

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels 2016-17 through 2018-19: Long Form

- **This form should be completed for** (1) programs seeking to charge Professional Degree Supplemental Tuition for the first time, (2) continuing PDST programs whose multi-year plan has expired, and (3) continuing programs with multi-year plans that have not yet expired if the program is proposing an increase in 2016-17 PDST that is greater than that proposed in its three-year plan.
- **For programs whose 2016-17 levels will require approval by The Regents**, Part A is due **September 18, 2015**, and Part B is due **October 16, 2015**.
- **For programs whose 2016-17 levels may be approved by the President**, Part A and Part B are due **November 6, 2015**.
- **Before completing this form**, refer to the document entitled "Deadlines, Instructions, and Planning Assumptions for Professional Degree Supplemental Tuition Proposals Effective 2016-17" for important information about which form to use, the applicable deadline for each proposal, and the planning assumptions that should be reflected in the proposal.

PART A

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION

Specify your projected Professional Degree Supplemental Tuition for each of the next three years. Please refer to the planning assumptions for further details about fee increase rates.

Table 1. Projected fees.

	Actual	New Proposed Fee Levels			Increases/Decreases		
	2015-16	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Prof. Degr. Suppl. Tuition (CA resident)	\$7,416	\$7,638	\$7,868	\$8,104	3%	3%	3%
Prof. Degr. Suppl. Tuition (Nonresident)	\$7,886	\$8,123	\$8,366	\$8,617	3%	3%	3%
Mandatory Systemwide Fees (CA resident)*	\$12,240	\$12,294	\$12,684	\$13,086	0.4%	3.2%	3.2%
Health Insurance**	\$5,098	\$5,607	\$6,167	\$6,783	10%	10%	10%
Campus-based Fees	\$924	\$930	\$936	\$943	1%	1%	1%
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	0%	0%	0%
Other (explain below)***	\$0	\$0	\$0	\$0	#DIV/0!	#DIV/0!	#DIV/0!
Total Fees (CA resident)	\$25,678	\$26,470	\$27,655	\$28,915	3%	4%	5%
Total Fees (Nonresident)	\$38,393	\$39,199	\$40,399	\$41,674	2%	3%	3%

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Include disability insurance fee for medicine and dentistry.

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

II. PROGRAM GOALS AND EXPENDITURE PLANS

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

The goals of the program are to:

- Maintain the quality of the program by recruiting the best and brightest students.
- Continue to look for revenue resources to support the program and students and faculty.
- Respond to the increased demand for professional training in public health. This includes recruiting and training clinicians at the UC Davis Medical Center.
- Develop distance-learning opportunities so the MPH program is accessible to employees at the UC Davis Medical Center.
- Continue to develop an undergraduate minor and eventually a major in Public Health Sciences.
- Revise and submit the proposal for PhD program in Public Health Sciences.
- Expand our course offerings to grow the educational goals of the department. This includes recruiting faculty to develop and teach new courses.

Having a gradual increase in fees will allow the MPH program and department to keep pace with the growing financial needs of our students and will help achieve the goals listed above. Fee increases will benefit the students through increased opportunities for, professional networking, TA support, and outreach activities. Distance learning will create a more diverse experience for our program by allowing staff and faculty to participate remotely.

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

Table 2a. Revenue Use

Proposed Use of Incremental PDST Revenue	Incremental 2016-17 PDST revenue	Incremental 2017-18 PDST revenue	Incremental 2018-19 PDST revenue	Total
Faculty Salary Adjustments	\$403	\$440	\$508	\$1,351
UCRP Contributions	\$1,181	\$1,288	\$1,487	\$3,956
Benefits Cost Increases	\$422	\$460	\$531	\$1,413
Providing Student Services	\$759	\$828	\$956	\$2,543
Improving the Student-Faculty Ratio	\$1,012	\$1,104	\$1,274	\$3,390
Expanding Instructional Support Staff	\$1,267	\$1,382	\$1,595	\$4,244
Instructional Equipment Purchases	\$422	\$460	\$531	\$1,413
Providing Student Financial Aid	\$2,784	\$3,036	\$3,505	\$9,325
Other Non-salary Cost Increases	\$186	\$202	\$234	\$622
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total projected change in revenue	\$8,436	\$9,200	\$10,620	\$28,257

Additional Comments:

The total projected change in revenue for each year is in relation to the preceding year and based on the projected class size students. The revenue generated from the professional fee increase will continue to support staff and faculty who are needed to sustain and grow the program. Employee benefits are expected to increase by 5% each year. In addition, fee increase will be used for instructional support such as new computer equipment and TA and or Reader support.

