

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2019

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: <http://regents.universityofcalifornia.edu/governance/policies/3103.html>. This approval did not directly rescind the authority delegated to the President by the Regents in November 2014 to approve PDST increases up to 5% through 2019-20. Programs with an approved multi-year plan on file that has not expired may submit requests for increases up to 5% for the President’s approval for PDST levels that become effective summer or fall 2019 (as long as the proposed increase does not exceed the amount previously indicated in the program’s current multi-year plan). Requests from these programs should be submitted using a short form. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates.

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$8,100	\$8,343	\$8,592	\$8,850	\$9,117	\$9,390	3%	\$243	3%	\$249	3%	\$258	3%	\$267	3%	\$273
Prof. Degr. Suppl. Tuition (Nonresident)	\$8,616	\$8,343	\$8,592	\$8,850	\$9,117	\$9,390	-3%	(\$273)	3%	\$249	3%	\$258	3%	\$267	3%	\$273
Mandatory Systemwide Fees (CA resident)*	\$12,570	\$12,966	\$13,368	\$13,788	\$14,220	\$14,670	3.2%	\$396	3.1%	\$402	3.1%	\$420	3.1%	\$432	3.2%	\$450
Campus-based Fees**	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	\$1,159	3.0%	\$30	3.0%	\$31	3.0%	\$32	3.0%	\$33	3.0%	\$34
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$2,706	\$2,787	\$2,871	\$2,957	\$3,046	\$3,137	3.0%	\$81	3.0%	\$84	3.0%	\$86	3.0%	\$89	3.0%	\$91
Total Fees (CA resident)	\$24,376	\$25,126	\$25,892	\$26,688	\$27,508	\$28,356	3.1%	\$750	3.0%	\$766	3.1%	\$796	3.1%	\$820	3.1%	\$848
Total Fees (Nonresident)	\$37,137	\$37,371	\$38,137	\$38,933	\$39,753	\$40,601	0.6%	\$234	2.0%	\$766	2.1%	\$796	2.1%	\$820	2.1%	\$848

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry. MPH program students attend Summer Session and pay a per-unit rate.

Additional comments:

Currently, the UC Davis MPH PDST level for nonresidents is slightly more than residents. The program is now proposing to make PDST levels the same amount moving forward for all students and, accordingly, proposes a 3% decrease in the nonresident PDST in 19-20, but will then increase the nonresident PDST by 3% in subsequent years matching the resident PDST.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The MPH program at the University of California, Davis (U.C. Davis) was established in 2002 with a class of 5 students and one specialty in General Public Health. Since then, the program has grown to a class of 35 students and offers specialties in General Public Health, Epidemiology, and Biostatistics.

The mission of the Masters of Public Health Program is to develop the public health leaders of the future by providing a high-quality Master's degree curriculum in partnership with the public health community. We accomplish this through the collaborative efforts of the UC Davis community, including the Schools of Medicine, Veterinary Medicine, Management, Law, Education, and Nursing and the Colleges of Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters & Science. These collaborations offer students content expertise in general public health and health disparities, agricultural and rural health, nutrition, reproductive and women's health, chronic diseases, epidemiologic and biostatistical methodology, informatics, infectious and zoonotic diseases, health economics, health-care quality and outcomes, and others.

The 56-unit MPH program is an accelerated 12 month program (with an option to stay longer), which assigns 40 units to required courses, including the five core public health courses, an informatics course, a four-quarter seminar featuring guest speakers from the public health practice community, and a practicum course. Sixteen units are allotted for electives and/or one of the specialties. The program has several unique features that appeal to prospective students and employers.

- A close relationship with the California Department of Public Health means that practicing public health officials regularly lecture in MPH classes and serve as preceptors for practicum placements. This provides students regular contact with working professionals from a wide variety of public health disciplines.
- The interdisciplinary nature of graduate education at UC Davis allows MPH students to take elective courses outside of the MPH program in subjects such as toxicology, epidemiology, health services research, health communications, and nutrition.
- As mentioned, this academically accelerated program can be completed in 12 months, although students may stay for as long as two years if they choose to take more electives or pursue a part-time degree. Approximately 85% of the MPH students are full-time, and about the same proportion of students complete the degree within 12 months.

- Within six months of graduation approximately 80% of students find career positions in public health, and a handful go on to medical, nursing, or law school or pursue a PhD degree. This indicates a high degree of success in preparing students for public health practice.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The expiring multi-year plan was for AY 2016-17 through AY 2018-19; PDST funds were used for the following goals:

- 1) Maintain the quality of the program** – We expanded our course offerings to grow the educational goals of the department. This included recruiting faculty to develop and teach new courses. In 2017, the program hired a 50% lecturer position that specifically teaches the practicum course and oversees the capstone experience. This position works with the public health community to ensure students have practicum placements. Each year all students have been successful in obtaining a practicum placement. The program also supported a 10% position to offer a SAS statistical course to the curriculum for the students. The program also employed a student assistant to help improve student services by assisting with social media sites, updating program fliers, collecting data for campus and accreditation reports, and compiling a career newsletter.
- 2) Expand outreach opportunities to recruit a high caliber diverse student body** - The program strives to recruit and enroll a student body that reflects the racial and ethnic diversity of the state of California. For accreditation reporting, the MPH program used the diversity of the University of California students receiving a bachelors' degree as a benchmark because our program requires a bachelors' degree for admission. In 2015-16, 21% of the graduating class across all ten U.C. campuses were Latino/Chicano, 4% were African American, and 1% were American Indian; among all graduates, 42% were the first generation in their family to attend college.

