

2021-2022 Tuition Review Advisory Committee

Agenda

Friday, October 1, 2021

2:30 pm – 4:00 pm

Zoom

1. [Approval of minutes from previous meeting](#) [Committee] 5 minutes
2. Premium Tuition Request
 - a. [Master of Microbial Biotechnology Program](#) [Meaghan Nappo] 15 minutes
 - b. [DVM Premium Tuition](#) [Laura Nelson] 15 minutes
3. Enhancement Fee
 - a. [CALS Enhancement Fee](#) [Rich Linton] 15 minutes
 - b. [PCOM Enhancement Fee](#) [Frank Buckless] 15 minutes
4. Discussion: TRAC's recommendation regarding Premium Tuition Request [Committee] 15 mins
5. Preliminary testing of different tuition rate scenarios/discussion [Jennifer Coltrane and Committee] 10 mins

2021-2022 Tuition Review Advisory Committee
Meeting Minutes

Friday, September 24, 2021

8:00 am – 9:30 am

1. Introductions, review of committee charge, instructions from system office [Warwick Arden, McKenzy Heavlin]
 - a. Introductions were made.
 - b. Provost gave opening remarks. Discussed different kinds of increase. When the legislature puts through a legislative increase, it is at the expense of appropriation. It does not expand our requirement and it doesn't result in additional resources coming to the university. When we do a campus initiated increase, that is not at the expense of appropriation it is additional recurring revenue to the university and expands our requirement.
 - c. There have been a lot of restrictions over CITI over the last several years.
 - d. Shared brief slides prepared by Barbara Moses. Basically for resident no increase but for non-resident we can. Also reviewed the fee instructions since tuition and fees go up together. Mandatory fees – any proposed increase must offset by a commensurate decrease to another fee. New fees only allowed for new programs and increases allowed with increase in pass through charges.
 - e. The Provost also mentioned premium tuition. This is a tuition surcharge if you will. All the money is returned to that program. Falls under the same guidelines, so we could only apply to out of state. This does limit us because we never in our history have applied premium to only out of state students. They're meant to benefit directly everyone in the program. So like last year we may not be able to pursue premiums as the BOG level. The Chancellor has asked us to still go ahead and consider premiums and have approval at our own BOT level and then go from there.
2. Discussion of historical Campus Initiated Tuition Increase including (CITI), tuition premium and peer review [W. Arden]
 - a. Discussed peer comparisons on tuition. For in-state undergrad we are second lowest of all our peers, a place we have stayed for many years.
 - b. The directions used to be that we remain in the lowest quartile. Then a state law was enacted for level tuition. So when we talk increase for in-state undergrads, we would only talk about new incoming students.
 - c. For the remaining categories: in-state grad, out of state undergrad and out of state grad we are all third from the lowest.
 - d. The Provost reviewed the historical increase document of four years. If you go back you will see that we had no increases for in state undergraduates for at least four years. Before that, increases were only for new undergraduate students. If you look some of the other categories, in 2018 – 19, undergrad out of state up 4%, grad in state up 5% and grad out of state 6%.
 - e. There was a time between 2011-12 and 18-19 when CITI was yielding between 8 – 12 million per year. As you can see in the last few years, that has tapered off. As a reminder, of the new resources that my office gets to underpin student success and provide academic support for the student body. I only have two sources of revenue, CITI and enrollment increase.

- f. The Provost discussed the four categories of expenditures of CITI. They are need based financial aid, improve quality and accessibility (seats, sections, instructors, advisors, and support across student body in a number of ways), hold harmless the GSSP and last towards faculty salaries which is usually only promotional increases. When faculty are promoted, from assistant to associate then get a 6% increase and from associate to full an 8% increase. Faculty increase cost different amounts, depending on how many people going up for promotion.
 - g. For need based financial aid. We are still under a mandatory cap from the BOG that we are not allowed to put more than 15% of tuition receipts into financial aid. We try to put enough in to hold harmless or almost hold harmless need based financial aid. In the last few years, we have not put in enough to hold harmless.
 - h. GSSP – depending on source of funding, covers in state and out of state tuition, health benefits. When we increase gradate tuition, it increases the cost to the GSSP. Just like financial aid, we try to hold that harmless as well. That fund ends up always in the red which we bail out from my office.
 - i. The last category is mentioned is faculty promotion which I covered earlier.
 - j. Anything leftover goes to improve quality and accessibility. I do always want to make sure there is some amount going to this expenditure. This is really the only money supporting general student body. At the end of the year, if it turns out we haven't used all the resources such as faculty promotion, we will roll the excess into quality and accessibility as well. You can see from the current year, that's less than 1 million which is not a lot of money.
 - k. Two comments before turning over to McKenzy. One, is having student representation on the committee is very important to us. That is why we have the student reps that we have. We take your input very seriously and McKenzy is the co-chair. That is the avenue for the student input. I know recently the student senate has wanted to have input as well. I don't want people to misunderstand that student senate has a role in determining tuition increases because they don't. McKenzy, Brianna, Dev and Molly are the voice of the students through this in this committee. Second, in my time here, this has been a very collegial process. I'm not a high tuition guy but have come to realize the university does need some additional resources each year to continue to provide more resources.
3. NC State Student Body perspective [M. Heavlin]
- a. McKenzy thanked everyone for serving on the committee. Also thanked for having the students on the committee that we do have. Will be brief. Students generally don't want tuition increases. I know for undergrad and grad instate was very to see no increases from BOG level because I think that supports our mission as a land grant to be affordable to NC residents. As we look at tuition for out of state students, making sure we're remaining low and competitive is key. Excited to see what percentages this committee will come up with, especially in regards to the four expenditure categories. The need based financial aid and GSSP are the two areas up for consideration in my mind as well. The faculty salaries are also important due to the impact faculty have on students and keeping them here. Maintaining affordability for out of state students as we're considering increase is important. I'll be presenting a lot of this information to the students and continue to get their feedback. Student reps will be sure to get the feedback to this group as we look at numbers and decision making.
4. Review of Graduate Student Data & Graduate Student Support Plan Projections [Peter Harries]
- a. Peter Harries gave a presentation on GSSP which was shared with the committee and posted on the TRAC website.

5. Review of Financial Aid data & Financial Aid projections for 2022-23 [Krista Ringler]
 - a. Krista Ringler gave a presentation on Financial Aid which was shared with the committee and posted on the TRAC website.
6. Closing remarks. Thank you everyone and we will see you next Friday.

DRAFT

Master of Microbial Biotechnology – Request for Premium Tuition - 2021

Abstract

The Master of Microbial Biotechnology, launched in 2003, was one of the first Professional Science Master's (PSM) degrees established in the United States. It is a unique, two-year, non-thesis degree that combines graduate training in science and business through experiential learning with practicum projects and internships.

The biotechnology industry is growing dramatically in North Carolina with new companies moving to the area and existing companies expanding their operations. Graduates of the MMB program fulfill a need in the biotechnology industry workforce: technical competency paired with an understanding of business. The graduates command a good salary and find jobs readily. The training they receive in the MMB program is a practical, "real-world" experience. However, even with the success of the MMB program and its graduates, the program is not well known particularly among prospective students. The MMB needs to invest in prospective students and elements of the program to continue to produce skilled graduates.

The MMB program has a Director (9-month position) and a Coordinator (12-month position), who are funded by CALS through the Plant & Microbial Biology Department. Beyond those two positions, the program has no operating budget or additional staff. To date, the MMB has operated on occasional recruiting grants from CALS or the NCSU Graduate School, occasional item-specific support from the PMB department, and modest donations from alumni. Even with the financial constraints, the MMB program has established itself as a program that provides graduate students with applicable training that results in high job satisfaction amongst graduates. The majority of the graduates accept positions in the biotechnology industry with average starting salaries for MMB graduates of \$69,000 and for MMB/MBA graduates of \$79,000, based on a 2020 salary survey.

What is the need that is driving the request for premium tuition?

In April 2019, the MMB program underwent an external review. The reviewers' central recommendation was to "Explore a modest tuition premium for this program (maybe \$1-2K). Possible uses include program marketing and student scholarships." The MMB program needs to increase the diversity and size of its applicant pool in order to increase the diversity and size of the program. In addition, the program needs to provide more career development support (as requested by students and alumni when asked for ways to improve the MMB program).

How would the premium tuition be used to make substantial improvements to the program?

With the tuition premium, the MMB plans to:

- Offer Scholarships – PSM degrees typically do not offer assistantships due to the nature of the programs which creates a barrier to entry for some applicants. With the premium tuition, the MMB program would offer modest need-based scholarships, but not assistantships
- Increase marketing focused towards underrepresented populations including: Campus visits to NC HBCUs and MSIs; hosting a recruiting day at NCSU; national ad campaigns
- Increase the number of enrolled students per academic year

- Hire a part-time resource person to provide career development/job and internship placement support

What is the present return on investment attained by students in the program and/or the projected return on investment supplied by the premium tuition?

Starting salaries for a person with a B.S. in a life science is around \$44,000. MMB students that graduated between 2017 and 2019 had an average starting salary of \$69,000 and those who also received their MBA had an average starting salary of \$79,000. The total (two years) tuition and fees for an MMB student is \$23,345 (resident) and \$57,997 (non-resident). With a salary difference of \$2083/month between a BS and the MMB graduate, an MMB graduate (NC resident) has a payback period of 12 months and a non-resident has a payback period of 28 months. With the addition of premium tuition, the total tuition and fees will be \$27,344 (resident) and \$61,996 (non-resident) resulting in payback periods of 13 months and 30 months for each group. An MMB graduate who paid in-state tuition + premium and fees could pay off those costs in a little over a year.

How does current tuition compare to similar programs in peer universities, and how would tuition compare with those universities with premium tuition in place?

The resident and non-resident tuition and annual cost are shown in the table below for a variety of Professional Science Master's degree programs in Biotechnology or related disciplines are listed below.

University	Degree Professional Science Master's degree (PSM)	Tuition – resident (per semester)	Annual Cost (tuition + fees) - resident	Tuition – nonresident (per semester)	Annual Cost (tuition + fees) - nonresident
NCSU	Master of Microbial Biotechnology (2020)	\$4,547	\$11,672	\$13,210	\$28,998
UNC-CH	MS in Biomedical & Health Informatics	\$8,121	\$18,212	\$16,727	\$35,422
UNC-Charlotte	MS in Health Informatics and Analytics	\$3,518	\$10,320	\$10,235	\$23,754
University of Georgia	Master of Biomanufacturing & Bioprocessing	\$7,499	\$17,288	\$17,593	\$37,476
University of South Carolina	MS in Biological Sciences: Biotechnology	\$6,867	14,134	\$14,880	\$30,160

Middle Tennessee State University	Biotechnology M.S. in Professional Science	\$4,473	10,350	\$12,384	\$26,172
Indiana University	Biotechnology M.S.	\$5,938	\$13,248	\$19,957	\$41,286
Texas A & M University	Master of Biotechnology	\$7,624	\$15,248	\$16,641	\$33,282
Colorado State University	Master of Biomanufacturing and Biotechnology	\$6,206	\$18,632	\$13,619	\$31,848
Rutgers University	Master of Business and Science	\$10,150	\$43,645	\$12,560	\$54,008
Penn State	Master of Biotechnology	\$11,712	\$24,458	\$19,608	\$40,250
	Median values	\$7,183	\$16,268	\$15,761	\$34,352
NCSU	MMB with Tuition Premium	\$5,547	\$13,672	\$14,210	\$30,998

Even with the proposed tuition premium, the MMB program would still be below the median costs for both residents and non-residents compared to ten other PSM programs (NC, regional & national).

