

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2018

- **This form should be completed for** (1) programs seeking to charge Professional Degree Supplemental Tuition (PDST) for the first time, (2) continuing PDST-charging programs whose multi-year plan is expiring, and (3) continuing programs with multi-year plans that have not yet expired if the program is proposing an increase in PDST effective summer or fall 2018 that is greater than that indicated in its approved multi-year plan. All PDST-charging programs are expected to submit a new multi-year plan at least every five years.
- Part A is due **October 23, 2017** and Part B is due **November 3, 2017**.
- **Before completing this form**, refer to the document titled "Deadlines, Instructions, and Planning Assumptions for Professional Degree Supplemental Tuition Proposals Effective 2018-19" for important information about the planning assumptions that should be reflected in the proposal.

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%, as long as the proposed increase does not exceed the amount previously indicated in the program's current multi-year plan, for the President's approval for PDST levels that become effective summer or fall 2018 and summer or fall 2019. All proposals to establish or increase PDST will have been considered under the amended policy by summer or fall 2020.

I. PROGRAM DESCRIPTION AND PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION

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

We propose to increase our PDST for the School of Veterinary Medicine’s Doctor of Veterinary Medicine (DVM) program at a maximum of 3% per year for our multi-year plan. Our school’s primary goal is to: educate world leaders in academic veterinary medicine, veterinary medical practice, and public and environmental health. Our strategies are: (1) attract, mentor, and support the best and the brightest students and trainees; (2) design curriculum and training programs to meet current future societal needs; and (3) lead the field of veterinary medicine by sharing educational expertise and best practices locally, nationally, and internationally. Our strategic plan is posted here: http://www.vetmed.ucdavis.edu/strategic_planning/goals/educate_world_leaders/index.cfm

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 particular years in the table do not apply to your multi-year plan, please leave those columns blank (and 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									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19		2019-20		2020-21		2021-22		2022-23	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$15,594	\$16,062	\$16,542	\$17,034	\$17,544	\$18,066	3%	\$468	3%	\$480	3%	\$492	3%	\$510	3%	\$522
Prof. Degr. Suppl. Tuition (Nonresident)	\$15,594	\$16,062	\$16,542	\$17,034	\$17,544	\$18,066	3%	\$468	3%	\$480	3%	\$492	3%	\$510	3%	\$522
Mandatory Systemwide Fees (CA resident)*	\$12,630	\$12,966	\$13,320	\$13,680	\$14,046	\$14,424	2.7%	\$336	2.7%	\$354	2.7%	\$366	2.7%	\$366	2.7%	\$378
Campus-based Fees**	\$925	\$938	\$951	\$964	\$978	\$991	1.4%	\$13	1.4%	\$13	1.4%	\$13	1.5%	\$14	1.3%	\$13
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)***	\$2,524	\$2,524	\$2,524	\$2,524	\$2,524	\$2,524	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Total Fees (CA resident)	\$31,673	\$32,490	\$33,337	\$34,202	\$35,092	\$36,005	2.6%	\$817	2.6%	\$847	2.6%	\$865	2.6%	\$890	2.6%	\$913
Total Fees (Nonresident)	\$43,918	\$44,735	\$45,582	\$46,447	\$47,337	\$48,250	1.9%	\$817	1.9%	\$847	1.9%	\$865	1.9%	\$890	1.9%	\$913

* 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.

Additional comments:

We do not necessarily plan to increase the PDST 3% every year, but have included the 3% as an upper bound. The 3% represents the year-over-year CPI increase for all urban consumers for the SF-Oakland-SJ region to represent Northern California. The ‘other’ fee is our annual course material fee which we do not plan to change during the period of our multi-year plan.

II. PROGRAM GOAL EVALUATION*

***If your program is proposing to charge PDST for the first time, please proceed to Section III.**

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.

The goals we listed in our last multi-year plan for 2011-12 through 2013-14 were to:

- (1) Maintain the quality of the School of Veterinary Medicine's programs in the face of declining budgets and escalating costs.
- (2) Meet accreditation requirements related to a major change in the curriculum, and the implementation of outcome assessments. This change required more small-group teaching.
- (3) Attract and retain well-qualified faculty.

Describe how you used PDST revenue to advance the goals specified above.