Starting in 2011, the MPH program adopted several changes to improve diversity among students: formally adopted a holistic review process that emphasizes many qualities, not solely G.P.A. and GRE scores; recruited more diverse members for the

Admissions Committee; and provided an orientation to Admissions Committee members on diversity policies in the UC system and on unconscious bias. As a result, in the last three years the proportion of American Indian students consistently met our benchmark of 1% of the class; for two of the three years, close to 4% of the class was African American; and 21% were Hispanic/Latino students.

More details regarding our recruitment and outreach effort can be found below in section V.

- 3) Continue to meet accreditation requirements for the Council on Education for Public Health (CEPH)** –The UCD MPH Program admitted its first class in the summer of 2002. The program received full accreditation from the Council on Education for Public Health in 2005 and seven-year re-accreditation in 2010. The program just underwent an accreditation review and site visit. Funds have been used to support staff who provided accreditation support. In addition, funds were used to maintain accreditation annual fees.
- 4) Create career and professional development networking opportunities supplemental to those already offered on campus -** Funds were used to provide MPH specific quarterly networking events. Events included former MPH alumni, current students, faculty, and members of the local public health community. Students had an opportunity to network with individuals to seek out possible practicum and job opportunities. All current students were placed in practicum sites each year. The program also employed undergraduate student assistants who collected job announcements and drafted a weekly career newsletter of current opportunities. From the 16-17 cohort of 37 students, 28 have secured employment and 9 are continuing their education. From the 17-18 cohort of 34 students, 17 have secured employment and 13 are continuing their education.
- 5) Develop distance-learning opportunities so the MPH program is accessible to employees at the UC Davis Medical Center, as well as, the other academic graduate program housed in Sacramento** - UC Davis covers two campuses – Sacramento and Davis. The majority of instruction for the degree program is offered in Davis. Other programs we collaborate with and share courses with are the Graduate Group in Health Informatics, School of Nursing and the Masters of Advance Study in Clinical Research. All three programs are based at the Sacramento campus. To provide more opportunities for program collaboration, the MPH program invested in new video conferencing equipment (2 laptops, microphones and speakers) so courses can be video conferenced between the two campuses. This improved the collaboration between the health professional programs. There is also an interest to offer the MPH degree to working public health professionals. Improving our distance education technologies allowed us to continue to work towards that goal. Distance learning will also create a more diverse experience for our program by allowing staff and faculty to participate remotely.

- 6) **Meet all University expectations for student financial aid** – PDST revenue set aside for return-to-aid has been completely spent for various financial aid purposes: a) need-based grant awarding, b) merit stipends, or c) Spring practicum stipends.

2015/2016: PDST was about **\$87K** based on a headcount of 37 students enrolled; 100% was awarded

2016/2017: PDST was about **\$102K** based on a headcount of 42 students enrolled; 100% was awarded

2017/2018: PDST was about **\$95K** based on a headcount of 38 students enrolled; 100% of was awarded

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

With an initial adjustment to the nonresident PDST level to be identical to the resident PDST level, the program has proposed 3% annual increases for five years. 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 3% each year. In addition, fee increase will continue to be used for **instructional support** such as continued support for a SAS course, new computer and audio visual equipment, and TA and Reader support.

The MPH program will also continue to offer **practicum stipends to support students in their projects**. This award is for students in need of funds to assist them with their practicum projects. The UC Davis MPH Program provides up to 14 practicum stipends of \$300 each. The funds can be used for travel and supplies or services related to your project. Students are encouraged to ask for matching funds from their preceptor. The practicum stipend will be disbursed in the form of grant aid.

To continue **sustaining and growing the quality of the program**, PDST funds will continue to be used to support accreditation efforts; student services that facilitate career and professional development, networking opportunities, and ensure 100% practicum placements; and a 50%-time lecturer position, initially funded in 2017, to teach the practicum course required for MPH students (SPH 297). This course was previously taught by the former MPH program director who retired. The 10-unit course spans the academic year, and provides professional development for new public health professionals with an emphasis on communication

skills. The course also encompasses the students' search for and completion of a 300-hour practicum placement and the capstone experience, which includes a report, poster, and presentation at a public symposium. SPH 297 teaching duties include class preparation and delivery of lectures, organization of small group projects, and identification of guest speakers; commenting on forms and papers; and grading class assignments.