Summary

Premium tuition would allow the MMB program to have an operating budget to support investments in marketing to grow, strengthen, and diversify the applicant pool and create student scholarships – with the ultimate goal of increasing student diversity and doubling the number of students enrolled each year. The program would offer more student support (career counseling, seminar series, etc.) to enhance their experience so that the program remains relevant and competitive as a PSM.

**TUITION INCREASE REQUEST FORM
FOR PROFESSIONAL SCHOOLS
2022-23 and 2023-24**

**North Carolina State University
Master of Microbial Biotechnology
CIP - 26.1201**

	2022-23 Annual Increment	2023-24 Annual Increment
Requested School-Based Tuition Increase		
Graduate Residents	\$2,000.00	\$2,000.00
Graduate Nonresidents	\$2,000.00	\$2,000.00

	FTE	FTE
Graduate Residents	24.00	24.00
Graduate Nonresidents	4.00	6.00
Total	28.00	30.00

Projected Revenues		
Graduate Residents	\$48,000.00	\$48,000.00
Graduate Nonresidents	\$8,000.00	\$12,000.00
Total	\$56,000.00	\$60,000.00

Projected Expenditures		
Marketing & advertising	\$13,000.00	\$14,000.00
Scholarships (5 x \$3000)	\$15,000.00	\$15,000.00
Office & printer supplies	\$2,500.00	\$2,500.00
Travel for professional development and marketing	\$5,000.00	\$5,000.00
Career fairs and recruiting events	\$2,000.00	\$2,000.00
Part-time student worker(s)	\$8,500.00	\$8,500.00
Professional & career development assistance	\$10,000.00	\$13,000.00
Total	\$56,000.00	\$60,000.00

Does your campus intend to charge students in this program the requested graduate CITI plus the SBTI? (respond yes or no in the box)

No

Request for Authorization to Change Tuition

Background and Context:

The College of Veterinary Medicine at NC State is widely recognized as world-leading institution, delivering outstanding performance in education, translational research, and clinical science. Our signature program is the Doctor of Veterinary Medicine (DVM) degree, which has been at the forefront of educational innovation and excellence since our first class graduated in 1985. This outstanding professional education program is currently supported by a tuition premium that generates \$2.4 million each year. The last increase in tuition premium was introduced from 2012-15 and helped to meet the increased costs of curricular evolution at that time.

Medical and veterinary educational theory and practice have made major advances in recent years. These innovations offer the opportunity to significantly strengthen our veterinary educational program so that we can better meet the needs of our graduates and society. To achieve this, the CVM is engaged in a comprehensive renovation of the DVM curriculum to create an innovative, contemporary educational framework that will be competency-based and backward-designed. This change shifts curricular focus from more traditional didactic delivery of content to a focus on observed demonstration of competence in realistic and real-world settings, more integrated instruction and assessment frameworks focusing on application of knowledge and skills, and inclusive support for an increasingly diverse student body.

There is a need for an increased premium tuition to support curricular improvement. We need to invest new funds in staff to support clinical and laboratory education that is targeted to Day One competencies, to support and recruit faculty for curricular design and delivery, and to enhance student support. These measures will allow us to take important opportunities to expand experiential and community-based education in laboratory, clinical, and outreach settings, providing graduates with experiences that better reflect socially accountable veterinary practice.

Premium tuition would be used to bolster the following areas of the educational mission:

- Targeted increases in faculty, particularly in areas that (1) support experiential and skills-based learning in clinical environments, (2) that provide or enhance access to community-based experiences through increased mobile unit outreach and development of distributive models of clinical education in rural and underserved areas, and (3) that improve curricular integration and organization.
- Increased staff support for the development of instruction and assessment through expansion of instructional design.
- Increased technical staff support for organization, instruction, and assessment in laboratory-based courses and clinical environments, improving the organization and consistency of integrated, team-taught courses while more effectively leveraging faculty time.
- Bolstered student support in the areas of disability resources, diversity, and inclusion. As we seek to admit and train a student population that reflects North Carolina's demography and animal-owning populations, this will require that we maintain the capacity to recruit, mentor, admit, and support students who reflect our population and can serve it after graduation.
- Programmatic support, including investments in academic technologies, equipment, and renovations and support for community-based and distributive learning.

A. Anticipated Impact of Proposed Tuition Premium on Program Quality

The success of the DVM training program is determined by the Day One competence of our graduates, their career success, and their impact on the communities and industries that they serve. The proposed tuition premium increase will improve graduate outcomes through a combination of (1) enhanced support for more contemporary curricular delivery and integration, (2) increased student support for academic advising and student success, and (3) expansion of experiential community and workplace-based learning opportunities for students.

Enhanced support for curricular delivery and integration:

The CVM is proud to have an educational community that is engaged in improving the design and quality of our educational practices and curriculum. We are changing from a more didactic, discipline-based curricular foundation to an outcomes-based, integrated curriculum in alignment with best practices in medical and veterinary education. Our updated curriculum will feature more hands-on and active learning, particularly in the early years of the curriculum. In addition, learning goals will be organized in such a way that the interconnectedness and application of relevant concepts and actions is emphasized. We seek to help students learn and remember by making the significance of knowledge and skills clearer. We seek to help students apply their learning through repeated, supported practice in realistic and real-life settings.

The proposed tuition premium will provide additional programmatic support in the following ways:

- Expand instructional design and education support capability
- Create additional technical staff positions to assist in the coordination and delivery of laboratory-based and active learning activities
- Support reallocation of faculty effort on a targeted basis to allow for the development, coordination, and delivery of a more integrated curriculum

The anticipated impact of these investments are as follows:

- Improved curricular structure and organization within each semester and throughout the curriculum, reducing student stress and improving educational outcomes
- Improved retention and engagement of skilled educational faculty

Increased student support for academic support and student success:

The CVM is proud to recruit and retain a talented and varied student body that defies common assumptions of the 'typical student.' Our student body increasingly represents a variety of backgrounds and identities, including but not limited to military veterans, second-career professionals, first generation students, historically marginalized groups, caregivers and parents, and students who live with visible and invisible disability and neurodiversity. As graduates, these students are essential to the future of the veterinary profession as it seeks to better serve a range of communities, clients, and industries. We seek to provide resources, mentorship, and a supportive learning environment to all of our students, allowing them to realize their goals and potential within and beyond our program.

The proposed tuition premium will provide additional student support in the following ways:

- Addition of staff to coordinate academic support, resources, and accommodations for students
- Expansion of instructional design capacity (as listed above) to assist in implementation of universal design principles, reducing barriers to success within the curriculum

- Expanded staff support for recruitment, mentorship, and advising for students from rural, nontraditional, historically marginalized, and other underrepresented groups

The anticipated impact of these investments include:

- Early intervention for students who will benefit from tutoring, advising, and other support, leading to improved learning and better graduate outcomes
- Evidence-based adaptation of curricular and student policy to better support student success
- An expanded pool of applicants interested in careers in veterinary medicine

Expansion of experiential community and workplace-based learning:

The CVM is fortunate to have one of the most comprehensive veterinary medical clinical and research complexes in the world. Many of our students will, based on time spent in these environments, choose to pursue important careers in specialty medicine or biomedical research. Most of our graduates, though, will pursue equally essential work in non-specialty, companion animal-predominant, equine, and production-animal practice or within industry and regulatory settings. As graduates are most likely to pursue employment in fields that reflect their backgrounds and experiences, we seek to expand opportunities for our students to engage in community-based learning and to spend time in industry and work environments that we cannot replicate on our Raleigh campus.

The CVM has recently replaced its Mobile Hospital, a trailer that is fully equipped to provide surgical, medical, and disaster-response services to communities in North Carolina and the region. This unit is currently run and staffed by a single part-time faculty member. Expansion of our community outreach through adequate staffing of the Mobile Hospital will significantly increase the impact of the CVM on our communities, provide students with opportunities for supervised clinical practice, and provide opportunities for students to better understand community-centered models of veterinary care.

Additionally, the CVM seeks to expand targeted distributive models of education to ensure that graduates have the needed skills and experience to work in specific fields. These models create formal arrangements with employers to provide workplace-based training. The CVM already has a very successful Equine Primary Care program that cooperates with regional equine practices. We seek to increase staff infrastructure and faculty involvement to support distributive models for additional areas of need.

The proposed tuition premium will support these goals in the following ways:

- Addition of new full-time faculty and staff positions to assist in coordinating and running the Mobile Hospital as a regular CVM service
- Addition of a staff position and reallocation of faculty time to expand the CVM's formal distributive education models
- Expansion of operating funds for distributive education and community outreach efforts

The anticipated impact of these investments include:

- Improved graduate competence and confidence in Day One activities
- Increased community engagement and impact of the CVM, in alignment with NC State's land grant mission
- Expanded support and opportunity for students to learn within economically important production animal medicine and industry settings

B. Projected Impact of Increased Tuition on Access for North Carolina Residents

The proposed tuition increase will increase the overall cost of the DVM degree by \$20,000 through increasing annual tuition by \$5,000 on an incremental basis over four years. Based on current cost of attendance, this will increase annual resident tuition from \$19,616 to \$24,616 per year and nonresident tuition from \$47,657 to \$52,657. NC State CVM currently has the lowest resident tuition of any college of veterinary medicine in the United States (Figure 1). Mean US annual resident tuition is \$33,836.

If no other college of veterinary medicine raises resident tuition, the proposed tuition increase will still make NC State the sixth least expensive DVM degree program for residents in the country (Figure 2).