Please indicate how you plan to use or are using total actual Professional Degree Fee revenue in 2015-16.

Table 2b. Current Revenue Use

	Total 2015-16 PDF revenue
Faculty Salary Adjustments	\$12,407
UCRP Contributions	\$36,338
Benefits Cost Increases	\$12,978
Providing Student Services	\$23,360
Improving Student-Faculty Ratio	\$31,147
Instructional Support Staff	\$38,986
Instructional Equipment Purchases	\$12,978
Providing Student Financial Aid	\$85,655
Other Non-salary Cost Increases	\$5,710
Facilities Expansion/Renewal	\$0
Other	\$0
Total projected use of revenue	\$259,560

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

The MPH program receives additional funding support from the School of Medicine Dean’s office. This support is guaranteed for the 15-16 academic year, and the program administration will continue to advocate for these funds each year. The MPH program also receives recruitment funds from the Office of Graduate Studies and the School of Medicine to assist with expenses related to recruitment. This is vital to increasing the quality of the applicant pool. The MPH program administration also works with the School of Medicine development office to increase fundraising opportunities. Currently, the program has the Giving Tree link on the MPH homepage to encourage donations.

The Department of Public Health Sciences is currently developing a minor proposal for undergraduates. With an increase in undergraduate teaching in the department, there will be more TA and Reader funding and opportunities for graduate students.

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

The program is proposing equal increases each year.

Please indicate the degrees for which Professional Degree Supplemental Tuition will be assessed and expected enrollment by degree.

Table 3. Enrollment

	Enrollment			
Degree	2015-16	2016-17	2017-18	2018-19
MPH	35	38	40	45
Total	35	38	40	45

III. MARKET COMPARISONS: TOTAL CHARGES

Please provide the total student tuition and fee charges of comparison institutions. Select a minimum of 3 and up to 12 institutions, including, where possible, a minimum of 3 public institutions. If a program does not have a large number of comparators, or does not have any public comparators, please provide what institutions the program does consider comparators even if that is a small number only or includes only private institutions.

A comparison of total cost of degree may be more meaningful, for example, for programs whose comparator programs vary in length. If this applies to your program, you may provide total cost of degree figures in addition to annual first-year comparison institutions' amounts shown below. Please attach the cost of degree template provided by Budget Analysis and Planning; if you have any questions about how to calculate the total cost of degree, please contact richard.michaelson@ucop.edu.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION. Refer to the best practices document for additional information.

Table 4. Comparisons

	2015-16	2016-17	% Increase
Residents			
John's Hopkins (private SPH)	\$51,360	\$53,928	5%
Boston University (private SPH)	\$49,981	\$52,480	5%
University of Washington (public SPH)	\$17,703	\$18,588	5%
Public Average	\$17,703	\$18,588	5%
Public and Private Average	\$39,681	\$41,665	5%
UC Davis (public/1year)	\$28,555	\$29,412	3%
Nonresidents			
John's Hopkins (private SPH)	\$51,360	\$53,928	5%
Boston University (private SPH)	\$49,981	\$52,480	5%
University of Washington (public SPH)	\$34,827	\$36,568	5%
Public Average	\$34,827	\$36,568	5%
Public and Private Average	\$45,389	\$47,659	5%

Source(s): Data on fees is taken from each individual schools websites.

Why were these institutions chosen as comparators? Include specific reasons why they are considered peers – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, the program’s ranking is what this program would like to achieve, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific. (If a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included.)

Our annual cost also includes an extra quarter of summer session that UC Davis enrolls in. This makes identifying comparison schools more challenging. UC Davis competes with private (John’s Hopkins, Boston University) schools for the same applicant pool of students. In addition to our private comparators, many of our students who decline our admissions offer typically attend other UC’s that offer an accredited MPH. We did select the University of Washington as a comparator because we have seen one or two students a year decline our offer to attend this school. All of our comparators are also accredited by the Council for Education in Public Health (CEPH). We aspire to continue recruiting a diverse and academically qualified applicant pool.