If the plan is not approved, the program will need to evaluate its course offerings and teaching needs. The program is accredited by the Council on Education for Public Health (CEPH) and has curriculum requirements it has to meet. Recently, CEPH revised its requirements, which increased the workload for staff and faculty to analyze the curriculum and to make a plan for areas we were deficient in. The program relies on the 50% lecture position to meet these accreditation requirements. In addition, the SAS course offering mentioned above is supplemented by the program. Without these positions offering the required curriculum the program would not meet accreditation requirements.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2018-19 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

	Total 2018-19 PDST Revenue	Proposed Use of Incremental PDST Revenue					Total Projected PDST Revenue in Final Year
		Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	
Faculty Salary Adjustments	\$14,400	\$1,552	\$476	\$493	\$511	\$522	\$17,954
Benefits/UCRP Cost	\$57,237	\$6,170	\$1,892	\$1,961	\$2,029	\$2,075	\$71,364
Providing Student Services	\$23,497	\$2,533	\$777	\$805	\$833	\$852	\$29,297
Improving the Student-Faculty Ratio	\$24,763	\$2,669	\$819	\$848	\$878	\$898	\$30,874
Expanding Instructional Support Staff	\$45,187	\$4,871	\$1,494	\$1,548	\$1,602	\$1,638	\$56,340
Instructional Equipment Purchases	\$15,062	\$1,624	\$498	\$516	\$534	\$546	\$18,780
Providing Student Financial Aid	\$99,412	\$10,716	\$3,287	\$3,406	\$3,524	\$3,604	\$123,948
Other Non-salary Cost Increases	\$6,627	\$714	\$219	\$227	\$235	\$240	\$8,263
Facilities Expansion/Renewal	\$15,062	\$1,624	\$498	\$516	\$534	\$546	\$18,780
Other (Please explain in the "Additional Comments" below)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total use/projected use of revenue	\$301,248	\$32,472	\$9,960	\$10,320	\$10,680	\$10,920	\$375,600

Additional Comments: N/A

III.c. 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 administration has worked with the School of Medicine development office in the past to increase fundraising opportunities. Being a small department, there is not enough staff resources to keep following on these efforts. In addition, program staff continue to take advantage of campus opportunities to receive additional funds for the students, such as nominating admitted students for internal fellowships through the Office of Graduate Studies. The program also requests and receives recruitment funds from the Office of Graduate Studies to help support recruitment efforts.

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

After the first year of our plan to get PDST levels identical for all students, the program is proposing equal increases each year for the remaining four years of our plan.

III.e. Please indicate your program's current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Resident	34	35	35	35	35	35
Domestic Nonresident	2	3	3	3	3	3
International	1	2	2	2	2	2
Total	37	40	40	40	40	40

Additional Comments: The MPH program expects enrollment to stay about the same each year for the next 5 years.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the following table, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of programs or only private comparators, please list those.

If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

	Total Charges to Degree Completion Projections						Increases/Decreases									
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20		2020-21		2021-22		2022-23		2023-24	
Residents							%	\$	%	\$	%	\$	%	\$	%	\$
San Francisco State (public) 5 semesters	\$20,945	\$21,573	\$22,221	\$22,887	\$23,574	\$24,281	3%	\$628	3%	\$647	3%	\$667	3%	\$687	3%	\$707
Fresno State (public) 6 semesters	\$24,063	\$24,785	\$25,528	\$26,294	\$27,083	\$27,896	3%	\$722	3%	\$744	3%	\$766	3%	\$789	3%	\$812
Univeristy of Washington (public SPH) 2 year	\$43,674	\$44,984	\$46,334	\$47,724	\$49,155	\$50,630	3%	\$1,310	3%	\$1,350	3%	\$1,390	3%	\$1,432	3%	\$1,475
Boston University (private SPH) 2 year	\$79,224	\$81,601	\$84,049	\$86,570	\$89,167	\$91,842	3%	\$2,377	3%	\$2,448	3%	\$2,521	3%	\$2,597	3%	\$2,675
Public Average	\$29,561	\$30,447	\$31,361	\$32,302	\$33,271	\$34,269	3%	\$887	3%	\$913	3%	\$941	3%	\$969	3%	\$998
Private Average	\$79,224	\$81,601	\$84,049	\$86,570	\$89,167	\$91,842	3%	\$2,377	3%	\$2,448	3%	\$2,521	3%	\$2,597	3%	\$2,675
Public & Private Average	\$41,977	\$43,236	\$44,533	\$45,869	\$47,245	\$48,662	3%	\$1,259	3%	\$1,297	3%	\$1,336	3%	\$1,376	3%	\$1,417
Your Program - UC Davis	\$24,376	\$25,126	\$25,892	\$26,688	\$27,508	\$28,356	3%	\$750	3%	\$766	3%	\$796	3%	\$820	3%	\$848
Nonresidents																
San Francisco State (public) 5 semesters	\$37,181	\$38,925	\$39,624	\$40,312	\$41,019	\$41,748	5%	\$1,744	2%	\$700	2%	\$688	2%	\$707	2%	\$728
Fresno State (public) 6 semesters	\$38,085	\$39,949	\$40,749	\$41,539	\$42,351	\$43,188	5%	\$1,864	2%	\$799	2%	\$790	2%	\$813	2%	\$837
Univeristy of Washington (public SPH) 2 year	\$74,436	\$76,669	\$78,969	\$81,338	\$83,778	\$86,292	3%	\$2,233	3%	\$2,300	3%	\$2,369	3%	\$2,440	3%	\$2,513
Boston University (private SPH) 2 year	\$79,224	\$81,601	\$84,049	\$86,570	\$89,167	\$91,842	3%	\$2,377	3%	\$2,448	3%	\$2,521	3%	\$2,597	3%	\$2,675
Public Average	\$49,901	\$51,848	\$53,114	\$54,396	\$55,716	\$57,076	4%	\$1,947	2%	\$1,266	2%	\$1,282	2%	\$1,320	2%	\$1,360
Private Average	\$79,224	\$81,601	\$84,049	\$86,570	\$89,167	\$91,842	3%	\$2,377	3%	\$2,448	3%	\$2,521	3%	\$2,597	3%	\$2,675
Public & Private Average	\$57,232	\$59,286	\$60,848	\$62,440	\$64,079	\$65,767	4%	\$2,055	3%	\$1,562	3%	\$1,592	3%	\$1,639	3%	\$1,688
Your Program - UC Davis	\$37,137	\$37,371	\$38,137	\$38,933	\$39,753	\$40,601	1%	\$234	2%	\$766	2%	\$796	2%	\$820	2%	\$848