Goal 1: We were able to use the PDST revenue to maintain the quality of the DVM program despite budget reductions that continued through 2012-13 as a result of the recession. We added an outreach program to enhance the pipeline of diverse and socioeconomically disadvantaged potential students (e.g., our SMASH program in collaboration with the College of Agricultural and Environmental Sciences). Our SMASH program (Summer Math And Science Honors) is a college preparation program we offer at UC Davis for thirty 8th grade students from under-represented groups and disadvantaged socio-economic backgrounds. We employed a half-time diversity officer to work with our admissions office to conduct outreach to under-represented individuals for our DVM program. We added another half-time mental health counselor for a total of 1.5 FTE devoted to mental well-being. We have created a Professional Concentration in Personal Development and Leadership program for 1st through 3rd year students (60 hours/6 units) and faculty through University Extension for students and faculty to jointly acquire leadership acumen. This program is open to 20-30 participants annually. Note, we did not increase our PDST in years 2012-13 through 2014-15, nor in 2016-17 through 2017-18. The only PDST increase we have had since 2011-12 was the 2.5% increase in 2015-16.

Goal 2: We used the PDST to compensate faculty members for extraordinary teaching efforts related to this transition in the following ways: provided faculty stipends and honoraria for individuals serving as teaching block leaders; and added the position of Director of Clinical Year Students to ensure students in their clinical year have a faculty advisor and advocate in our teaching hospital during their clinical year. We have also created 15 small group learning rooms within our primary teaching facility Valley Hall to facilitate learning in groups of 8-10 students.

Goal 3: We have attracted and retained well-qualified faculty members. We use a portion of our PDST annually for faculty start-up packages to ensure faculty members launch and maintain their research programs that integrate with their educational delivery.

Please elaborate on the extent to which your program has achieved each of the goals listed above. Please include quantitative indicators of achievement wherever possible.

We believe we have met our goals listed above. We have maintained the high quality of our program and achieved our accreditation standards. We have a high passage of the North American Veterinary Licensing Exam (NAVLE) exam (99% of all students in 2016). According to our work preparedness surveys of our alumni, we believe our students are well-prepared for the workplace. For example, in our most recent survey 95% state that they are prepared to conduct a thorough physical exam on their species of interest. The UC Davis DVM graduates consistently give high ratings for their work preparedness. The school successfully passed our most recent accreditation review in 2011. We have IT system improvements to compute and track outcome assessments by faculty of our students in the required competency areas. Our DVM program has been ranked the #1 DVM program in the country by US News and World Report's most recent ratings. QS World University rankings has ranked our school #1 in veterinary science in the world. We are able to attract and retain our faculty members because of our excellent reputation and our world renowned faculty. We have three National Academy members serving on our faculty (Dean Michael Lairmore, Professor Pat Conrad, Professor Jonna Mazet).

III. PROGRAM GOALS AND EXPENDITURE PLANS

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?

We have only increased PDST levels once in the last six years (since 2011-12). We increased the DVM PDST 2.5% in 2015-16, but other than that there were no PDST increases. We have aimed to work on fundraising for student scholarships, we now allocate \$2.7M in endowment earnings from a \$67M endowment for student scholarships per year.

Our primary goal driven by our strategic plan is to: educate world leaders in academic veterinary medicine, veterinary medical practice, and public and environmental health. Our strategies are: (1) attract, mentor, and support the best and the brightest

students and trainees; (2) design curriculum and training programs to meet current future societal needs; and (3) lead the field of veterinary medicine by sharing educational expertise and best practices locally, nationally, and internationally.

To continue to fulfill these aims, we must continue to offer an excellent DVM program and therefore we need to keep up with fixed cost increases (e.g., fringe benefit increases, faculty salary merit and range increases). Our fundraising success in recent years has permitted us to not raise the PDST even as fixed cost increases occurred. Now our primary goal for fundraising is to replace our outdated teaching hospital. We will launch a public campaign in October for our Veterinary Medical Center. To continue to offer innovative programs and fund the fixed cost increase of our current programs, we propose to increase the DVM PDST by as much as 3% per year. We actually don't plan to increase at this rate every year in the five year plan unless it's warranted by our budget. Our aim is to keep the PDST as low as possible given that a priority of the School is to keep student debt load low.