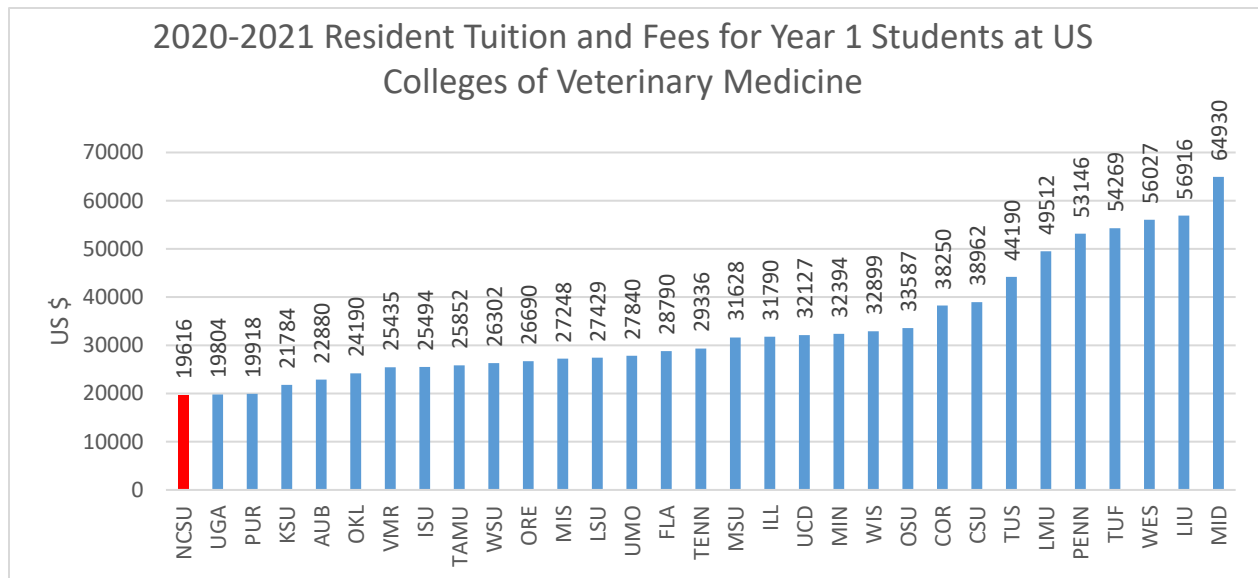


Figure 1: Data on year 1 resident tuition and fees for students at US veterinary training programs. Source: 2020-2021 AAVMC Comparative Data Report.

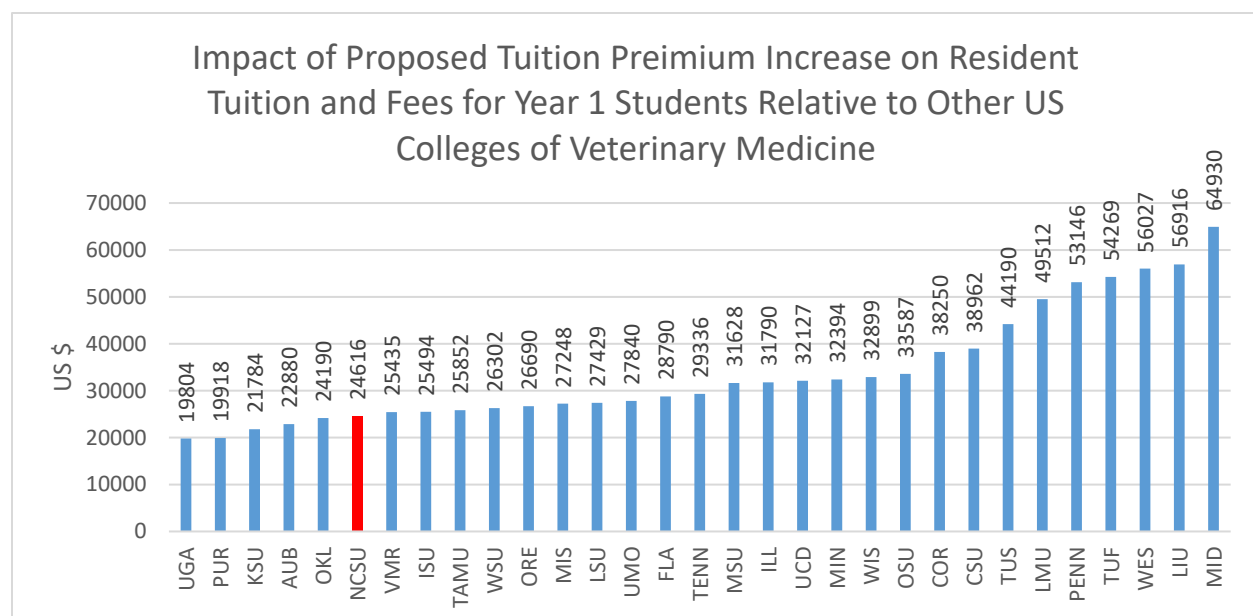


Figure 2: Impact of proposed tuition premium on the relative affordability of year 1 resident tuition, assuming static tuition and fees at peer institutions. Source: 2020-2021 AAVMC Comparative Data Report.

C. Availability of Student Financial Aid for Students with Economic Need and of Tuition Remission

In 2020, 87% of first year students at NC State CVM received scholarships, with an average scholarship award of \$2,240. Across all years, 89.9% of students receive scholarships. Overall, 84.5% of NC State CVM students received financial aid during the 2020-2021 academic year (Figure 3), averaging \$3,282 per student (Figure 4). NC State CVM is in the top fifth of US colleges of veterinary medicine in terms of the total number of students receiving financial aid and in the top half of total scholarship aid per student, despite the lowest overall tuition and fees.

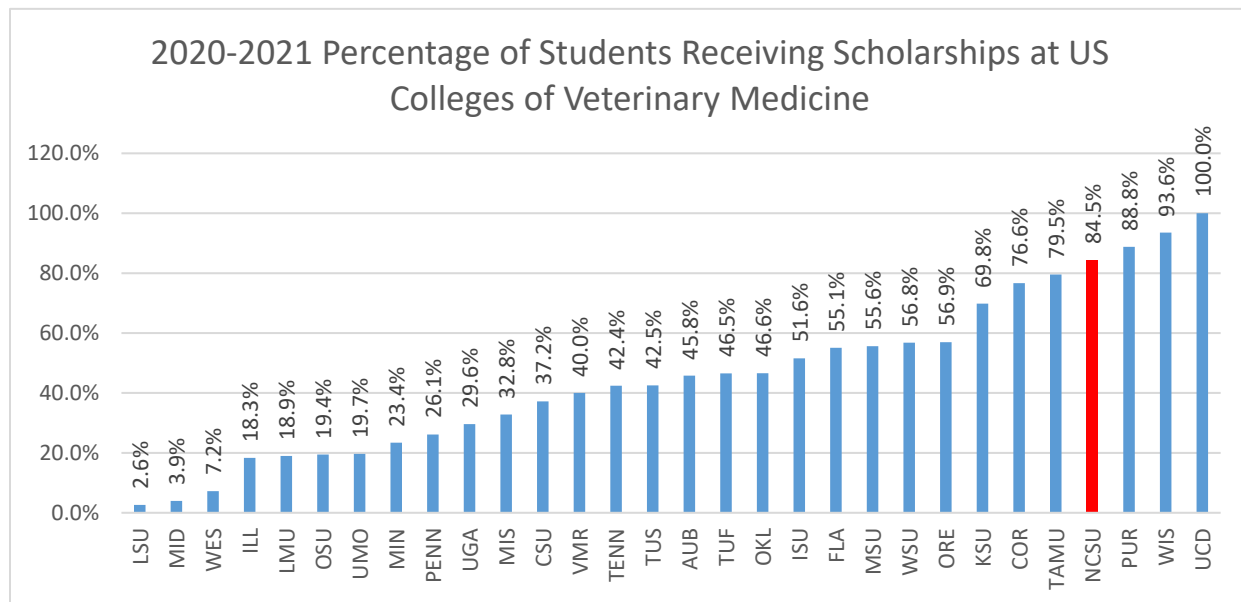


Figure 3: The percentage of all students receiving scholarships at US veterinary training programs. Source: 2020-2021 AAVMC Comparative Data Report.

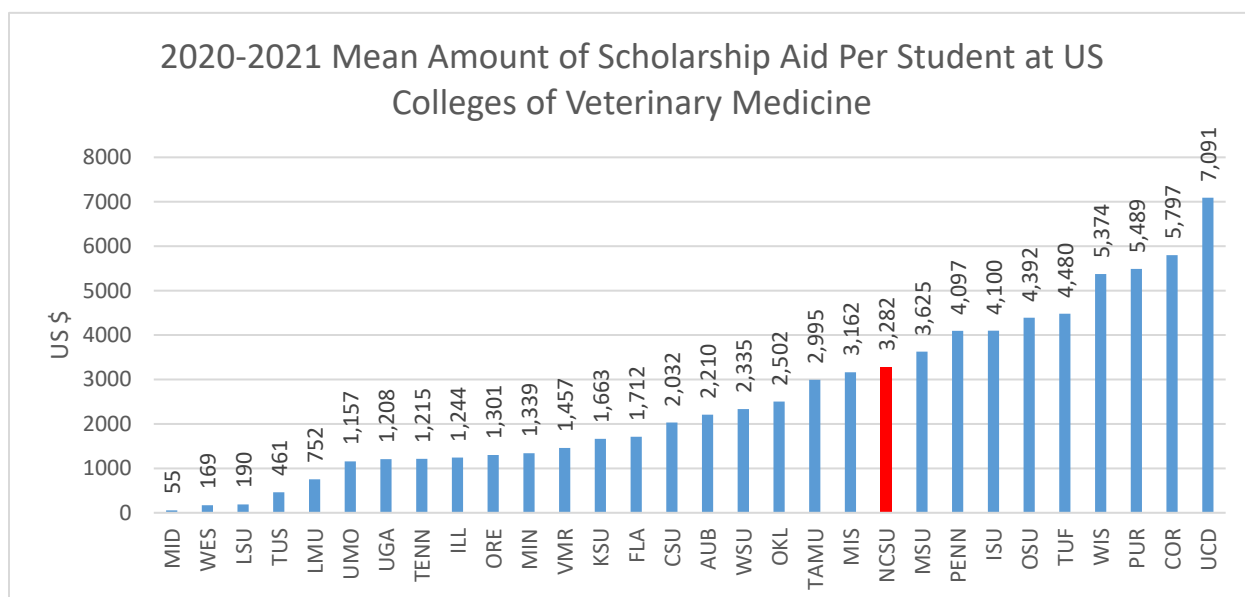


Figure 4: The mean amount of scholarship aid per student during the 2020-2021 academic year at US veterinary training programs. Source: 2020-2021 AAVMC Comparative Data Report.

D. The Extent to Which Current and Prospective Students Can Afford Increases in Tuition

NC State CVM students in the Class of 2020 who had educational debt had a mean educational debt of \$126,144, compared to a national average of \$178,585 (Figure 5). The mean educational debt of all NC State CVM graduates (resident and non-resident) in the class of 2020, including those with no debt, was \$100,915, relative to a national average of \$146,502. With a 2020 mean weighted starting salary of \$90,740 for NC state graduates in the class of 2020, excluding those graduates seeking advanced education, this would allow for a mean overall debt:income ratio of 1.3:1 if the mean debt was increased by \$20,000. The American Veterinary Medical Association has identified a debt:income ratio of 1.4:1 as a target for educational affordability. As such, we feel comfortable that the proposed tuition increase will remain affordable to students, particularly in the face of increasing scholarship expenditures and expected salary increases for graduates.