Source(s): Data on program costs were found at each institutions website.

Tuition & Fee Links:

Univ. of Washington: <https://epi.washington.edu/tuition-residency>

Fresno State Fees: <http://fresnostate.edu/adminserv/accountingservices/money/regfee-fall.html>

SFSU Fees: <http://bulletin.sfsu.edu/fees-financial-aid/fees-expenses/#graduatescheduleoffeestext>

Boston University: <http://www.bu.edu/sph/admissions/financing-your-education/tuition-fees/>

Additional Comments: The UC Davis MPH program is an academically accelerated program that can be completed in 12 months, although students may stay for as long as two years if they choose to take more electives. Our comparators range in their time to degree as indicated in the table above; therefore, we looked at the total charges of each program to degree completion.

IV.b. Why was each of these institutions chosen as a comparator? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, 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 (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

Among our chosen comparators, UC Davis competes with programs in private and public institutions for the same applicant pool of students (many of our applicants who decline our admissions offer also attend other UC's that offer an accredited MPH). For the purpose of this proposal we selected three public institutions and one private institution that we see as comparator programs, who are also accredited by Council for Education in Public Health (CEPH), and compete for the same applicant pool of students. All CEPH-accredited programs follow the same criteria and standards for their degree offerings.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

Factoring in the time to degree completion, the UC Davis MPH program is less expensive for resident and nonresidents than our public comparators and significantly less expensive when compared our private comparator.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

UC Davis MPH students take less time to complete their degree than students in our peer programs. We find that students are attracted to the MPH program at Davis, specifically, for the opportunity to graduate sooner than other programs, and, generally, for the flexibility of when they can complete the program.

Other unique features that appeal to prospective students and employers includes our close relationship with the California Department of Public Health, which means that practicing public health officials regularly lecture in MPH classes and serve as preceptors for practicum placements. This provides students regular contact with working professionals from a wide variety of public health disciplines. Also, the interdisciplinary nature of graduate education at UC Davis allows MPH students to take elective courses outside of the MPH program in subjects such as toxicology, epidemiology, health services research, health communications, and nutrition.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the following table, please provide details about enrollment in your program and in your comparison public and private institutions. For established programs, provide data for academic years 2015-16 to 2017-18 and include estimated fall 2018 data if available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison	
	2015-16	2016-17	2017-18	Fall 2018	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	4.9%	5.4%	10.3%	9%	8%
Chicanx/Latinx	10.8%	20.5%	18.0%	25.6%	25%	6%
American Indian	2.7%	2.5%	0.0%	0.0%	0%	0%
<i>Subtotal Underrepresented</i>	<i>14%</i>	<i>28%</i>	<i>23%</i>	<i>36%</i>	<i>34%</i>	<i>14%</i>
Asian/East Indian	40.5%	35.2%	29.7%	38.5%	20%	12%
White	43.2%	34.4%	44.1%	23.1%	34%	69%
Other/ Unknown	0.0%	0.0%	2.7%	0.0%	7%	0%
International	2.7%	2.5%	0.0%	2.6%	5%	5%
Total	100%	100%	100%	100%	100%	100%
Socioeconomic						
% Pell recipients	41.0%	40.0%	51.0%	N/A	N/A	N/A
Gender						
% Male	25.6%	28.6%	29.7%	18.4%	17%	24%
% Female	74.4%	71.4%	67.6%	81.6%	83%	76%

