quantitative Finance	FINQ	700 and above	\$375.00/credit	Fall 2019
Social Work	SW	700	\$125.00/credit	Fall 2012
Urban Leadership	ULD	700	\$150.00/credit	Fall 2012
University of Nevada, Reno				
Business	ACC, BADM, BUS, ENT, GAM, FIN, IS, MGT, MKT	600-700	\$100.00/credit	Fall 2011
Community Health Sciences	CHS, KIN, PED	300-700	\$50/credit	Fall 2020
Engineering	BME, ENGR, CHE, CEE, CPE, CS, EE, GE, ME, MINE, MSE, MET	300-400	\$85.00/credit	Fall 2013

Engineering	BME, ENGR, CHE, CEE, CPE, CS, EE, GE, ME, MINE, MSE, MET	600-700	\$100.00/credit	Fall 2013
Nursing	NURS	300-400**	\$156.75/credit	Spring 2014
Nursing	NURS	500-700***	\$239.50/credit	Spring 2014
College of Southern Nevada				
Nursing	NURS*****	100-200	\$60.00/credit	Fall 2018
<u>Program</u>	<u>Course Prefix</u>	<u>Course Level</u>	<u>Amount</u>	<u>Effective Date</u>
Nevada State College				
Nursing	NURS	ALL NURS courses	\$141.75/credit	Fall 2015
Great Basin College				
Nursing	NURS*****	100-200	\$120.00/credit	Fall 2019
Radiology	RAD*****	100-200	\$70.00/credit	Fall 2019
Truckee Meadows Community College				
Dental Hygiene	DH	100-200	\$88.25/credit	Fall 2016
Nursing	NURS****	100-200	\$60.00/credit	Fall 2014
Western Nevada College				
Nursing	NURS*****	100-200	\$90.00/credit	Fall 2018

**Does not include NURS 300, which is a required pre-requisite course for the nursing program. Does not include NURS 430, which is an elective course not required in any of the nursing programs.

***Does not include NURS 630, which is an elective course not required in any of the nursing programs.

****All NURS courses excluding NURS 130 (CNA) and NURS 140 (Medical Terminology).

*****All NURS courses excluding NURS 130 (Certified Nursing Assistant). The effective date of Fall 2018 is for newly admitted students. Students enrolled prior to Fall 2018 will be allowed to complete their program under the previous fee structure.

*****All NURS courses excluding NURS 130 (CNA), NURS 285 & NURS 290 (Selected Topics in Nursing) and NURS 300 and higher courses (Bachelor's Degree Program Courses). Students enrolled prior to Fall 2019 will be allowed to complete their program under the previous fee structure.

*****Does not include RAD 101 which is a required pre-requisite course for the radiology program. Students enrolled prior to Fall 2019 will be allowed to complete their program under the previous fee structure.

*****Does not include NURS 130/NURS 134 (Certified Nursing Assistant course), NURS 240/NURS 242 (RN Refresher), NURS 285 (Special Topics), and Practical Nursing courses (PN).

(Added 12/10; A. 4/11, 12/11, 11/12, 6/13, 12/13, 3/14, 12/14, 3/15, 12/15, 3/16, 12/16, 12/17, 6/18, 11/18)



School of Community Health Sciences

University of Nevada, Reno

Date: October 4, 2019

To: Kevin Carman, Executive Vice President and Provost

From: Trudy Larson, MD 
Dean, School of Community Health Sciences

Subject: Differential Fee Request for High Demand Programs in Community Health Sciences