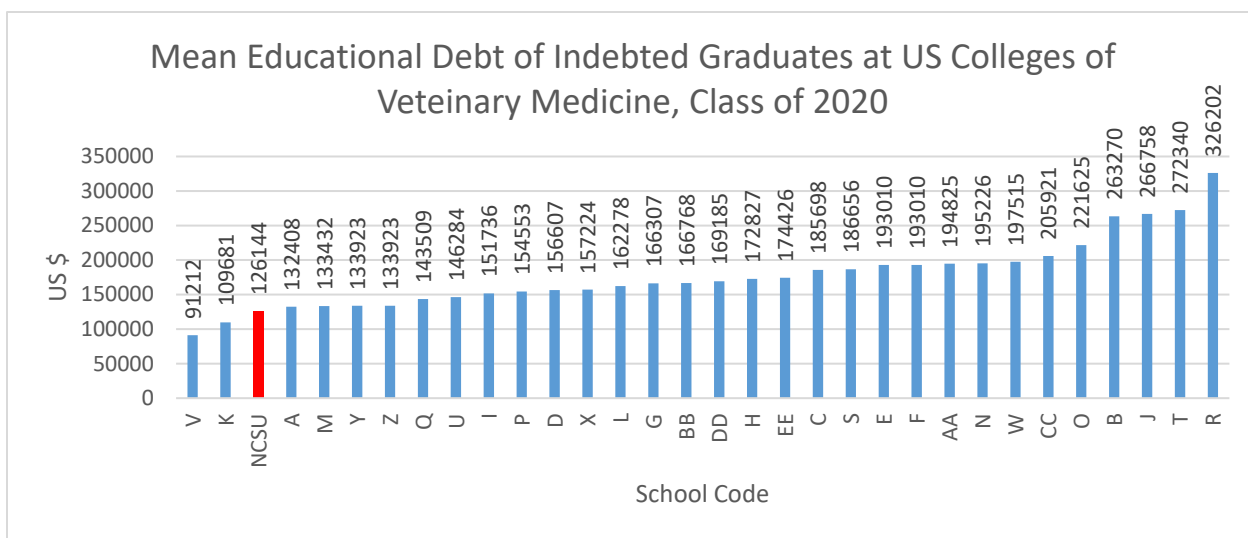


Figure 5: Mean educational debt of graduates with educational debt in the Class of 2020 at US veterinary training programs. Source: 2020-2021 AAVMC Comparative Data Report.

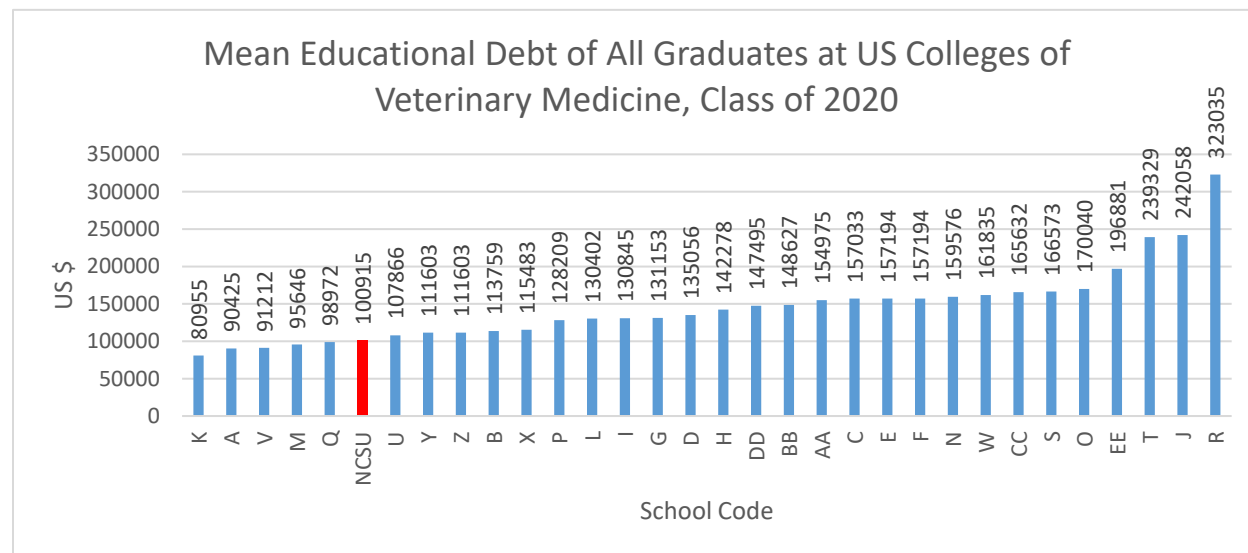


Figure 6: Mean educational debt of all graduates, including those without debt, in the Class of 2020 at US veterinary training programs. Source: 2020-2021 AAVMC Comparative Data Report.

E. The Relationship Between Projected Tuition Revenue to Institutional and/or Program Costs

NC State CVM currently spends \$45,017,241 annually on instruction, academic support, and student services of a total of \$101,859,099 in annual expenditures. The proposed increase would add, over a four-year period, an additional \$2,000,000 in revenue to support instruction, academic support, and student services. The increased tuition will be used to enhance and expand existing functions within the college, limiting the likelihood that the proposed expenditures will lead to additional costs. There will not be increased costs associated with the management of financial aid and tuition associated with this increase.

- F. Tuition and fees, net of remissions and waivers, charged by peer institutions or programs as compared to tuition and fees, net of remissions, for the program (the public subsidy received by students at public institutions or programs in the peer set, including the program in question, will also be identified as part of the comparison)**

Figure 7 illustrates total resident tuition and fees for students in the Class of 2021 at US colleges of veterinary medicine. Peer and regional public land-grant institutions including Purdue (PUR), University of Georgia (UGA), Virginia-Maryland CVM (VMR), University of Florida (FLA), The Ohio State University (OSU), University of Wisconsin-Madison (WIS), University of California-Davis (UCD), and Colorado State University (CSU) are indicated in green.

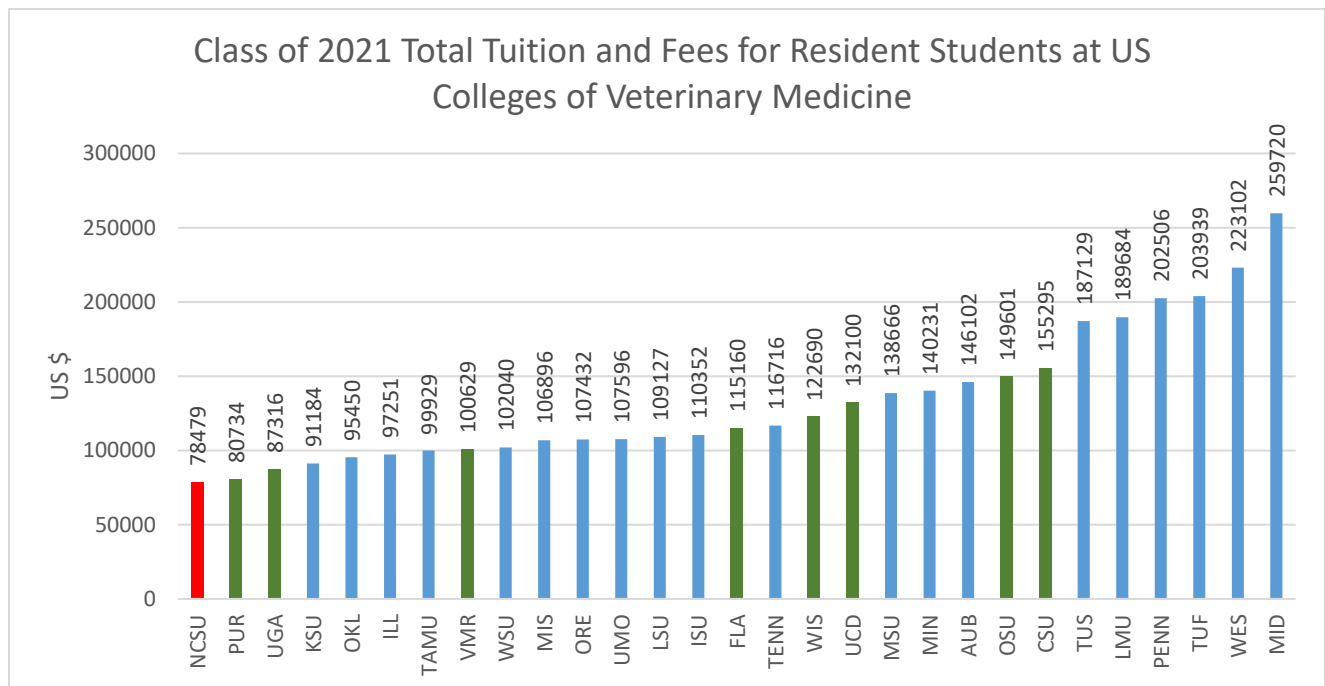


Figure 7: Mean educational debt of all graduates, including those without debt, in the Class of 2020 at US veterinary training programs. Peer and regional land-grant institutions are indicated in green. Source: 2020-2021 AAVMC Comparative Data Report.

G. A plan for the intended use of additional tuition receipts

As described above, the additional tuition receipts will be used to:

- Recruit instructional design staff to support instruction and assessment development
- Recruit technical staff positions to assist in the coordination and delivery of laboratory-based and active learning activities
- Support reallocation of faculty effort and recruit new faculty on a targeted basis to allow for the development, coordination, and delivery of a more integrated curriculum
- Recruit staff to coordinate academic support, resources, and accommodations for students
- Recruit staff for recruitment, mentorship, and advising for students from rural, nontraditional, historically marginalized, and other underrepresented groups
- Recruit full-time faculty and staff positions to assist in coordinating and running the Mobile Hospital as a regular CVM service.
- Add a staff position and support reallocation of faculty time to expand the CVM's formal distributive education models.
- Expand operating funds for academic technology, equipment, renovations, distributive education, and community outreach efforts.

Please see Form A for a detailed budget.

H. Assistanceships or Grant support for Graduate Students

Not applicable

**TUITION INCREASE REQUEST FORM
FOR PROFESSIONAL SCHOOLS
[Fill in Fiscal Year]**

NCSU

College of Veterinary Medicine, DVM Program
Enter CIP Code(s)

Requested School-Based Tuition Increase

Graduate Residents
Graduate Nonresidents

**[Fill in Fiscal Yr]
Annual Increment**

	\$5,000.00
	\$5,000.00

Graduate Residents
Graduate Nonresidents
Total

FTE

	320.00
	80.00
	400.00

Projected Revenues

Graduate Residents
Graduate Nonresidents
Total

	\$1,600,000.00
	\$400,000.00
	\$2,000,000.00

Projected Expenditures*

Instructional design staff (2)	\$180,000.00
Laboratory technical staff (5)	\$350,000.00
Community Outreach/Mobile Unit faculty (1)	\$200,000.00
Mobile Unit staff (1)	\$65,000.00
Faculty positions to support curricular development and coordination, including distributive education (5)	\$800,000.00
Disability resources and academic success staff (1)	\$90,000.00
Diversity resources, programming, and recruitment staff (1)	\$90,000.00
Programmatic support	\$225,000.00
Total	\$2,000,000.00

** Please note that all salary estimates include 30% fringe*

Does your campus intend to charge students in this program the requested graduate CITI

Yes

CALS Animal and Plant Programs Enhancement Fee Proposal

September 2021

The College of Agriculture and Life Sciences is one of the premier colleges in the country for agricultural and life science instruction. Its breadth and depth of faculty and disciplines allow our students to major in virtually any topic, which is not surprising considering that North Carolina's agriculture industry is among the top 10 states in receipts and among the top 3-4 states in crop and business diversity. The quality of instruction is exceptional. CALS has engaged stakeholders, who are supportive of our students through scholarships, internships, and other student support programs.