Sources: Ethnicity and Gender Fall 2018: UCD Budget and Institutional Analysis; Socioeconomic status and Gender: UC Corporate data
[San Francisco State University \(public\): 2016-2017 Demographic Data](#)
[Fresno State University \(public\): 2012-2013 Demographic Data*](#) - more current data not provided.
[Boston University \(private\): 2017-2018 Demographic Data](#)

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? 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 minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

For accreditation reporting, the UC Davis MPH Program strives to recruit and enroll a student body that reflects the cultural and ethnic diversity of the state of California. According to California Department of Finance demographic projections for 2020, of 41 million Californians, 40% will be Hispanic; 38% White non-Hispanic; 13% Asian; 6% Black; 3% Multiracial; and less than 1% American Indian, Alaska Native, Native Hawaiian, or Pacific Islander. [Source: <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>]

The MPH program defines the following groups as underrepresented: Hispanic, Black, and American Indian students; first generation college students; and men (who are traditionally underrepresented in public health). In relation to our comparator programs, the Davis MPH program compares well based on fall 2018 data, in which the numbers of underrepresented minorities have increased in the last year. In fall of 2018, 36% of the our program was underrepresented minorities compared to 34% from public comparators and 14% for private comparators.

Since AY 2015-16, the UC Davis MPH Program has established new policies and procedures designed to recruit and admit a diverse student body. This includes clearly stated goals for recruitment; active recruitment at UC Merced and UC Riverside, two designated Hispanic Serving Institutions; and the implementation of new admissions review procedures. The result has been an improvement in student diversity.

Throughout the academic year, UC Davis MPH students, faculty, and staff work to increase the pipeline of applicants from underrepresented and other groups through frequent on-campus engagement programs including information nights, presentations with the UC Davis Colleges and related undergraduate courses, and advising office hours at Health Professions Advising (HPA); California community college and university outreach at graduate fairs and diversity education forums; and other various pipeline programs at various UCs, CSUs, and in-state locations. The purpose of the visits is to connect with students from diverse populations and to inform them about the program and opportunities available to them. MPH program staff target institutions and events that have high visibility with underrepresented minorities, such as the California Diversity Forum in Graduate Education. Through these targeted events the program is able to connect with diverse populations.

In addition to graduate fairs, the MPH program held presentations to student interest groups (e.g., American Medical Student Association at American River College, Chicanos/Latinos in Health Education, Minority Association of Pre-Medical Students, Shifa Clinic, Imani Clinic and Clínica Tepati). Specific to underrepresented student recruitment, the program presents at the California Forum for Diversity in Graduate Education and a number of Hispanic-serving institutions defined by the [Hispanic Association of Colleges and Universities](#). The program also works in concert with the Graduate Diversity Officers in the Office of Graduate Studies with increasing diversity in graduate education by recruiting at colleges and universities.

For prospective students who are not located in the state of California, the program hosts monthly admission webinars that highlight the program mission, values, and admission requirements. All activities are marketed using the UC Davis MPH Program website, social media – Facebook, Instagram, & Twitter – and targeted email campaigns.

Also, we provide services aimed at admit yield-improvement, retention, and providing additional funding:

- **Admit Yield-Improvement Outreach:** Once our student applicants have been notified that they have been admitted to attend the MPH Program, staff make personal contact with the admitted students to encourage them to attend UC Davis. The contact includes a letter from the Graduate Group Chair, supplemental information on housing and external fellowships, as well as information on our prospective student visit day. The UC Davis MPH Program Visit Day aligns with National Public Health Week and prospective students have the opportunity to engage with current students, faculty, and alumni to assess if UC Davis MPH Program is the right fit for them. As part of this outreach program, the admitted students additionally have the opportunity to connect with current students, alumni, and faculty with the same or similar ethnicities, backgrounds and interests on an ongoing basis.
- **Mentoring & Student Services:** To serve and support our current students, the MPH Program identifies a faculty member mentor to help guide and inform students one-on-one through the academic program, including their culminating experience project. Students meet quarterly with advisors to talk about academics and career plans. In addition, MPH Program staff meet quarterly with the students to review academic requirements and check-in on student progress toward the degree. This provides consistent and ongoing support to the students and is reflective in the retention and graduation rates. The program has consistently been above 90% for its graduation rates since 2010. The program is able to track students and quickly address any deficiencies or issues that may come up. The MPH Alumni Board also provides mentoring to newly admitted students during the academic year. Being in close proximity to the Sacramento and central valley, we have many alumni who stay involved in the program. The program provides quarterly networking events on and off campus for the students and alumni to engage each other.