Summary: The School of Community Health Sciences (SCHS) has experienced significant growth over the last 4 years (903 student in 2014-15 to 2,459 students in 2018-19) primarily in our undergraduate program but also through expansion of our graduate programs. The SCHS degrees are highly relevant to occupations in the health sector which has sustained growth and expansion in the variety and type of jobs that are available. We believe this continued need for health-related talent has helped fuel our growth. This growth has not been fully addressed by additional faculty and resources provided by the SCHS budget. As a result, undergraduate students struggle getting needed classes at appropriate times, have very large classes, lack additional services to address professional development and research, and don't feel connected due to a lack of consistent communication. Graduate students lack funds to support their travel to conferences and small research projects, do not have access to a sufficient number of graduate assistantships, and at times do not feel connected. A differential fee request of \$50 per student credit hour for upper division CHS, KIN, PED courses (300-400) and for graduate-level classes (600-700) is proposed to fund the gaps created by the rapid growth in SCHS enrollment. Faculty and student input was solicited in the creation of this proposal. A survey to all SCHS students resulted in a 26% (631 responses) response rate and the majority of respondents favored the proposal. Both student governments (ASUN and GSA) had the opportunity to hear the proposal. The proposed use of funds will support instruction (60%), financial aid (15%), and staff positions (15%). Ten percent of the fund will be used to support conference attendance, research projects, seminars, and other student scholarly activities. The instructional funds will be used for new full-time faculty, graduate assistantships, laboratory staff, and tutors. Two staff positions will be hired, one for graduate-student recruitment, retention, and career advising and the other for communications.

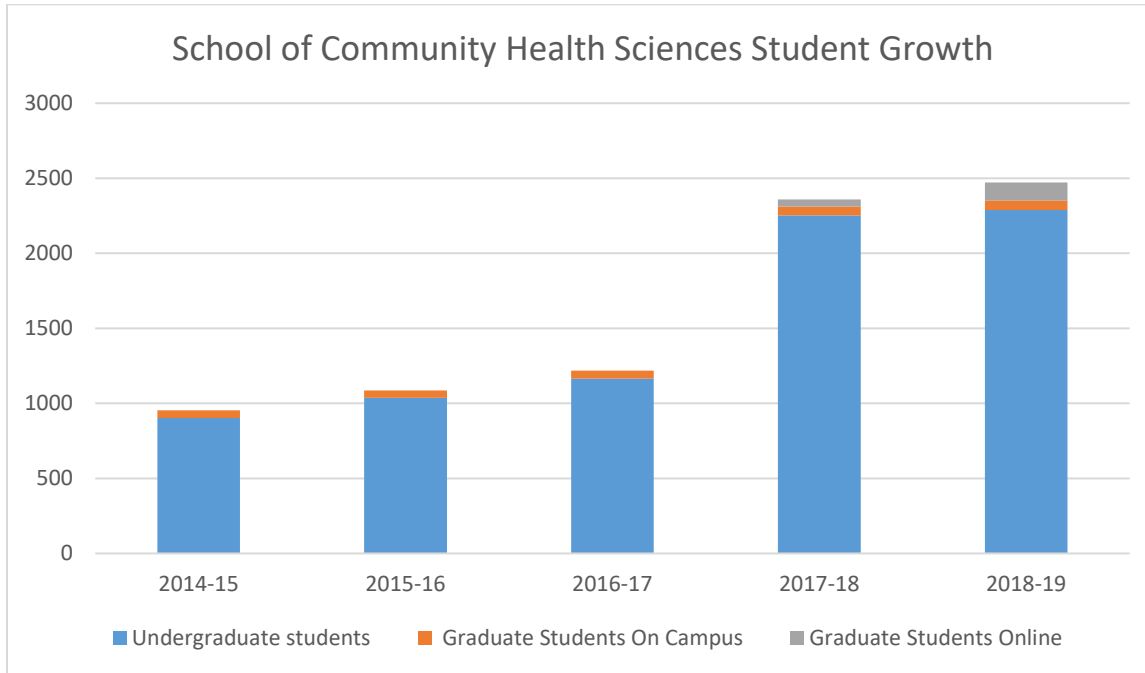
School of Community Health Sciences
1664 N. Virginia Street
University of Nevada, Reno/274
Reno, Nevada 89557-0274
(775)784-4041 office
(775)784-1340 fax
<http://chs.unr.edu>