The Current Situation and Issues To Be Addressed

Employers expect our graduates to not only be technologically well prepared, but also have a suite of skills needed to succeed after the university. In 2011, the Association of Public and Land-Grant Universities (APLU) published a list of 31 skills clustered into 7 groups that students should have upon entering the workforce: communication, decision making/problem solving, self-management, teamwork, professionalism, experiences, and leadership. A subsequent study highlighted 11 skills where there were significant gaps between the preparedness of students leaving college and employer expectations:

- Understand role in the workplace and have realistic career expectations
- Recognize and deal constructively with criticism
- Accept and apply critique and direction in the workplace
- Listen effectively
- Communicate accurately and concisely
- Realize the effect of decisions
- Build professional relationships
- Navigate change and ambiguity
- Identify and analyze problems
- Transfer knowledge from one situation to another
- Ask good questions

Based on a CALS survey of employers, the most important characteristics of an employee include ability to work on a team, adaptability, and critical thinking. A broad range of employers also clearly stated that they need diverse employees who are able to communicate effectively with their diverse customers. Our employers and industries need well trained students who can become leaders in their organizations.

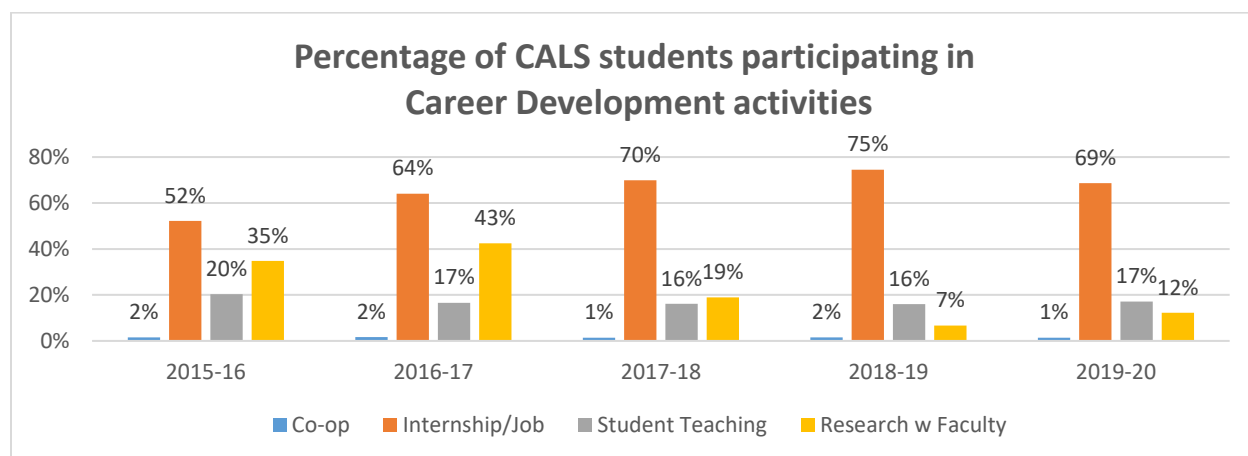
Enhancing success. Professional skills are complex and best learned through experience. We encourage and guide students as they participate in a wide range of student success activities:

- Research, teaching and extension experiences in-field and in classrooms and labs

- Internships
- Service-learning projects
- Study abroad
- Peer mentoring
- Active club participation
- CALS Honors
- Jefferson Scholars
- CALS and AGI Ambassadors
- Career Coaches
- Volunteering/community service

Gaps in our student success efforts. Our undergraduate students already have opportunities to participate in these student success activities (Fig. 1), which help them realize their educational and career goals. However, we need to increase offerings and help students select those activities that will be most beneficial, participate in more activities as needed for their careers, and encourage the remaining students to participate in these activities. We do a great job of tracking coursework, which results in a diploma that everyone recognizes as valuable. We need to do the same for co- and extra-curricular activities. In addition, we know that some student populations, especially those from underrepresented groups, do not have access to student success programs. That needs to be corrected; we need to encourage, track, and support all students in success programs and develop new student success programs that address the needs of future careers.

Fig. 1. Data obtained from Office of Institutional Strategy and Analysis Future Plans Survey.



Scholarships: All students benefit from a diverse and well-rounded student body, yet there is a need to increase the diversity of CALS students. Scholarships is one way to promote inclusion and support for underrepresented student groups. CALS has been blessed with many scholarships for undergraduate students. However, the majority of scholarships are designated

for specific populations of students (majors, home counties, backgrounds, etc.) and there is a great need for funds to be able to support underrepresented students.

Facilities. CALS is the flagship Agriculture and Life Science college in North Carolina. Certainly, other schools such as NC A&T, Appalachian State, University of Mount Olive and many community colleges have excellent programs in a number of areas, but none are as extensive as CALS. Unfortunately, there is a high cost to providing excellence, especially in the areas of animal and plant agriculture. Our animal and plant care facilities are expensive and aging fast. We have struggled to provide basic facilities, much less the high-tech facilities that would help students receive state-of-the-art learning opportunities that transfer into career readiness. We will continue to use research and extension funds to maintain facilities but seek resources to provide much needed high quality educational facilities for students. Specifically, funds are needed to digitize the facilities and incorporate high-tech equipment, which would not only provide students with high quality electronic instruction tools but also allow them to train on equipment comparable to that used by the industry.

Proposed Enhancement Fee

CALS proposes to implement a program enhancement fee of \$375/semester to support our students. The fee would be attached to 2-year, 4-year and graduate majors in Animal Science, Poultry Science, Crop Science, and Horticultural Science majors.

The fee would raise the annual cost by \$750, which would not change the ranking of NC State relative other universities in the Southeast in regard to undergraduate tuition (Table 1). In regard to graduate education, the fee would raise NC State tuition and fees one place in comparison with other universities.

Two other universities have supplemental fees, with Virginia Tech having a similar rate as the proposed fee for NC State. Virginia Tech implemented their fee in 2017, which is also applied to both undergraduate and graduate programs. Since implementation, graduate enrollment has increased and undergraduate enrollment has stayed the same. The College of Agriculture and Life Sciences report that they have very few complaints about the fee (2-4/year). Virginia Tech uses the funds for student success programs, courses and facilities and has reported great success with the programs.

Table 1. Comparison of tuition and fee expenses for land-grant universities with agriculture programs in the southeastern United States.

University	Annual undergraduate tuition and fees (\$)	Annual graduate tuition and fees (\$)	Enhancement or course fees (\$)
Auburn University	11,826	11, 826	no

Clemson University	15,354	10,612-12,054*	Yes, 100-200/course
NC A&T University	6,732	7,938	No
NC State University	9,131	11,703	-
Univ. Florida	6,380	12,740	No
Univ. Georgia	12,068	10,410	No
Univ. Maryland	10,955	8,498	No
Univ. Tennessee	13,244	13,380	No
Virginia Tech Univ.	14,175	16,522	Yes, 750/year

*Varies with the program.

The fine print. This fee is based on two-year and four-year students having at least 12 credit hours/semester and graduate students having 9 credit hours/semester. For students with a lower course load, the fee will be appropriately prorated accordingly. The fee will be eligible to be covered by appropriate financial aid. The fees will be applied to all courses under the degree program.

The fee will be assessed to students who enter as freshmen or as transfers starting Fall 2022. For minors and concentrations, the fee will be \$200 per semester and will be paid for all semesters where the minor subplan or concentration appears on their academic plan. Students admitted to the affected programs prior to fall 2022 will not be assessed the Enhancement fee.

How Will the Fees Be Used

The Enhancement Fee would be used to provide an exceptional and innovative educational experience for our students. This would be accomplished by supporting student success programs, teaching assistantships for graduate students, scholarships, and upgrades to animal and plant care facilities with commercially relevant and instructional technologies. Funds will be provided for low-income students, who may not be able to pay for the fees and for student emergencies.

Category	FY 2022-2023 (\$)	Notes
Estimated Revenue	1,300,000	
Improvement of student experiences at facilities	620,000	
Graduate Student Teaching Assistantships	225,000	TAs for graduate students, \$25,000/TA 200 2 or 4-year students
Fee scholarships for low-income students	50,000	Scholarships for 60+ students/year, includes AGI, 4-year and graduate students

Student emergency fund	10,000	One-time grants, up to \$500/student, includes AGI, 4-year and graduate students
Research, teaching, and extension experiences	75,000	Student stipends, includes AGI, 4-year and graduate students
Study abroad scholarship/support	25,000	Student scholarships, includes AGI, 4-year and graduate students; grants for faculty to set up experiences
Internships, service-learning support/lodging assistance	35,000	Student lodging assistance, includes AGI, 4-year and graduate students; faculty support for setting up new programs
Diversity scholarships	100,000	Includes AGI, 4-year and graduate students
Student conference travel scholarships/mini sabbaticals for graduate students to learn new techniques	30,000	Distributed via an application process, includes AGI, 4-year and graduate students
Mentorship and self-assessment programs	30,000	Stipends to Peer Mentors, assessment test fees, includes AGI, 4-year and graduate students
Clubs, Honors, TJS, Ambassadors, Career Coaches	20,000	Support funds
Director of Student Success	80,000	60K salary, 20K benefits
Total Expenditures	1,300,000	

Comprehensive student success tracking and advising program. We will implement a program using self-assessments, such as Strengths Finder, to help students at all levels from AGI to Graduate, determine which endeavors would serve them the best. We will track each student's progress as they participate in various student success activities during their time here at NC State. The following are a list of the programs that will be enhanced for all the students in the affected majors, including AGI, 4-year and graduate:

- *Research, teaching, and extension experiences.* Students will receive stipends to participate in these experiences.
- *Study abroad.* Students will receive scholarships to offset the cost of international experiences and faculty will receive grants for setting up experiences.
- *Internships, service-learning support/lodging assistance.* Students will be able to apply for funds to pay for lodging at their internships or service-learning projects. In the case of paid internships, students will then have the opportunity to save more money for their education (if they choose to do so!).
- *Student conference travel scholarships/mini sabbaticals for graduate students.* Funds will be granted to students to travel to conferences and other learning experiences and to graduate students to learn new techniques at other labs.

- *Peer mentoring and self-assessment.* Our Peer Mentoring program, which is currently limited to PhD students, will be expanded to include MS, 4-year and AGI students as well. Funds will also be used for self-assessment programs for students not already included in university programs.
- *Clubs, Honors, TJS, Ambassadors, Career Coaches.* Funds will be provided to support these programs through scholarships, student stipends, travel, etc.