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

A 3% increase was used for UC Davis. Information on 2016-2017 costs were not available at the individual schools websites, but we assumed a 5% increase for the other private and public institutions based on the data used in the 2011 PDST report.

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

The UC Davis MPH program is unique in that the degree requirements can be completed in one year. UC Davis is also on the quarter system, where many of MPH programs are on the semester system and are completed in two years. The UC Davis MPH program costs more than the University of Washington annually, but when compared with a 2-year average UC Davis is the more affordable program. UC Davis MPH students graduate in one year versus two years for other programs. The UC Davis MPH also includes a summer session quarter in year one. Students also have the option to take more than one year to complete the program. We advise students on an individual basis and devise a plan that meets their needs and pace. Some students, who may have graduate student employment while in the program, may reduce their course load and stretch the program out an additional quarter. Some students may also extend their practicum into an additional quarter. We find that students are attracted to the MPH program at Davis for the flexibility of when they can complete the program.

IV. ENROLLMENT TRENDS AND DIVERSITY STRATEGY

Note: UCOP will provide campuses with data from the Corporate Student System that should be used to complete the table below for your program. Please note that, as used here, established programs consist of programs that have enrolled students prior to 2016-17; new programs are those that seek to enroll students for the first time in 2016-17. For established programs, provide data for academic years 2012-13 to 2014-15 and estimates for 2015-16 and 2016-17. New programs should provide estimates for 2016-17. All programs should provide figures for comparison public and private institutions in the columns shown.

Table 5. Diversity

	2012-13	2013-14	2014-15	2015-16	2016-17	Comparison (2014-15)	
						Publics	Privates
Ethnicity							
Underrepresented							
African American	13%	4%	3%		5%	6%	8%
Chicano/Latino	8%	12%	26%	9%	18%	14%	5%
American Indian	4%		3%	3%	5%		1%
<i>Subtotal Underrepresented</i>	<i>25%</i>	<i>16%</i>	<i>32%</i>	<i>12%</i>	<i>28%</i>	<i>20%</i>	<i>14%</i>
Asian/East Indian	17%	42%	26%	42%	32%	27%	13%
White	46%	34%	35%	43%	34%	39%	34%
Other/ Unknown	8%	8%	4%		3%	7%	9%
International	4%		3%	3%	3%	7%	30%
Total	100%	100%	100%	100%	100%	100%	100%
Socioeconomic							
% Pell recipients	26%	35%	31%				

Sources:

UC ethnicity, socioeconomic status: UC Corporate data

Comparison institutions: Comparison data for Private institutions was taken from Association of Schools and Programs of Public Health (ASPPH) data center.

For established programs, how does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minorities? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minorities?

For 14-15 the UC Davis program had a higher rate of underrepresented minorities compared to our comparison schools. In 15-16 there was a decrease in underrepresented minorities. The program goal for 16-17 is to increase our enrolled underrepresented student body in each ethnic group and 15% overall.

The UC Davis MPH program hopes to have its student body represent the diversity of California. Each year the program engages in a variety of recruitment efforts that are mentioned below. In addition the

program works to secure more fellowship funds each year to help recruit an academically qualified and diverse student body.

For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past five years.

It is challenging to recruit academically qualified underrepresented groups to our program. Admissions data for 2015-2016 (below) shows these groups are applying to our program and being admitted, but our program has difficulty competing with competitor schools able to offer more generous fellowships.

Table 5a: Ethnicity of Applicants, Admittees, and Enrollees for the UCD MPH Program, 2015-16

Ethnicity of those who applied:	Ethnicity of those who applied:	Ethnicity of those who received admissions offer:	Ethnicity of those who accepted admissions offer/enrolled:
African American	13	2	0
American Indian	1	1	1
Asian	55	35	15
Hispanic	20	5	3
Native Hawaiian/PI	1	0	0
International	24	3	1
Unknown	4	1	0
White	53	35	15

What is your strategy for increasing the enrollment of U.S. domestic students from underrepresented groups (African-American, Chicano/Latino, American Indian), U.S. domestic students from all minority groups, and, if any, for international students in your program? What indicators of success do you monitor?