Proposal for a Differential Fee for the School of Community Health Sciences (SCHS)

1. High Demand Program:

The impetus for proposing a differential fee is the rapid growth of the school over the last five years and the impact it has had on accessibility of required courses, the increased hiring of LOA faculty, and the fiscal impact on full-time faculty and staff who have had to prioritize activities to support this growth to the detriment of research, service, and timeliness. The SCHS became a fully independent school in July 2017 when it left the Division of Health Sciences. Since becoming a stand-alone school, the SCHS has added the Center for the Application of Substance Abuse Technology (CASAT) and its undergraduate and graduate courses to the School (not included in the differential fee request), created an active alumni group, started a Student Council, expanded its Community Advisory Board, and developed a more robust development program. The student population is 2.5 times higher in 2018-19 than 2014-2015 (from 953 to 2,471). This growth has outstripped resources necessitating a request for a differential fee.

Five-year growth:



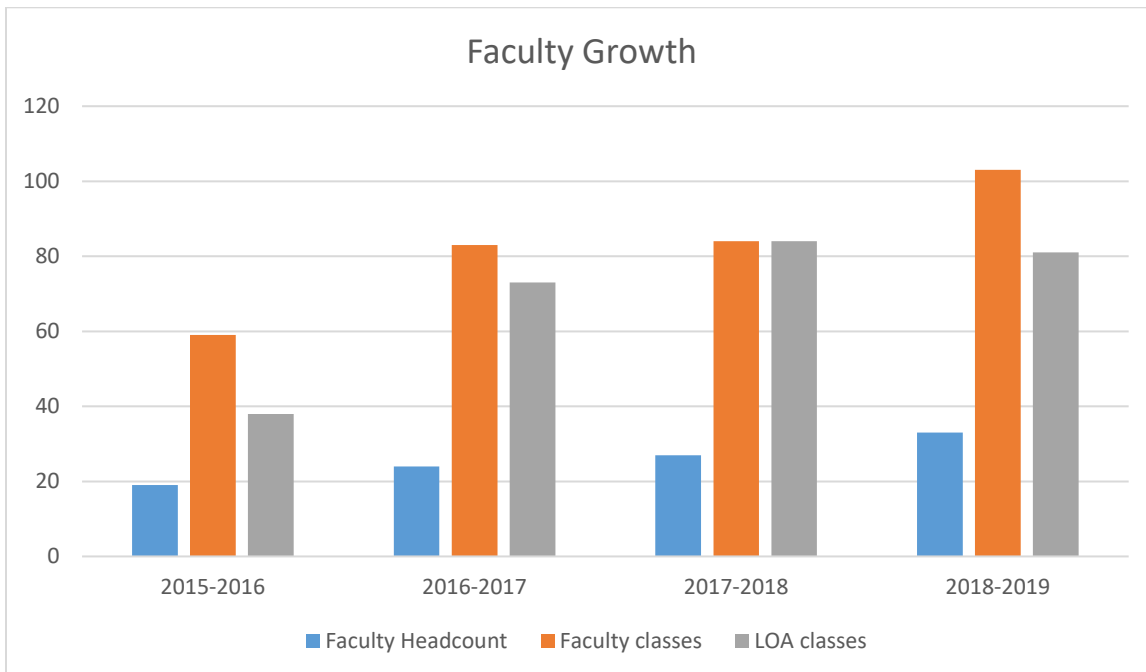
	Undergraduate Students	Graduate Students On Campus	Graduate Students Online
2014-15	902	51	0
2015-16	1,036	49	0
2016-17	1,164	54	0
2017-18	2,253	60	45
2018-19	2,289	64	118