Student Financial Support. The fees will be a financial burden on some low-income students (AGI, four-year and graduate), who do not receive sufficient financial aid to pay for the cost of their education. With that in mind, a portion of the fees collected will be given to low-income students with financial need to offset the cost of the fees. These *financial need scholarships* will be available to students at all three levels – AGI, 4-year and graduate.

In addition, a fund will be set up to provide *emergency funds* for students in need. The University Student Emergency Fund showed that such a resource can be critically important to keep students in school and on track. The University Student Emergency Fund will continue to support our students, but the addition of funds from the fee will allow students to be supported at a higher rate.

CALS has long been working to increase the diversity of the student population in the college to not only ensure that all students have access to CALS but also to ensure that the employers are able to hire students experienced in working with diverse groups, as with their customers. Thus, *student diversity scholarships* will be awarded.

Facilities. The student experience will be improved at our facilities through the increased use of technology – not only instructional technology, but also technology at a comparable to level to that in industry. We need our students to not only be comfortable with state-of-the-art technology but also leaders in implementing technological change.

Teaching assistants. Teaching assistants are vital to the academic operations of the college and the process of serving as a teaching assistant is an important experience for graduate students. Funds will be used to provide teaching assistants to better support the undergraduate students and to provide assistantships for students to be able to pursue a graduate degree.

Implementation

A committee will be created comprising students (AGI, four-year and graduate), departmental representatives, Academic Programs representative, Research Programs representative, and CALS Business Office representative. This committee will annually review revenues and expenditures and adjust expenditures accordingly. It will review each of the programs supported by the fee to ensure maximum utilization of the funds. The committee will serve as the search/selection committee for the Director of Student Success position and will work with

the person selected to create and appoint selections committees for the appropriate programs. These committees will create applications and a selection process, then annually review applications and select students to be supported.

Benefits/Costs

Students, faculty, and employers will be affected by the proposed Enhancement Fee in a number of ways.

- Two and four-year students will have the disadvantage of paying the cost of the Enhancement Fee, which we believe will be more than offset by advantages of improved facilities, access to student success programs, mentorship and self-assessment programs, teaching assistants, diversity scholarships, and low-income scholarships at least equivalent to the cost of the fees.
- Graduate students will also have the disadvantage of paying the cost of the Enhancement Fee in cases where the fees are not paid by faculty. However, the fee will provide improved facilities, access to student success programs (especially student travel and mini-sabbatical scholarships), mentorship and self-assessment programs, teaching assistantships, diversity scholarships, and low-income scholarships at least equivalent to the cost of the fees.
- Faculty who pay for the fees for their graduate students from their projects will have an increased cost. In addition, it is difficult for faculty to pay for fees unless they have unrestricted funds to do so. However, faculty will have a greater number of students interested and able to participate in research, teaching and extension experiences due to the student stipends for these programs, access by their graduate students to travel and mini-sabbatical funds, internships, access to funds to create study abroad and other student success experiences, and increased number of teaching assistantships to support their graduate students and courses.

Stakeholder Comments

Students. We invited leaders of CALS student clubs and Honors students to participate in a series of events to discuss the proposal. A total of 5 students attended sessions or provided feedback that helped guide this proposal. In general, students are supportive of this proposal and offered a few recommendations both in support and for future considerations.

- a. There was enthusiastic consensus that offering scholarships with student fees was a benefit of the proposal. Students were quite positive in their reactions about diversity scholarships and student emergency funds and stated that the scholarships to offset any hardship fees may cause was of great value.
- b. Students were mostly in support of upgrading facilities with these funds. While one student noted that she would prefer state appropriations to fund facilities, all

students agreed that state of the art facilities are essential for quality education and were enthusiastic about the outcomes related to improved facilities.

- c. Teaching assistants were viewed as essential to the student experience, and funding for supporting additional TAs was highly encouraged.
- d. All students felt that the additional student success program opportunities were of great value. Nearly all students mentioned that it would be advantageous to have these resources available to other CALS students and suggested considering upping students fees for all CALS students to have student success services universally offered.
- e. When asked to rate from 1-10, students rated the proposal an average of 7.9 with one saying she would rate it much higher if state appropriations could be used to offset costs of facilities.
- f. There was some discussion related to how this proposal would impact DE students, noting that for fairness, it would make sense to have students pay only if they would use the facilities in on-campus settings.

Department Heads. CALS Department Heads from programs impacted by the proposal attended a meeting and support for the enhancement fee proposal was high. While there were questions related to how the fees would impact graduate students and how the funds would be implemented, everyone in the group was either fully in support (N=5) or neutral (N=1). Department heads stated that there is an extensive need for facility improvement and that a move towards high tech, state of the art facilities is essential for the growth of the college. There was also consensus in support for the scholarships and student success programs. Like the student group, there was interest in seeing if all students from CALS could be included as many do use the facilities and having a broader access to scholarships and student services was seen as a positive.

Directors of AGI, Undergraduate, and Graduate Programs. Participants from this meeting offered several questions and concerns related to how the program fees will impact students. They were especially concerned about the details of the fee, especially which students would pay the fees and how they would benefit from the fees, how the funds would be received and the restrictions on their use, and how graduate students or their advisors would have difficulty paying for the fees. Of those providing opinions, four were either supportive (N=2) or neutral (N=2) and the rest were not supportive (N=6). Faculty did agree that while there is a need, they would prefer to have all CALS students contribute to a fee or to have a reduced fee.

Summary

With the use of the Student Enhancement Fee, we will provide a high quality, comprehensive student experience. Upon graduation, our students will not only have the technological expertise needed, but also the professional skills to succeed, contribute and lead. We must be proactive and forceful to ensure that our students are well trained and ready to contribute upon graduation.

FEE REQUEST FORM

NCSU

**CALS Animal and Plant Programs Enhancement Fee
2022-23**

	Prior Years		2022-23	
	2020-21 Fee	2021-22 Fee	Requested Change	Proposed 2022-23 Fee
Estimated Student FTE Applicable to Fee - 2022-23	1,736.00			
	\$0.00	\$0.00	\$750.00	\$750.00
			Projected 2022-23	
	Actual 2020-21	Projected 2021-22	With Change	Without Change
Beginning Fund Balance	-	-	-	-
Revenues:				
Fee Revenues	-	-	1,302,000	-
Other Revenues	-	-	-	-
Total Revenues	-	-	1,302,000	-
Expenditures:				
Personnel	-	-	482,000	-
Supplies & Materials	-	-	80,000	-
Current Services	-	-	290,000	-
Fixed Charges	-	-	75,000	-
Capital Outlay	-	-	-	-
Other*	-	-	375,000	-
<i>* scholarships, student stipends</i>				
Total Expenditures	-	-	1,302,000	-
Ending Fund Balance	-	-	-	-
FTE (associated with fee)	0.00	0.00	1.00	0.00

Student Success Coordinator position will be created to administer programs.

Justification for Proposed Fee Increase (include additional information on Form C tab if needed)

The College of Agriculture and Life Sciences is one of the premier colleges in the country for agricultural and life science instruction. Its breadth and depth of faculty and disciplines allow our students to major in virtually any topic, which is not surprising considering that North Carolina's agriculture industry is among the top 10 states in receipts and among the top 3-4 states in crop and business diversity.

Employers expect our graduates to not only be technologically well prepared, but also have a suite of skills needed to succeed after the university. Professional skills are complex and best learned through experience in a wide range of student success activities: Research, teaching and extension experiences in-field and in classrooms and labs, internships, service-learning projects, study abroad, peer mentoring, active club participation, CALS Honors, Jefferson Scholars, CALS and AGI Ambassadors, Career Coaches, and volunteering/community service. We need to help students select those activities that will be most beneficial as needed for their careers. In addition, we know that some student populations, especially those from underrepresented groups, do not have access to student success programs. That needs to be corrected; we need to encourage, track, and support all students in success programs and develop new student success programs that address the needs of future careers. *Continued on next worksheet.*

Please discuss the effect on the overall student experience if the fee increase request is denied

We want to provide the best education possible for our students and set them up to be successful. Our ability to do so has been eroding. Without this fee, our students will increasingly not meet the needs of employers, who will look elsewhere to potential employees. Agriculture and Life Sciences are North Carolina's most important economic section. It is our responsibility to not only support our students but also to support our industries. The fees will allow us to provide relevant student success programs to all of the students (AGI, 4-year and graduate) in the animal and plant programs as well scholarships, assistantships and facility upgrades. Specifically, low income and students from underrepresented groups will not get the support they need to prosper without this fee.

Additional Justification for Proposed Fee Increase
NCSU

Enter Name of Fee
2022-23

Explanation of Fee/Justification for Proposed Fee Increase

The proposed student enhancement fee will ensure that the College has the resources to equip graduates from Poole to be competitive in the global marketplace. The fee will also enable Poole College to expand the immersive experiences for all students at NC State to help achieve its mission of developing and supporting leaders with an entrepreneurial mindset and analytical problem-solving capabilities that positively impacts our data-rich, dynamic, global economy.

Survey data of graduating students shows that students who had a real-world practicum experience in Poole College receive 15% higher starting salaries than those who didn't. In addition, these students find jobs more quickly. Students also recognize the impact of these experiences with 70% of graduating seniors from Poole College saying that work-related activities contributed very much to their personal and professional goals.

The College has significant experience in using additional revenues to deliver high-value, impactful experiences. In particular the college's Jenkins MBA program uses premium tuition to create exceptional outcomes for students. The program has seen significant increases in starting salaries and the quality of placements, and is now consistently ranked among some of the best MBA programs in the country. We believe that with the UPE fee, we can expand these opportunities to our undergraduate population as well

POOLE COLLEGE UNDERGRADUATE PROGRAM ENHANCEMENT FEE PROPOSAL

Executive Summary

The Poole College of Management proposes an Undergraduate Program Enhancement fee in the amount of \$1,000 for majors and \$500 for minors, payable in the fall and spring semesters, for new Poole students effective fall 2022.

Revenue generated by the Undergraduate Program Enhancement (UPE) fee will enable Poole College to further develop students who meet the needs of the significantly changing and demanding business environment in North Carolina and across the country. The fee will be used to create and expand signature experiences including: practicums with industry, new ventures creation, global immersion opportunities and other curricula and co-curricular activities. These signature experiences will result in our students developing the skills needed to improve their career readiness and foster an entrepreneurial mindset so that they will be successful in our state and beyond. In addition, the fee will be used to support superior student advising and enhanced career services to ensure students progress effectively through their degree and into high-demand careers.

Background

To be successful, business graduates today must have real-world experience in solving business problems before they graduate. They must gain this practical experience and knowledge outside of the traditional classroom. Poole College has successfully provided these experiences for many years and has graduated thousands of work-ready, highly effective students. However, the College lacks the resource base to expand these valuable opportunities to all of its students.