- **External Fellowship Recipients:** We advise MPH admitted students to apply for eight external scholarships that increase affordability for underrepresented groups and specifically focused to MPH students:
<https://health.ucdavis.edu/phs/education/mph/documents/Outside%20Funding%20and%20Scholarship%20Opportunities%202018-19.pdf>

Future Diversity Recruitment Efforts:

The MPH program plans to expand recruitment efforts with Hispanic Serving Institutions and others to more effectively recruit a diverse pool of applicants, and to continue working with alumni on recruitment efforts. We are examining admissions data on the applicants to our program who are offered admission, but are not choosing to enroll in our program. We are increasing our efforts to better understand this population, particularly, URMs, and their rationale for choosing to enroll in another program, which we believe is due in part to the limited fiscal resources we have at our disposal in providing competitive financial aid packages compared to our competitor schools who are more able to provide more generous internal fellowships and funding resources to underrepresented students. To address the need for student financial support, the MPH program will continue to work with the new undergraduate public health minor to secure teaching assistant positions for MPH students. Several new courses will be added in 2018-19, and enrollment in most undergraduate public health courses is expected to expand, providing more opportunities for MPH student support.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The percentage of students in our program that have been Pell Grant recipients fluctuates each year based on class size and the diversity of the cohort, at 41% in 15-16, dropping to 40% in 16-17, and rising to 50% in 17-18. To recruit and enroll students from low socioeconomic backgrounds, MPH Program staff visit graduate and professional fairs across the state of California, including those hosted at Hispanic Serving Institutions and those that target underrepresented groups. During on-campus visits as well as on our program website, prospective applicants are provided program brochures as well as fee and financial aid, admission requirements, and curriculum materials. By educating prospective students of our program costs and resources for scholarships, students who come from low socioeconomic backgrounds are informed on the program's affordability.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Public Health is a primarily female dominated profession. As men are traditionally underrepresented in the field, the UC Davis MPH Program includes this in its definition of underrepresented students when outreaching to prospective applicants. From 2015-2017, the UC Davis MPH Program increased the number of enrolled males in its program by 4.1%. In 2018, the program saw a drop in the number of enrolled male students and an increase in female students. To continue to recruit a diverse applicant pool across ethnicities, races, and genders, the UC Davis MPH Program has rebranded its website, brochures, and handouts to be more inclusive. Notable changes include a larger presence of current male students and alumni spotlights, as well as condensed and succinct information that is more clear to read and which highlight post-graduation outcomes and program strengths.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

Our goal continues to be to recruit and admit academically qualified students who represent the diversity of California, and who will be able to bring their personal and professional experiences into the classroom setting. The MPH program defines the following groups as underrepresented: Hispanic, Black, and American Indian students; first generation college students; and men (who are traditionally underrepresented in public health). While each year varies somewhat due to the small size of the program, we expect that we will continue to meet this goal and improve our proportions of underrepresented students based on our outreach, admit yield-improvement, retention, and financial aid efforts described in our responses above.

V.f. In the following tables, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and

equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

All Faculty (School or Department)**					Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2015-16	2016-17	2017-18	Ethnicity		2015-16	2016-17	2017-18
Black/Afr-American	Domestic	1.3%	1.0%	1.2%	Black/Afr-American	Domestic	1.0%	0.9%	0.0%
	International								
Chicano(a)/Latino(a)	Domestic	4.3%	4.2%	4.8%	Chicano(a)/Latino(a)	Domestic	5.7%	5.6%	6.2%
	International								
American Indian	Domestic	0.2%	0.2%	0.2%	American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	29.6%	29.6%	29.6%	Asian/Pac Is	Domestic	21.1%	23.0%	24.6%
	International								
White	Domestic	64.2%	64.5%	62.8%	White	Domestic	72.2%	70.4%	69.2%
	International								
Other/Unknown	Domestic	0.4%	0.3%	0.9%	Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International								
Percentage by Gender		2015-16	2016-17	2017-18	Percentage by Gender		2015-16	2016-17	2017-18
Female		37.1%	37.7%	40.5%	Female		30.1%	30.0%	33.2%
Male		62.9%	62.3%	59.5%	Male		69.9%	70.0%	66.8%

Sources: UCD Academic Affairs

Note: Please note that the faculty diversity tables for each UC Davis program proposing to assess PDST do not include domestic and international subcategories. These subcategories have been removed to ensure that these tables do not reveal the identity of specific faculty members. UC Davis programs have included one figure for each ethnicity noted in the tables, capturing both domestic and international faculty.

V.g. What are your program’s current and proposed efforts to advance the recruitment and retention of diverse faculty?

The UC Davis MPH Program remains dedicated to building a more diverse faculty, particularly those from underrepresented racial and ethnic populations. The Department of Public Health Sciences, the administrative home of the UC Davis MPH Program, has prioritized recruiting and retaining diverse faculty over the last several years. Since the 2015-2016 school year, the percent of faculty who are underrepresented minorities and Asian/Pacific Islander has increased from 35.8% to 36.7% (for academic federation faculty) and from 27.8 to 30.8% (for senate faculty). During this timeframe, the number of female faculty at the federation and senate levels have also increased by 3.4 % (federation) and 3.1 % (senate). We will use several strategies to continue these efforts including: a) ensuring that we recruit diverse pools of applicants by posting faculty positions broadly (e.g. through HSI and HBCU networks), and b) committing to diverse representation on search committees and equitable search procedures.