The biggest increase (from fall 2016 to fall 2017) is due to the inclusion of pre-nursing students in the CHS major. Acceptance into the nursing school is increasingly competitive and those students not gaining admission did not have clear degree options. With the inclusion of the pre-nursing students into CHS, there is now a viable, four-year plan for graduation for those students not gaining admission to the nursing program. The influx of students created significant impacts on course availability. In response to significant wait-listing for required classes, SCHS added sections (taught by LOAs), increased the size of classes, and developed new teaching modalities. For the last two years, the SCHS required additional university resources to fund this growth at year end. Faculty are concerned about the size of classes impacting quality and student success (upper-division classes primarily). In addition, our accrediting body, Council for Education in Public Health (CEPH), noted concerns for inadequate full-time faculty resources for one of the undergraduate majors (kinesiology) during their last site visit.

The graduate programs have grown as well. Significantly, the self-supporting online MPH program has added substantial new students to the SCHS. Additional support from graduate-level fees will help create a better infrastructure to support all graduate student activity.

Academic Faculty Head Count and Classes taught by Academic faculty and LOA

Years	2015-16	2016-17	2017-18	2018-19
Academic faculty	19	24	27	35
Academic faculty taught classes	59 classes	83 classes	84 classes	103 classes
LOA taught Classes	38 classes	73 classes	84 classes	81 classes



2. Commitment to retention and graduation:

The SCHS accepts all students into the major (no GPA requirement) therefore, there is no wait-listing or denials for program acceptance. We believe that community health, also known as public or population health, is enhanced when more people have health knowledge and since our school is quite diverse, we believe that knowledge can be spread in communities that are currently underserved. To progress through the major, upper-division courses require passage of lower-division courses and that ensures that students who graduate have a comprehensive exposure to population health even with no requirements for acceptance in the CHS majors. Graduation rates (6 year) have been low and slowly improving for CHS declared freshman (28 to 33%). For juniors, the graduation rates have been between 77-81%. Adding class sections has been key in continuing to support timely graduation (average of 4.3 years over the last 3 years).

The SCHS intends to use differential fees to support student success through support of HealthFIT for all students. Both retention and graduation rates have improved through participation in the FIT program. Students were particularly supportive of fees going to support full student participation. In addition, adding full-time faculty and staff will support the availability of more class sections to promote retention and graduation, enhancements to the software for internship management will assist students in professional development through their internships, and program support funds will improve access to professional development and research opportunities.

3. Graduate student success and workforce need:

National studies suggest that 38% of the public health workforce will retire by 2024. The MPH program produces graduates who are highly recruited. Most have jobs before they graduate. The skills that the MPH degree encompasses include big-health data analysis, health-program planning and evaluation, systems analysis, fiscal and organizational management, surveillance, and health policy analysis. Workforce surveys identify these skills as essential by a variety of employers including traditional public-health agencies, health systems, corporations, and non-profits. Consideration of the need for more public-health professionals nationally and significant need for enhancing the public health of Nevada citizens reinforces the need for additional graduate-student support through financial aid, graduate assistantships, and student services.

Bureau of Labor Statistics	2016-2026 projected growth
Statisticians	33%*
Healthcare Managers and Administrators	20%*
Health Educators	16% *
Environmental workers	12%”

*Much faster growth than other occupations

”Faster than average growth than other occupations

The first SCHS PhD students will be graduating in May 2020. This program was reactivated in 2016 and the intensity of the program has impacted faculty availability. Importantly, the PhD program is a required component of accreditation by CEPH and as the school completes its application for school of public health accreditation, adequate support will be important to document. In addition, the growing PhD program advances university maintenance of R1 status. PhD recruitment is challenging and increasing fees may be an additional barrier, however the enhanced ability to provide need-based aid-

and use of fees for additional graduate assistantships will help mediate that concern. Availability of funds for research projects, travel support for conference attendance, and graduate student office computer replacements will benefit all graduate students.