Survey data of graduating students shows that students who had a real-world practicum experience in Poole College receive 15% higher starting salaries than those who didn't. In addition, these students find jobs more quickly. This same data underscores the tremendous impact our business analytics honors program has on starting salaries. Students completing this program receive a 15% higher starting salary than peer students with good grades, and 20% higher than the average student. The data highlights the value of these experiences. Students also recognize the impact of these experiences with 70% of graduating seniors from Poole College saying that work-related activities contributed very much to their personal and professional goals. A further 24% said they contributed somewhat to their personal and professional goals.

In addition to real-world experience, students must be equipped to face the rapidly changing business environment.¹ The adoption of machine learning and artificial intelligence to perform tasks formerly executed by college graduates has transformed the skills that are needed by business graduates. The jobs of the future will require graduates to be able to deal with complexity, be highly proactive and agile, and think entrepreneurially.² Students will need exceptional leadership skills while being able to manage and interact with increasingly complex technology.

Graduates face a changing job landscape in which an increasing number of them will need to be entrepreneurs and independent contractors, rather than traditional corporate employees. Creating an entrepreneurial mindset for these students to thrive requires the development of many skills such as adaptability, flexibility, persistence, resilience, teamwork, leadership, communication, analytical problem solving, critical thinking, creativity, curiosity, and strategic thinking. All of these skills are needed in addition to business acumen.

Providing these skills not only supports graduating students, but will provide significant benefits to the State of North Carolina. The availability of highly skilled graduates will lead to increased entrepreneurial activity – a major driver of economic development in our state. A strong, competitive pool of employees will continue to attract key employers to the state. Indeed, the proposed expansion of the College of Engineering creates an opportunity for the Poole College to partner with engineering and other colleges to offer minors that create STEM-based entrepreneurs who will drive the future economic growth of North Carolina.

NC State's Poole College of Management educates students from across North Carolina – many of whom arrive in the college by different paths. Some enter directly as freshmen, while others transfer internally or externally from other educational institutions in the state. This variation in paths, coupled with different levels of high school education, creates significant differences in the level of student university preparedness. To ensure that all students are successful requires specialized and customized advising and places a greater challenge on faculty and staff to create unique and impactful learning opportunities. Poole College needs to develop and provide “on-demand” learning materials to ensure all students are equipped to maximize the benefit of their learning experiences.

Finally, a key objective of a business program is to provide a strong career start to its majors and minors. While the Poole College has strengths in several areas (e.g. analytics, entrepreneurship, supply chain), the changing environment for business requires that we develop complementary competencies that will lead to stronger outcomes for students. One of the key requirements for success is an integrated approach where students are provided outstanding learning experiences along with the infrastructure to develop, exercise and demonstrate their career readiness in an effective manner. In the next section, we elaborate on how the UPE fee will allow the College to adopt such an approach and to address the needs described in this section.

¹ E.g. West, D. M. 2019. The Future of Work: Robots, AI and Automation. Brookings Institution Press

² E.g. Ross, A. 2016. The Industries of the Future. Simon and Schuster.

A Review of the Proposed Revenues and Expenditures

Estimated Revenues

The proposed undergraduate program enhancement fee (UPE fee) will be assessed beginning fall 2022 at \$1,000 per semester (\$2,000 per academic year) for students pursuing an undergraduate degree in the Poole College of Management. This fee assumes the student carries a load of 12 credit hours (or more). For students with a lower course load, the fee will be appropriately prorated at \$83.33 per credit hour. The fee will be assessed to students who enter as freshmen or as transfers starting Fall 2022. For minors, the fee will be \$500 per semester and will be paid for all semesters where the minor subplan appears on their academic plan. Students admitted to our program prior to fall 2022 will not be assessed the UPE fee. The projected revenues are shown below.

Table 1: Projected Revenues and Expenditures

	FY 2022-23
Estimated Revenues	\$3,176,067
Estimated Expenditures	
Signature Experience Development	\$1,273,640
Career Support Enhancement	\$722,010
Advising Support	\$179,200
An Enabling Student Environment	\$668,820
Scholarships and financial support	\$329,800
Total Expenditures	\$3,173,470

The revenues are estimated based on the projected undergraduate student enrollment in Poole College.³ All revenues will be utilized by Poole College, and we anticipate raising private donor funds to supplement the revenues from this fee.

³ Revenues are based on current enrollment projections for majors and minors using 5-year trend data.

Signature Experience Development

A significant portion of the funds generated by the UPE fee will be used to ensure that all students graduating from Poole College participate in at least one signature experience. A signature experience will be a deep experiential experience that provides the student with real-world, hands-on learning that, in addition to creating significant learning outcomes, also increases their career readiness. Examples of signature experiences include (but are not limited to) real-world industry practicums, service learning projects in underdeveloped areas, immersive global experiences, mentored research projects, creation of business ventures and more. Many of these efforts will be interdisciplinary in nature. Ensuring that students are provided with a signature experience will require coordination by staff and execution by faculty. We will also need to further develop relationships with corporate partners. The creation of a structure, as well as an investment in faculty training and development, will be critical in the first year of the fee.

To ensure that signature experiences are available to all students, Poole College will hire a Director of Signature Experiences in the first year, and add two additional staff members in the subsequent four years. The director of signature experiences will develop and maintain an inventory of available student experiences, ensure that the College has the ability to provide the experiences, assist in creating external partnerships that facilitate these experiences, and track and monitor the effectiveness of such experiences. Additionally, it will be critical for us to develop and enhance corporate relationships for these experiences through the hiring of a Director of Corporate Relations and increasing our branding through the use of advertising and marketing (including paid channels and swag).

Some of these experiences will require students to travel (for instance to pitch competitions or to conduct market surveys in different locations). Poole College will provide limited financial support to offset any costs incurred by students while engaging in these experiences (e.g. travel, purchase of books/equipment). Further, several experiences will be geared toward building a “startup” mentality among Poole students, which will require providing them access to mentors, investing in prototype developments and so on. The UPE fee revenue will also support such activities.

In order to effectively deliver signature experiences, the UPE fee will be used to facilitate larger scale faculty mentoring of students. As appropriate, technology and associated training will be made available to the faculty and we will also invite experts in these areas to visit and conduct seminars on campus. The advent of new technologies and the push to better integrate curricula with real-world learning opportunities requires us to design courses creatively and differently than before. For instance, students working on curricula may need ‘on-demand’ tutorials and teaching processes which focus on ‘learning by doing’. In addition, the implementation of experiential learning, advanced student mentoring, and overall implementation of signature experiences require more intensive interaction between faculty and students, and the need for frequent and detailed feedback on custom student work. The creation of such learning opportunities will require us to invest in instructional design support for our faculty. We also intend to use the UPE Fee to provide support to faculty, typically in the form of student

assistants. We believe that this support will facilitate the higher quality of education experiences that we need to provide to students.

Finally, the impact of the signature experiences will be significantly enhanced if students can interact with, bounce ideas off, and receive advice and guidance from corporate executives and entrepreneurs. To support these interactions, Poole College will use the UPE fee to invest in such committed individuals being available formally and informally to work with students. This could include hiring “Executives in Residence” (senior executives from corporates who spend a semester on sabbatical at Poole College) and some formal boards to oversee selective signature experiences.

Career Support Enhancement

A key objective of improving undergraduate education at Poole College is to enhance career readiness and career outcomes of our students. The tables below demonstrate that Poole College’s employment outcomes (placement at graduation and average starting salaries) have the opportunity for significant improvement. This is especially true with respect to the percentage of undergraduates placed at graduation. Further, while Poole College is average with respect to starting salary, the situation is less favorable if we consider the cost of living in the areas where our students are placed. It should also be noted that in our business analytics programs, where the students do undergo signature experiences, the starting salary for Poole College graduating students is significantly above the average.

Table 2: Placement outcomes at peer and aspirant schools (2019).⁴

School	Percentage of Undergraduate students employed at graduation	Average starting salary
NC State: Poole College	63%	\$55,098
Michigan State	73%	\$62,685
U of Maryland	81%	\$66,374
U of Utah	N.A.	\$54,214
Iowa State	76%	\$52,086
Oklahoma State U	77%	\$49,498
U of Oklahoma	N.A.	\$56,949
U of Massachusetts,Amherst	60%	N.A.
Average:	72%	\$56,701

⁴ Data for some peer and aspirant schools was not available and they were omitted.

While the addition of signature experiences will improve the skills and career readiness of Poole graduates, they still need to be trained to communicate their readiness and skills to potential employers. Finally, in keeping with best practices, the career center will aim to engage employers and other stakeholders in a more holistic approach. Other than the traditional hiring through campus visits, information sessions and career fairs, the career center will work with external organizations to create additional interaction opportunities. Such opportunities will take the form of networking events which may include hospitality costs (food, drink, etc.) and engaging employers in the signature events (for instance by providing initial mentoring to the students, creating case competitions and presentation clinics). This will create greater ownership among employers for Poole's students while at the same time enriching the curriculum and signature experiences.

The UPE fee will be used to address the above needs by hiring two additional staff members to support career services for undergraduate students. While career advisers can make a significant impact on student career outcomes, currently only about 1,000 of our 3,600 majors are able to use our career center. The situation is exacerbated with a career advisor-to-student ratio of 1:1,480. Given the large number of students at Poole College, adding a limited number of staff will help. In addition, we will use the UPE fee to invest in software that enables students to enhance resumes, engage in mock interviews and receive feedback on other aspects of their professional presentation. These efforts will be supplemented by engaging industry professionals and alumni to provide services to undergraduate students that will improve their personal branding. In order to increase our placement at graduation rate, we will also invest in staff who will focus on stronger relationships with corporate partners. We will also need to invest in marketing and brand-building efforts that communicate the value added to Poole undergraduates and other potential students and increase employer motivation to hire Poole students.

Advising Support

Currently, the advising staff at Poole College are extremely stretched. As shown in Tables 3a and 3b, the average advising load of Poole College advisors significantly exceeds the *maximum* advising load of advisors in other colleges at NC State. The advising process at Poole College is even more challenging because about half the incoming students are transfer students (internal and external) who require more customized advising. The strain on our advisors creates significant challenges in effectively serving our students and also creates high stress among advisors leading to high employee turnover. The addition of signature experiences will clearly increase these challenges because the experiences will need to be worked into the curriculum plan of students who are admitted with different levels of preparation and prior coursework (especially in the case of our large number of transfer students). Without strong support to our advising function, the impact of introducing signature experiences and investing in student outcomes will be significantly dampened.

Table 3a: Increased pressure on advising at Poole College

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Advising Caseload of a Poole College Advisor	449	492	523	585	586

Table 3b: Maximum advising caseloads at other colleges at NC State

NC State College	Maximum Caseload
College of Agriculture and Life Sciences	314
College of Education	164
College of Humanities and Social Sciences	255
College of Natural Resources	125
College of Sciences	249
Wilson College of Textiles	103
Division of Academic and Student Affairs	90

In order to ameliorate the existing and future strains on advising, we intend to use the UPE fee to hire a limited number of academic advisors and invest in technology that increases student ability to engage in self-service and the overall effectiveness of ongoing advising. Indeed, there is significant evidence that effective advising outcomes are best achieved when an optimal number of advisors are complemented with effective advising platforms and related technologies.⁵

An Enabling Student Environment

The signature student experiences and the focus on superior student outcomes will require us to invest in an enabling student environment. Signature experiences create the need for creative discussions, the ability to receive real-time feedback from experts, and capacity to support cutting-edge and interdisciplinary projects. Again, we will take a multi-pronged approach.