We propose the following innovations over the next five years that will be funded in part by PDST: (1) continue to fund our exceptional academic programs unit including the SMASH outreach program, our pipeline program to increase our recruitment of the best and most diverse group of students, our 1.5 FTE mental health counselors, our diversity officer, and our new Leadership Concentration; (2) further improve our clinical skills laboratory, and in the coming years we will need to add several more small group learning rooms to support our new block structure curriculum that emphasizes small group learning with an interactive, hand-on, team-based approach.

For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2017-18 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 particular years in the table do not apply to your multi-year plan, please leave those columns blank).

UC Davis/Veterinary Medicine/DVM
Established Program
Established PDST

	Total 2017-18 PDST Revenue	Incremental 2018-19 PDST revenue	Incremental 2019-20 PDST revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Total New PDST Revenue
Faculty Salary Adjustments	\$323,545	\$12,867	\$8,608	\$9,497	\$9,499	\$9,723	\$50,194
Benefits Cost/UCRP Cost	\$797,215	\$31,703	\$21,210	\$23,400	\$23,407	\$23,958	\$123,678
Providing Student Services	\$1,652,428	\$65,713	\$43,964	\$48,503	\$48,516	\$49,658	\$256,354
Improving the Student-Faculty Ratio	\$500,000	\$19,884	\$13,303	\$14,676	\$14,680	\$15,026	\$77,569
Expanding Instructional Support Staff	\$1,646,100	\$65,462	\$43,795	\$48,317	\$48,330	\$49,468	\$255,373
Instructional Equipment Purchases	\$582,000	\$23,145	\$15,484	\$17,083	\$17,088	\$17,490	\$90,290
Providing Student Financial Aid	\$2,090,600	\$127,655	\$85,404	\$94,222	\$94,248	\$96,466	\$497,994
Other Non-salary Cost Increases	\$294,000	\$11,692	\$7,822	\$8,630	\$8,632	\$8,835	\$45,611
Facilities Expansion/Renewal	\$372,000	\$14,794	\$9,897	\$10,919	\$10,922	\$11,179	\$57,711
Other (Please explain in the "Additional Comments" below)	\$350,000	\$13,919	\$9,312	\$10,273	\$10,276	\$10,518	\$54,298
Total use/projected use of revenue	\$8,607,888	\$386,832	\$258,800	\$285,520	\$285,599	\$292,321	\$1,509,072

Additional Comments:

From the 2017-18 commitments listed in the table above, the School allocates over 25% of the professional revenue for financial aid, 20% to our Student Programs and Academic Programs operating budgets to provide student services, 20% to support instructional support staff salaries, and the remaining 35% of the revenue to support faculty salaries, fringe benefit costs, instructional equipment, and faculty start-up packages.

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.

As mentioned above, we have grown our student scholarships endowment through fundraising efforts to \$67M. We allocate \$2.7M per year in student scholarships to students in addition to the return-to-aid component of the PDST and the USAP (financial aid) component of the graduate tuition component of the tuition DVM students pay. The Schools of Veterinary Medicine nationwide are concerned about DVM student debt and our school has been a leader in this effort. There has been a national movement to fundraise to buy-down the student debt with scholarship funds and we are happy to report, although much work remains, our student debt to income ratio last academic year was 1.13:1 (see more details below in the affordability section of this plan).

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

Not applicable, however we reserve the right to charge less than a 3% increase in any given year if we have the funds to do so.

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

	Enrollment					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Resident	512	520	520	520	520	520
Domestic Nonresident	37	38	38	38	38	38
International	3	2	2	2	2	2

IV. MARKET COMPARISONS: TOTAL CHARGES

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 other programs or only private comparators, please list those.

We chose the following seven comparators:

- University of Florida
- Ohio State University
- University of Minnesota
- Colorado State U.
- Cornell University
- Tufts University
- U. Pennsylvania

Tufts and Penn are the two private comparators.

Please indicate the total first-year student tuition and fee charges of the comparison institutions in the table on the next page. To project your program’s total charges after 2018-19, assume annual increases in Tuition, the Student Services Fee, and campus-based fees of 2.5%, 5%, and 3%, respectively. To project your comparators’ total charges after 2018-19, assume 3% annual increases, unless your program has compelling justification for using a different figure.