The UC Davis School of Medicine's [Faculty Development and Diversity Program](#) offers a wide variety of programs to ensure that all faculty have the opportunity to succeed, including an annual series of workshops designed for early and mid-career faculty. There is also a mentoring academy and an annual series of workshops on preparing for merit and promotion reviews. The School offers scholarships to the Association of American Medical Colleges leadership development programs and hosts the *Women in Medicine and Health Sciences* group, which convenes women faculty across the school for educational and networking events.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

The goal of the UC Davis MPH program is to **provide financial aid to as many students with financial need as possible and to ensure no students leave the program due to financial hardship**. We still may lose potential applicants who cannot afford the cost of attendance, but we try to work with them before making that decision. PDST revenue set aside for return-to-aid, per policy, is spent for various financial aid purposes: a) need-based grant awarding; b) merit stipends; or c) Spring practicum stipends. Below are figures from the last three years on the use of PDST funds that were set aside for financial aid purposes.

2015/2016: PDST was about **\$87K** based on a headcount of 37 students enrolled; 100% was awarded

2016/2017: PDST was about **\$102K** based on a headcount of 42 students enrolled; 100% was awarded

2017/2018: PDST was about **\$95K** based on a headcount of 38 students enrolled; 100% was awarded

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 program also uses 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. For example, in academic year 2017-18, the MPH Program offered fourteen students merit-based awards in the amount of \$5,300. Of the fourteen students to which the awards were given, eight students identified as underrepresented minorities. In academic year 2018-19, the MPH Program recruited a cohort comprised of thirty-seven students. Of the students enrolled, twenty students were Pell recipients, and received grants to offset the costs of the program. The MPH program administration and faculty continue to look for funded practicum experiences and other paid opportunities to offer new students additional resources.

Among the measures we use to evaluate progress toward our affordability goals include indebtedness levels and proportion of students who graduate without debt.

Graduating Class	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent with Debt	71%	82%	68%	47%	62%	56%	55%
Cumulative Debt among Students with Debt	\$29,683	\$20,276	\$20,095	\$21,029	\$28,412	\$24,753	\$41,626

VI.b. 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?

The cumulative debt numbers have fluctuated up and down in the last 7 years. There was a large jump from 2015-6 to 2016-17, which we think students from that cohort came in with less resources to cover their expenses.

The program expects the numbers to stay about the same each year. The hope is to continue to offer generous grants and or fellowships from the program, and to help students find student employment while they are in the program.

	Graduates with Debt	2016-17 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	55%	\$41,626	\$90,000	7%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources: UC: Corporate data
 Comparison institutions: Not available
 Additional Comments: N/A

VI.c. 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.

With student debt at 7% of median salary, we believe debt levels are and will continue to be manageable in light of our proposal, loan repayment programs, and services available to students to help them plan ahead in managing their debt (discussed more below).

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include 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 and the majority of these projects address health disparities or engage directly with underserved populations. The program provides funding, including from PDST sources, to help fund these projects.

The program promotes all types of loan repayment programs that are available to them. These plans help place graduates in jobs working with underserved populations. In July, prior to entering the program the School of Medicine Financial Aid office hosts a webinar specific to the MPH program. This webinar covers how financial aid eligibility is funded, outside loans, federal loans and loan repayment programs. UC Davis Health also partners with SALT to help students plan for, pay for, and repay the cost of their degree, while preparing the student for a successful financial future. SALT offers money management advice, personalized student loan help, and straightforward budgeting tools.

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

While the salary varies by area, type of industry, etc., we do know that a large number of alumni pursue careers in government and nonprofit positions, which are typically lower paid positions than the private sector. Prior to completing the program, we emphasize the broad range of loan repayment programs offered by a number of different agencies, (e.g. National Health Service Corp, Indian Health Service, and state options). Current students and alumni are sent a career newsletter monthly that summarizes open positions and opportunities available to them. We also provide in-depth information to our graduates regarding Public Service Loan Forgiveness and to consider making payments under an income-driven repayment plan. Providing this information allows our

graduates the ability to give thorough consideration to the choice of public service as a possible career path, and highlights these incredible opportunities as a way to handle their significant debt load. In addition to loan repayment programs, quarterly the MPH program hosts networking events with our community members in public health, alumni and faculty. Students are encouraged to attend so they can network and hear firsthand about career opportunities.

MPH students are offered scholarship support during the practicum projects. Students complete an application which is reviewed by program faculty. The funds can be used for travel and supplies or services related to their project. Students are encouraged to ask for matching funds from their preceptor as well. In 2018, 14 stipends were awarded in the amount of \$250 per student. In addition, during the course of the program student are able to hold academic positions such as teaching assistantships and reader positions. These positions offer fee remissions and a salary, which can reduce the student's debt.