First, the teaching of signature courses that depend on practicums and other externally facing projects requires us to move away from a standard lecture environment. As a result, we will

⁵ e.g. Pasquini 2011.

<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implications-for-use-of-technology-in-advising-2011-National-Survey.aspx>

need to enhance some classrooms to allow for real-time collaborative and cooperative learning. The UPE fee will be used to support this investment.

In addition, students working on such projects have to spend considerable out-of-class time working on project work and in brainstorming meetings. While some of this activity could be done using technologies such as Zoom, research suggests that real-time discussion of rich and complex information also requires face-to-face interactions that take advantage of multiple communication cues. Poole College is critically short of space as a consequence of enrollment growth that has occurred over the last six years, while seeing relatively little increase in physical infrastructure (See Table 4). As more signature programs are implemented in the curriculum, we anticipate using the UPE funds to rent outside facilities in corporate centers such as RTP, which will allow students to meet and work on their projects.

Table 4: Undergraduate Enrollment growth at Poole College

	2017	2018	2019	2020	2021
Number of undergraduates enrolled in Poole College	2,859	3,025	3,270	3,435	3,671

Second, signature learning experiences in undergraduate business programs need to be supported with strong out-of-classroom opportunities. For instance, students building new ventures should be funded for travel to pitch competitions and entrepreneurship clinics and provided with networking opportunities with investors and mentors who can help them refine their ideas. Similarly, students working on social entrepreneurship experiences (such as working with a school district in a Tier-1 county) may incur costs that will need to be reimbursed. We also need to increase the number of practitioners who come to campus to share their experiences and network with students. A larger level of support needs to be provided to student organizations and their mentors operating in the College. We intend to use the UPE fee to support these activities. Apart from setting aside funds to support the above activities, we will use these funds to hire a staff member who will monitor the expenditures and facilitate reimbursements. Additionally, we will need to add an additional staff member to coordinate these events. We will also need to invest in employees who can create stronger support for student experiences related to key areas, such as sustainability and social entrepreneurship.

Scholarships and financial support

We believe that even with the addition of the UPE fee, undergraduate education at Poole College will continue to be very affordable and provide an outstanding value. However, we do recognize that this fee, though relatively modest, may create economic hardship to some deserving students. Therefore, part of the funds that accrue from the fee will be used to provide scholarships to students from lower socio-economic backgrounds (particularly students in Tier-1 counties). These scholarships will be equivalent to the amount of the enhanced fee. Additionally, we recognize that global immersion experiences are not financially possible for some students, so we will provide scholarships for these as well.

We will also create paid student employee positions to help mentor and guide all aspects of this proposal. This will provide student buy-in, provide them with financial resources, as well as help students garner real-work experiences.

Financial Impact on Students

While the proposed UPE fee does raise the cost of tuition and fees for students, NC State will still remain one of the lowest in-state tuition and fees rates among its peers who have an undergraduate business program (Table 5). In addition, out of this peer group, Poole College is one of the very few schools that does not charge its undergraduate students a program-specific fee.⁶

Affordability and accessibility is a priority to NC State and therefore we expect to mitigate the impact of the fee on students from weaker economic backgrounds by providing a scholarship which provides funds to help offset the fee, as indicated above.

Table 5. NC State Peer Institutions with Undergraduate Business Programs

University	Business School Name	In-state Tuition per Year ⁷	Program Assessment Fee
Michigan State	Eli Broad College of Business	\$24,252	Yes
Rutgers	Rutgers Business School	\$19,892	Yes
Penn State	Smeal College of Business	\$18,898	No
U of Illinois - Urbana Champaign	University of Illinois College of Business	\$17,500	No
Virginia Tech	Pamplin College of Business	\$15,975	Yes
University of Arizona	Eller College of Management	\$14,515	Yes
Texas A&M	Mays Business School	\$13,918	Yes
University of Maryland	Robert H. Smith School of Business	\$13,884	Yes
Purdue University	Krannert School of Management	\$12,864	Yes
University of Wisconsin - Madison	University of Wisconsin School of Business	\$12,720	Yes
Ohio State	Fisher College of Business	\$11,936	Yes

⁶ Of the 11 schools that form Poole's peer and aspirational group for accreditation purposes, Poole College is the only one that doesn't have a program fee. In addition, Poole's in-state tuition is the second lowest of the group.

⁷ The Tuition shown includes the program assessment fees or other fees/tuitions that are specific to the Business School.

Colorado State	Colorado State College of Business	\$11,901	No
Iowa State	Iowa State College of Business	\$11,132	Yes
Georgia Tech	Scheller College of Business	\$10,258	-
NC State University	Poole College of Management	\$9,130	No
University of Florida	Heavener School of Business	\$6,380	No
	AVERAGE	14,072	

Student Feedback about Proposal

We invited leaders of student groups and organizations in Poole College to discuss the UPE fee proposal. A total of 11 students attended the session and provided valuable feedback. All students present supported the increased fee after reviewing the objectives we hoped to accomplish. The students made several constructive comments that we have incorporated in the proposal. Their recommendations are as follows:

- a) That we be aggressive in supplementing the fee with private giving so that we can provide scholarships to offset the increased fee for students from a weaker economic background.
- b) That it is essential that the Poole College monitor the new experiences to ensure they are of high quality and meet their given objectives. This monitoring should be done on a continuing basis and a mechanism should exist to replace experiences which are not adding high educational value.
- c) That we involve students and alumni to provide input about the success of the signature programs and their effectiveness on an ongoing basis.
- d) That we communicate the relevance and importance of the signature experiences and make participation both convenient and accessible for all students.
- e) That we adjust the curriculum to ensure that all students receive the benefits of at least one signature experience.

We believe these suggestions are excellent and have incorporated them into the proposal.

Implementation Plan

Once the fee is approved, we will hold a series of town halls with key stakeholders to explain the rationale behind the fee and the expected benefits that will accrue to students.

On approval, we will request that the undergraduate curriculum committees review the degree curriculum and modify as appropriate to ensure that all students have the opportunity to participate in at least one signature experience. We will complement this action by creating student ambassadors who will share the potential available experiences with incoming students at an early stage.

Finally, we will create a signature program advisory board that will consist of students and alumni to review and provide feedback and suggestions on the implementation of signature experiences, as well as on the overall progress of student career readiness.

Consequences of Non-Approval

Non-approval of the UPE fee will have a significantly negative impact on our students, students in other colleges, and on the ability of NC State to contribute to the economic growth of North Carolina and beyond. We believe, and this is repeatedly echoed by employers in the region, that providing real-world signature experiences is the key to developing the future workforce for our state and our nation. Without the UPE fee, NC State's Poole College does not have the resources to provide this high level of educational experience. Without additional resources, our students will gradually be less and less competitive and not have the requisite skills.

Conclusion

The NC State Poole College of Management's mission is to actively engage with industry and academia to create an innovative and collaborative intellectual environment that fosters learning, scholarship and service. It focuses on developing and supporting leaders with an entrepreneurial mindset and analytical problem solving capabilities to positively impact our data-rich, dynamic, global economy.

The Poole College of Management has seen remarkable growth since its inception and continues to prepare students for the jobs of today and tomorrow. The proposed student enhancement fee will ensure that the College has the resources to equip graduates from Poole to be competitive in the global marketplace. The fee will also enable Poole College to expand the immersive experiences for all students at NC State to help achieve its mission of developing and supporting leaders with an entrepreneurial mindset and analytical problem-solving capabilities that positively impacts our data-rich, dynamic, global economy.

The College has significant experience in using additional revenues to deliver high-value, impactful experiences. In particular the college's Jenkins MBA program uses premium tuition to create exceptional outcomes for students. The program has seen significant increases in starting salaries and the quality of placements, and is now consistently ranked among some of the best MBA programs in the country. We believe that with the UPE fee, we can expand these opportunities to our undergraduate population as well.

NC State is ranked No. 2 in the country in research commercialization and No. 1 in North Carolina. NC State start-ups add over \$1.2 billion in income to the state of North Carolina. The

proposed student enhancement fee will further enable students and faculty to unleash the science and technology discoveries generated on this campus to further drive economic growth and prosperity for the whole state. Importantly, the fee will enable the College to significantly expand signature experiences to minor students and increase the number of minors – particularly those in the engineering, science and agriculture fields. Because of the university's engagement with every county in North Carolina, NC State and Poole College are well positioned to positively impact the whole state of North Carolina.

FEE REQUEST FORM

NCSU

**Poole College of Management Undergraduate Program Enhancement Fee
2022-23**

<i>Estimated Student FTE Applicable to Fee - 2022-23</i>	Prior Years		2022-23	
	2020-21 Fee	2021-22 Fee	Requested Change	Proposed 2021-22 Fee
1,588	\$0.00	\$0.00	\$2,000.00	\$2,000.00
			Projected 2022-23	
	Actual 2020-21	Projected 2021-22	With Change	Without Change
Beginning Fund Balance	-	-	-	-
Revenues:				
Fee Revenues	-	-	3,176,067	
Other Revenues	-	-	-	-
Total Revenues	-	-	3,176,067	-
Expenditures:				
Personnel	-	-	1,933,970	
Supplies & Materials	-	-	92,500	
Current Services	-	-	924,500	
Fixed Charges	-	-	97,500	
Capital Outlay	-	-	-	
Other*	-	-	125,000	
<i>* Provide explanation</i>	<i>Other is student scholarships</i>			
Total Expenditures	-	-	3,173,470	-
Ending Fund Balance	-	-	2,597	-
FTE (associated with fee)	0.00	0.00	0.00	0.00

If new positions are being created, please document the specific positions and related responsibilities.

Justification for Proposed Fee Increase (include additional information on Form C tab if needed)

To be successful, business graduates today must have real-world experience in solving business problems before they graduate. They must gain this practical experience and knowledge outside of the traditional classroom. Poole College has successfully provided these experiences for many years and has graduated thousands of work-ready, highly effective students. However, the College lacks the resource base to expand these valuable opportunities to all of its students.

In addition to real-world experience, students must be equipped to face the rapidly changing business environment. The jobs of the future will require graduates to be able to deal with complexity, be highly proactive and agile, and think entrepreneurially. Students will need exceptional leadership skills while being able to manage and interact with increasingly complex technology.

Please discuss the effect on the overall student experience if the fee increase request is denied

Non-approval of the UPE fee will have a significantly negative impact on our students and on the ability of NC State to contribute to the economic growth of North Carolina and beyond. We believe, and this is repeatedly echoed by employers in the region, that providing real-world signature experiences is the key to developing the future workforce for our state and our nation. Without the UPE fee, NC State's Poole College does not have the resources to provide this high level of educational experience and our students will gradually become less and less competitive in the highly competitive global economy. The fee enables the Poole College to invest in students from other colleges who choose to minor in business and receive these benefits.