The Davis MPH program uses faculty, staff and our students as our primary recruitment ambassadors. Prospective students are interested in the diverse research of our faculty and have an opportunity to be active in the research once they are admitted. Our strategy is to continue to identify recruitment efforts for increasing enrollment of U.S. domestic students from underrepresented groups. For indicators of success the program tracks admissions data on who applies to the program each year. We want to increase the number of qualified applicants and those who matriculate into the program. Each year the admissions data is evaluated and discussed with the admissions committee.

In addition, we have faculty involved in the Western Center for Agriculture Health and Safety performing research on farm workers, immigrants, migrant workers, and farm family workers. Program faculty conduct research on a variety of ethnicities and races. Examples are:

- Marc Schenker - NIH R01 grant - Reducing the risk of heat-related illness (HRI) in western agricultural workers. This project aims to: (1) Increase understanding of the physiological responses to increased environmental heat and physical exertion among farm workers; 2) Examine socio-cultural perspectives of HRI; (3) Assess normal practices of farmworkers that impact HRI risk, and (4) Increase awareness of

HRI as a credible personal risk to farmworkers, and translate project findings into HRI prevention strategies.

- Irva Hertz-Picciotto - NIH P30 center grant - UC Davis Center for Environmental Health Sciences. The goal of the Center is to expand the scope, innovation, and impact of environmental health sciences research so as to improve environmental public health in northern California, the Central Valley, and across the globe
- Deborah Bennett - CA Air Resources Board grant - Benefits of high-efficiency air filtration to children with asthma. Study taking place in CA Central Valley with a population of primarily low-income Hispanic children in Fresno and Riverside.
- Stephen McCurdy - NIOSH U01 grant - Coccidioidomycosis among California Hispanic farm workers. Coccidioidomycosis (Valley Fever) is a lung infection caused by the soil-dwelling fungus, *Coccidioides immitis*, which is common in California's San Joaquin Valley and parts of the Southwest. Farm workers are at increased risk, as are persons of Hispanic, Filipino, and African- American ancestry. This study aims to assess knowledge about coccidioidomycosis among farm workers and identify high-risk work activities; this information will be used to develop preventive and educational programs to reduce the health burden of coccidioidomycosis in agricultural workers.
- Diana Cassady - CDPH Contract - Lifetime of Wellness: Communities in Action. Provides evaluation, training, and technical assistance to local health departments to lead focused community health interventions that intensively deliver health system and community supports and create or strengthen healthy environments. Counties served include Fresno, Shasta, Tulare, Merced, San Joaquin, and Solano
- Marius Koga - CDPH Contract - Refugee Health Program. This contract provides support to the CDPH Office of Refugee Health to improve the effectiveness of surveillance for physical and mental health conditions among new-arriving refugee populations, development of health protocols, and coordinate outreach and educational projects targeting local refugee health programs, CBOs, voluntary resettlement agencies, and mutual assistance agencies to respond effectively to public health emergencies that may affect refugee populations.

The MPH Program seeks to establish and maintain an environment that supports diversity through coursework as well. We encourage prospective students to attend our Topics in Public Health Seminar (SPH 290), which includes guest speakers from the public health field who speak about diverse populations. The faculty also participate in many statewide organizations that outreach to underrepresented communities, such as the Agricultural Worker Health and Housing Program Advisory Committee, the Rural Community Assistance Corporation, Sacramento, CA, and others.

The program also works closely with the UCD School of Medicine's "Programs In Medical Education" or PRIME, which is designed to produce physician leaders who are trained in and committed to helping California's underserved rural communities. PRIME students have the opportunity to earn an MPH degree at Davis.

In addition, we established a recruitment database, where prospective students can register their interest online at our program website. We use this database for program announcements and news. Prospects in the database are sent a letter from the program director and are emailed on program

activities quarterly. Post cards are also mailed twice a year regarding admissions and follow up with emails. Program faculty also attend recruitment events, such as the American Medical Student Association's Pre Med and Public Health Conference that attracts approximately 9,500 students from across the state and region. The MPH student affairs officers also outreach with student clubs and organizations at institutions all across the US. This includes Hispanic serving institutions and historically black colleges and universities. The MPH program has limited travel funds to attend graduate fairs, so we also rely heavily on our email marketing, webinars and social media to attract underrepresented students.