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

Information regarding financial aid is provided on the MPH website (<https://health.ucdavis.edu/phs/education/mph/prospective.html>). 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. Students have access to a number of options and this is also explained at recruitment events hosted by the program

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

The MPH program has not provided this information or made it available to students before. Moving forward we will add this information to our recruitment efforts and materials.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

N/A

PART B

IX. 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 multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty only in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2018-19 and multi-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 in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): Text
- 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

IX.b. Below, please provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

A town hall meeting was held on Tuesday, October 16th. This meeting took place after a core course to ensure all students would be in attendance. There were discussion at this meeting and an online survey was sent out following the meeting. Fourteen students responded to the online survey. There were no changes to the report after the student feedback came in. One student asked for an individual visit. Some comments from the students are as follows:

- I'm not savvy at all with creating budgets like this or forecasting cost increases but 5% annual increases seem a bit much. I am judging this increase purely from my own personal context in that I've never received more than a 2% raise even when coupled with an exemplary evaluation. I'm also still paying off my undergrad loans and I'm not yet sure if the value of the UC Davis MPH is justified for the cost, especially since this program sometimes seems to be a little haphazardly put together. We keep talking about how expensive education is in this country and yet we find few solutions to making it more affordable. I know public health is always one of the most underfunded sectors and I assume the same is true whether it's government or academics, so I'm trying to take that into consideration as well...
- If the professional degree supplemental tuition increases, I would like to see more resources and improvements with the program. Some examples would be staff/faculty who understand and are more helpful with downloading SAS and operating SAS. Many students in our cohort are very lost when it comes to SAS and biostats and are provided minimal resources when it comes to troubleshooting. We are told to "Google it" and "Think about it". Even providing videos or a workshop on how to use SAS and SAS basics before summer session. Additionally, we have many complaints with having classes in the basement of the library when we pay this amount for tuition. I think if the tuition were to increase, I would like to see improvements on where our classes are held. Carlson library classrooms has no outlets for us to use (and we took SPH 298 there - which requires our computers) and it is a very uncomfortable space. If possible, there should be an effort to provide spacious classrooms with outlets if our tuition increases. I think the MPH program is great. The accelerated portion and tuition costs of this program is attractive for potential candidates. I don't believe increasing it will defer students from applying. However, I believe the program has areas to grow to make it feel like we are getting our money's worth.
- I'm fine with the proposed increase.
- The handout is thorough and clear.
- We pay a professional fee yet there is always conflict with our classroom location because the other grad/professional programs have priority over the MPH students, some of the faculty teaching some of the courses are not interested in teaching and making it difficult for us to learn the material. Tuition is already quite high and increasing the professional fee for future cohorts won't improve the program.
- Although it shows where the money is being spent, I feel like it doesn't need to be increased. Higher education shouldn't be restricted to only those that can afford it. I applied to the program with barely enough to afford this year. I would have definitely not been able to afford next year.
- I do not think the tuition increase is necessary as graduate students are already paying a lot of money for education now.
- Is there a possibility to discuss that those of us that are doing the 1.5-2 year track lock in the tuition of our entrance year?
- The costs will be prohibitive to completing the degree. The proportionally low salaries of public health professionals should be heavily considered. It appears that the cost to obtain the degree may soon outstrip its financial benefits.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. 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 graduate student leadership 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 Jonathan Minnick on 11/9/2018.
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 Kylee Homecillo and Wesley Yang (MPH Representative) on 10/26/2018.
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:

The plan was shared with the MPH GSA reps on 10/16. The students were sent an email asking if they want to meet separately regarding the plan. Both MPH representatives met with the MPH Program Director, and the Education Director.

Students expressed concern over the PDST increases and the quality of the program. They want better classroom space for their courses. The Education director explained to them how classroom space is allocated on campus and that we use the Carlson Library Classroom to keep them close to the other courses scheduled in the Health Sciences district. They said another added value to the program would be recording classes and having them saved on Canvas. The MPH Director said she would explore that possibility and talk to core course instructors about it. Overall the students want to make sure the program continues to offer a quality program with the increase in fees.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply.

- Agenda item at a regularly scheduled faculty meeting
- 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):

IX.e. Below, please provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

MPH Faculty were sent an email on October 18th from Amber Carrere, PHS Education director, asking them to review the proposed fee increases and to complete the online survey.

Six faculty responded to the online survey. No one requested an individual meeting. Below are the comments from the survey:

- 2018-2019 Professional Degree Supplemental Tuition is too high for CA residents, and too low for nonresidents.
- Given the growing costs of educating students, I unfortunately don't see a way around these fees.
- I understand the need for the increases. I hope some of the increases can be countered by additional student support.
- It seems a little high over the course of 2018-2023?

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

- Plan shared with Jean-Pierre Delplanque on November 08, 2018.
Graduate Dean
- Plan endorsed by Gary S. May on November 26, 2018.
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>