4. School and Student Support:

The discussion of a differential fee has included students, faculty, the Community Advisory Board, and alumni. In particular, the new student advisory council (conceived in January 2019 with two subsequent meetings) had a serious discussion about the impact of fees on students. The students were very thoughtful and felt the addition of faculty, the expansion of services and targeted scholarship and student support was worth the additional costs. The graduate students, part of the student council, felt the return on investment would be convincing to other students. Students and the executive committee for the school voted individually on a prioritized list of desired expenditures and from that the current proposal was crafted. Of note is that the faculty and students had very similar priorities for how additional revenue could support the growth and the quality of the school.

A survey was sent to all CHS students asking for their opinion about a differential fee of \$50 per student credit hour for upper division CHS, PED, KIN 300-400 classes and all graduate CHS classes (600-700). The survey included information about the rationale for the fee and the benefits that would be supported by the fee. The two-question survey asked for their support or opposition to the fee increase and offered a comment section. 631 surveys were returned. Support for the fee was indicated by 55% of the students. Discussion with the ASUN senate was held and a positive endorsement was presented by the SCHS student senators. A meeting with the GSA council presented a return-on-investment analysis specific to graduate-student services.

The Student Council and Executive faculty committee will be part of annual discussions to discuss impact of fees on students and vote on allocation of revenues. With the proposed credit hour fee of \$50, this will add approximately \$3,000 to the undergraduate cost for a baccalaureate degree. For the MPH degree it will add \$2,100/\$2,250 (online) and for the PhD students it will add \$2,400 (with a fee waiver for 24 dissertation credits, CHS 799).

In evaluating affordability of the UNR MPH degree, two different sources using national data were identified. From GetEducated.com's ranking of the top 25 most affordable MPH programs, the online program was #4 on the least expensive list (the 1st being the least expensive program in the US) and adding \$2,250 to this would put UNR at the #7 position. From Healthcare Administration Degree Programs analysis using Institution of Education Sciences' NCES College Navigator database, a report of the 50 most affordable MPH programs were identified. UNR ranked #8 and adding \$2,100 would put it at #17. From this national snapshot, adding a differential fee to the current low tuition would still make the MPH program very competitive. There is not a good comparative scale for the undergraduate or PhD program since there is great variability in programs across the country in contrast to CEPH accredited MPH programs that have great similarity.

5. Proposed fee increase:

The School of Community Health Sciences proposes to add a differential fee of \$50 for each credit for undergraduate courses at the CHS, PED, KIN 300-400 level and graduate courses at the CHS 600-700

level. The implementation of this fee will replace all existing course fees (including CHS 102, 362,370, 494 and Kin 422).