MPH program also attends the following graduate fairs listed below on an annual basis. Many of the fairs we visit have a diverse student body. Specifically, UC Merced is a Hispanic serving institution and there are two graduate fairs we attend that target underrepresented minorities in California.

- Sacramento State Graduate and Professional School Information Day
- MPH presentation to Knights Landing Clinic
- UC Merced Graduate School Fair
- Pre-Health Professions Fair, UC Davis
- Graduate Admissions Panel, Pre-Health Professions Fair, UC Davis
- Public Health Student Panel, Pre-Health Professions Fair, UC Davis
- American Medical Student Association at American River College
- San Francisco State University Graduate School Fair
- 2015 Idealist Grad Fair, San Francisco
- MPH Presentation to Pre-Health Advising, UC Davis
- California Forum for Diversity in Graduate Education (UC Santa Barbara)
- Graduate and Law School Information Day at UC Davis
- California Forum for Diversity in Graduate Education (San Jose State University)

The MPH program hosts quarterly socials, webinars and information sessions that are open to the public, the program also advertises on GradSchools.com where prospective students can request more information from the program.

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

The program does not have the Pell Grant data when admitting students, but we do outreach to underrepresented minorities as part of our recruitment plan. The data fluctuate each year based on class size and the diversity of the cohort, but on average approximately 30% of enrolling students receive Pell Grants.

V. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

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

Historically, the funds coming from the return of aid are awarded evenly amongst those students who apply for financial aid and have financial need. Starting in 2013, the MPH program reserved a portion of the funds to offer merit-based awards to admitted students. This was to help increase recruitment efforts to top-achieving students, as well as underrepresented minorities.

The primary goal with return-of-aid funds is to spread these limited resources to as many students with need as possible and in meaningful amounts for recipient students. We use all financial aid funds available to offer as many students as possible a package that is comprehensive, consistent, equitable, and covers as much of the cost as possible.

In 2013-2014, the MPH program offered four fellowships of \$10,000 to incoming students as part of the California Wellness Foundation Grant our Associate Director, Dr. Cassady was awarded. The UC Davis Office of Graduate Studies matched each fellowship with \$2,500 so each student received a total of \$12,500. In addition, the MPH program offered two merit-based fellowships of \$15,000 and one for \$5,000.

In 2014-2015, the MPH program offered four fellowships to incoming students of \$10,750 as part of the California Wellness Foundation Grant. The UC Davis Office of Graduate Studies matched each fellowship with \$2,500 so each student received a total of \$13,250. In addition, the MPH program awarded two merit-based fellowships of \$10,000 each. Three additional admittees were offered \$10,000 each and declined our offer to attend other programs.

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

As stated above, return-of-aid funds are initially awarded evenly among all students who apply and who are eligible according to our financial aid awarding procedures. As students obtain other funding during the year, or decline their loans, if any return-of-aid funds are still unspent by mid-year, every attempt is made to award more to students who demonstrate the highest need to help bring down their student debt. The MPH program administration and faculty continue to look for funded practicum experiences and other paid opportunities to offer new students additional resources.

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

All MPH students complete a public health practicum where they complete 300 hours working on a project. The majority of these projects address health disparities or engage directly with underserved

populations. At the end of the project students write a paper, present a poster, and make an oral presentation.

In 2009, the MPH program offered five fellowships to MPH students doing their practicum in public health settings addressing the health of immigrant workers, including farm workers. The program also provided two fellowships to students participating in an opportunity to observe public policy processes in the State Department of Public Health office of Dr. Mark Horton (Director, CA Department of Public Health) and the Chronic Disease and Injury Branch.

The MPH program also advertises for the The Lucille & Edward R. Roybal Foundation, which provides scholarships to Hispanic undergraduate and graduate students pursuing public health careers and planning to serve in primarily low-income, Spanish-speaking communities in the United States.

Students are encouraged to apply for the Hispanic Health Professional Student Scholarship, from the National Hispanic Health Foundation (NHHF), a nonprofit group affiliated with the Robert F. Wagner Graduate School of Public Service at New York University.

In addition, during the 2014-2015 year 10 students were hired as teaching assistants, readers, or graduate student researchers. In 2015-2016, we have at least 13 students who are working in one of those positions.

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

Information regarding financial aid can be found at the MPH website. The website states that financial Aid is awarded on the basis of demonstrated financial need and is administered by the UCD Health System Financial Aid Office.

U.S. citizens and eligible non-citizens who wish to be considered for federal financial aid are required to complete a Free Application for Federal Student Aid (FAFSA). The federal code for our program is 001313. Dream Act students are encouraged to complete the California Dream Act Application on the California Student Aid Commission's website. These programs are based on demonstrated financial need. The FAFSA and the California Dream Act Application are available on January 1 of each year. Although UC Davis has a priority filing deadline of March 1, we strongly encourage prospective students to submit the FAFSA or Dream Act Application as early as possible. Financial aid is awarded only to admitted students.

- Based on the 2014/15 cost of attendance, students who completed a FAFSA and have demonstrated need were eligible for approximately \$6,000 in grant aid and up to about \$42,000 in federal loans.
- Once a student has accepted the offer of admission to the UC Davis MPH Program, s/he is encouraged to immediately complete the Financial Aid Supplemental Application and return it with the Statement of Intent to Register (SIR) form.

Federal Direct unsubsidized and subsidized Graduate PLUS loans are available to help meet the cost of attendance beyond any grants, fellowships and outside resources awarded.

In addition, there may be funding opportunities with the practicum experience. The MPH program works with students and preceptors to obtain student support. This can be in the form of a stipend, payment of fees, or any reimbursement for student travel.

MPH students are also eligible for fellowships through the Office of Graduate Studies. New and continuing students will be directed by the program office to apply online with the Office of Graduate Studies in the fall quarter.

Note: UCOP will provide you with figures from the Corporate Student System that should be used to complete the table below.

Table 6. Financial Aid

Graduating Class	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Cumulative Debt	\$ 26,988	\$ 20,961	\$ 21,005	\$ 21,039	\$ 20,276	\$ 20,948	\$ 21,029
Percent with Debt	54%	71%	94%	69%	82%	65%	47%

For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

UCOP data for 2007-2014 (shown above) indicate a trend toward a decreasing percentage of students with debt, which is 47% in 2013-14. The total indebtedness has been stable around \$21,000 since 2008.

We expect the proposed increase to have a minimal impact on student debt. We hope to offer more grant funding with the proposed increase, in addition to securing employment opportunities for our students.

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

Table 7. Financial aid debt

	2013-14 Average Debt at Graduation among Students with Debt	Graduates with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
UC Davis MPH	\$ 21,029	47%	\$90,000	3%
Public comparisons	\$ 43,529	46%	N/A	
Private comparisons	N/A	N/A	N/A	

Sources:

UC: Corporate data

Comparison institutions: Debt data for Private institutions is not available.

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

The table above shows that the debt at graduation for UC Davis MPH students is below that for graduates of our comparison group of public programs. The percentage of graduates with debt is about the same. The MPH program administration and the School of Medicine financial aid office is not aware of any alumni defaulting on loans. Alumni data, as shown below, indicate that graduates are obtaining jobs or going back to school to pursue additional degrees. We are not aware of any alumni unable to manage their loans. Graduate may request an income-based repayment plan should they need to reduce their loan servicing costs.

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

The program keeps track of where alumni are placed after graduation, but we do not track salary data. Moreover, we are dependent on voluntary response of our graduates to our survey, and a significant portion (approximately 13%) do not respond. Below is a table that shows which area of health care the graduates are entering.

Table 7a. Destination of Graduates who entered and graduated in 2013-2014												
	Fed Govt	State Govt	Local Govt	Non profit	Health Care	Private Practice	University /Research	Proprietary	Further Education	Non-Health Related	Not Employed	Status Unknown
MPH Graduates	4%	9%	0%	4%	22%	0%	26%	4%	17%	0%	0%	13%

*Note: These data represent 23 students who entered in 2013 and graduated between June and December 2014.

VI. OTHER

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

There have been no major changes to report. The MPH program administration continues to develop scholarship and student financial aid strategies with the University and School of Medicine development offices.