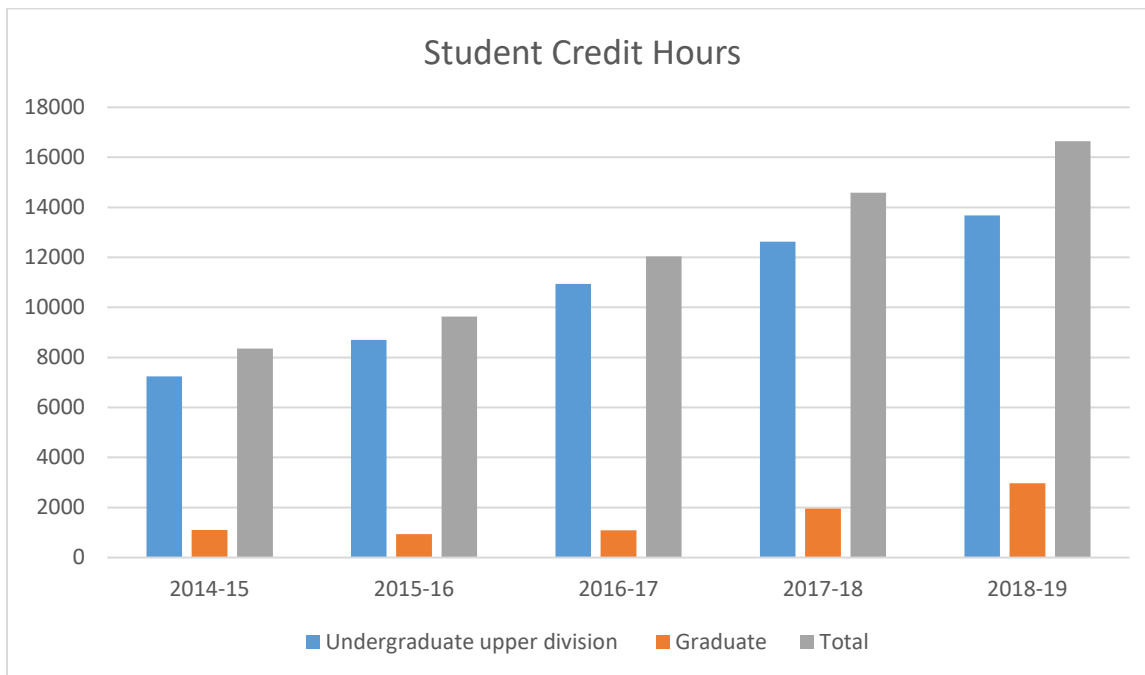
Courses	Course Fee	Use of fee
CHS 102 (Foundations of Personal Health and Wellness)	\$25	Conduct student fitness assessments
CHS 362 (Athletic Injuries)	\$20	Consumables
CHS 370 (Exercise Physiology)	\$50	Consumables for equipment
CHS 494	\$50	Software for internship tracking
KIN 422	\$25	Lab staff

Estimated revenue if there is stable undergraduate and graduate student enrollment:

Fall enrollment 2018 in CHS, PED, KIN 300,400,600,700 courses = 8,194 credit hours

Spring enrollment 2019 in CHS, PED, KIN 300,400,600, 700 courses= 8,447 credit hours

This level of enrollment generated 16, 641 credit hours and at \$50 per credit this would generate an estimated \$832,050 annually. Continued growth in the graduate program (estimated 270 students total in the on campus and online programs this fiscal year) provide support for using an estimate of \$840,000 per year.



6. Proposed Utilization of Differential Fee funds

We propose that the largest category of expenditure is for instructional support (approximately 60%). This would cover new full time academic faculty and staff support for laboratories required for a number of SCHS classes. In addition, the instructional funds would cover software and consumables currently covered by course fees and equipment upkeep. Graduate assistantships will be created to increase the support for graduate students. Three classes have been identified as being particularly difficult (student

input), and thus a tutoring program would be developed targeting these classes. Graduate students will be recruited and paid to staff the tutoring programs.

Student financial aid will cover both undergraduate and graduate students to support their success (15%).

Support services (15%) will serve all aspects of the school and improve student, faculty, alumni, and staff experience. We propose to add a staff position to manage recruitment, admissions, graduate-student advisement, and provide career advising for all students. Another staff position covering marketing and communications will serve the entire school and support accessibility in all web-based material.

Professional development and research support and student activity support (10%) will be made available to faculty and students through a formal request process. Examples include undergraduate research projects, attendance at conferences and professional development programs for faculty and students, student computer lab replacements, and engagement activities for students, to name just a few.

Category	Amount
Instructional Support: Academic faculty, staff for labs Software for internships, equipment, and consumables for labs Tutors for CHS 211, 280 and 473 (grad students) Graduate Assistantships	\$504,000
Student Financial Support: Graduate and undergraduate need-based aid (emphasis on Health FIT support)	\$126,000
Support Services: Recruitment, admissions, career services, and curriculum coordinator Marketing, web, and accessibility coordinator	\$126,000
Professional Development and Research Support: (to be distributed through faculty and student requests) Student and faculty conference attendance, travel, student research projects, graduate and undergraduate engagement activities, computer replacement, etc.	\$84,000
TOTAL	\$840,000