VII. SUPPLEMENTAL QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN 2016-17

Please describe the program for which you propose charging Professional Degree Supplemental Tuition, including: What unit/department houses the program? Is the program new or already offered? If new, has the program already been approved by the campus and CCGA? Note that a proposed new program that a campus has submitted to CCGA and UCOP before the end of September 2015 may apply for PDST approval before receiving formal program approval; PDST approval by the Regents would be contingent on final program approval by the Academic Senate and the President, however, and no student charges may be imposed in advance of final program approval. For questions about the status of systemwide academic program approval, please contact Chris Procello (Chris.Procello@ucop.edu).

Not applicable

PDST shall not be charged by programs awarding a Doctor of Philosophy degree, a Master's degree on a path to a Doctor of Philosophy degree, or a Baccalaureate degree. Generally, the determination of whether a program is a professional degree program eligible for PDST should be based on a program-by-program review. However, the Office of the President may use some combination of the following characteristics when determining the appropriateness of charging a PDST for the first time: (a) Program may require accreditation or may need to meet licensure requirements that will justify additional instructional needs for which PDST is required; (b) Job prospects for graduates of professional degree programs are very specific and targeted, often requiring licensure or certification to practice in the job market; and (c) Program content is characterized by acquisition of an identifiable cluster of skills that is not predominantly theory- or research-focused. Please describe the rationale for charging Professional Degree Supplemental Tuition for this program, including: Why is it appropriate for this program to charge Professional Degree Supplemental Tuition? In what ways is the program "professional" rather than "academic" or "self-supporting"? Do students have elevated earning potential after earning a degree in this discipline?

Not applicable

PART B

STUDENT AND FACULTY CONSULTATION

The Regents' Policy on Professional Degree Supplemental Tuition requires each plan to include information about the views of the program's student body and faculty on the proposed fee level, which may be obtained in a variety of ways. Campuses are expected to have consulted with students and faculty. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2016-17 and three-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students

How did you consult with students about the PDST levels proposed for 2016-17? Check all that apply.

- Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened focus groups of students in the program to discuss the plan and solicited feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): Text

Attach the feedback written by students during the opportunities for consultation checked above and describe below any proposal changes as a result of this feedback. Also attach a summary of feedback written by designated student leaders in the program. Examples of appropriate leadership include the relevant program or school student association leadership, if one exists, and the campus graduate student association or equivalent.

Associate Director, Diana Cassady, met with the MPH cohort on Wednesday, October 14 following their SPH 290 core course to review the proposed increase. None of the students stayed for the forum. One of GSA reps, CJ Calabrese, sent out a separate email on 10/14 letting students know to contact him if they have any input.

In addition to the in-person student meetings, an online survey was sent to the students and faculty. Both were told the survey was anonymous and confidential. Only three participants responded to the survey. Out of the three responses this was the only comment. "An increase is never the greatest thing to hear for any student but at least it's a projected minor increase."

In addition to consultation with program students and faculty, please confirm that this long-form template has been provided to the program graduate student organization, if applicable, and the campus graduate student organization. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide each with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments must be provided by the program.

Plan shared with _____ on _____ .
Campus graduate student organization (i.e., your campus' GSA president)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

If applicable, plan shared with MPH GSA Student Reps: Khat Naing and CJ Calabrese, on October 6, 2015.

Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

Associate Director, Diana Cassady, met with MPH GSA reps on Tuesday, October 7 and reviewed the completed long form. The students did not have any questions and did not provide any feedback.

Consultation with faculty

How did you consult with faculty about the PDST levels proposed for 2016-17? Check all that apply.

- Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
 Convened focus groups of faculty in the program to discuss the plan and solicit feedback
 Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
 Other (please describe): Text

Attach the feedback written by faculty during the opportunities for consultation checked above and describe below any proposal changes as a result of this feedback. Also attach a summary of feedback written by designated faculty leaders in the program. Examples of appropriate leadership include other appropriate faculty and affiliated faculty leadership (e.g., faculty executive committee or other faculty leadership).

Associate Director, Diana Cassady, met with MPH faculty to review the proposed increase and to ask for feedback on October 12 from 1-2pm. Faculty were also given a conference call line to call into the meeting. One faculty attended in person and one faculty called into the meeting. The feedback from the faculty in attendance was there they were concerned about the increase.

Please confirm that this long-form template was provided to the campus Graduate Dean and endorsed by the Chancellor.

Plan shared with Jeffery Gibeling _____ on 11/3/15 .
Graduate Dean

Plan endorsed by _____ on _____ .
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* section 7(B), found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>