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

Program has completed and attached the total charges to complete a degree template.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

UC Davis/Veterinary Medicine/DVM
Established Program
Established PDST

	Actuals	Projections					Increases/Decreases									
	17-18	18-19	19-20	20-21	21-22	22-23	2018-19		2019-20		2020-21		2021-22		2022-23	
University of Florida	\$28,790	\$29,654	\$30,543	\$31,460	\$32,403	\$33,376	3%	\$864	3%	\$890	3%	\$916	3%	\$944	3%	\$972
Ohio State University	\$31,185	\$32,121	\$33,084	\$34,077	\$35,099	\$36,152	3%	\$936	3%	\$964	3%	\$993	3%	\$1,022	3%	\$1,053
University of Minnesota	\$31,700	\$32,651	\$33,631	\$34,639	\$35,679	\$36,749	3%	\$951	3%	\$980	3%	\$1,009	3%	\$1,039	3%	\$1,070
Colorado State U.	\$33,938	\$34,956	\$36,005	\$37,085	\$38,198	\$39,343	3%	\$1,018	3%	\$1,049	3%	\$1,080	3%	\$1,113	3%	\$1,146
Cornell University	\$34,750	\$35,793	\$36,866	\$37,972	\$39,111	\$40,285	3%	\$1,043	3%	\$1,074	3%	\$1,106	3%	\$1,139	3%	\$1,173
Tufts University	\$49,086	\$50,559	\$52,075	\$53,638	\$55,247	\$56,904	3%	\$1,473	3%	\$1,517	3%	\$1,562	3%	\$1,609	3%	\$1,657
U. Pennsylvania	\$57,977	\$59,716	\$61,508	\$63,353	\$65,254	\$67,211	3%	\$1,739	3%	\$1,791	3%	\$1,845	3%	\$1,901	3%	\$1,958
Residents																
Public Average	\$32,073	\$33,035	\$34,026	\$35,047	\$36,098	\$37,181	3%	\$962	3%	\$991	3%	\$1,021	3%	\$1,051	3%	\$1,083
Private Average	\$53,532	\$55,137	\$56,792	\$58,495	\$60,250	\$62,058	3%	\$1,606	3%	\$1,654	3%	\$1,704	3%	\$1,755	3%	\$1,808
Public and Private Average	\$38,204	\$39,350	\$40,530	\$41,746	\$42,999	\$44,289	3%	\$1,146	3%	\$1,180	3%	\$1,216	3%	\$1,252	3%	\$1,290
Your program	\$31,673	\$32,490	\$33,337	\$34,202	\$35,092	\$36,005	3%	\$817	3%	\$847	3%	\$865	3%	\$890	3%	\$913
Nonresidents	17-18	18-19	19-20	20-21	21-22	22-23										
Texas A&M University	\$34,286	\$35,315	\$36,374	\$37,465	\$38,589	\$39,747	3%	\$1,029	3%	\$1,059	3%	\$1,091	3%	\$1,124	3%	\$1,158
University of Wisconsin	\$42,484	\$43,759	\$45,071	\$46,423	\$47,816	\$49,251	3%	\$1,275	3%	\$1,313	3%	\$1,352	3%	\$1,393	3%	\$1,434
NC State University	\$45,160	\$46,515	\$47,910	\$49,348	\$50,828	\$52,353	3%	\$1,355	3%	\$1,395	3%	\$1,437	3%	\$1,480	3%	\$1,525
University of Florida	\$45,500	\$46,865	\$48,271	\$49,719	\$51,211	\$52,747	3%	\$1,365	3%	\$1,406	3%	\$1,448	3%	\$1,492	3%	\$1,536
Cornell University	\$50,980	\$52,509	\$54,085	\$55,707	\$57,378	\$59,100	3%	\$1,529	3%	\$1,575	3%	\$1,623	3%	\$1,671	3%	\$1,721
Tufts University	\$53,958	\$55,577	\$57,244	\$58,961	\$60,730	\$62,552	3%	\$1,619	3%	\$1,667	3%	\$1,717	3%	\$1,769	3%	\$1,822
U. Minnesota	\$56,972	\$58,681	\$60,442	\$62,255	\$64,122	\$66,046	3%	\$1,709	3%	\$1,760	3%	\$1,813	3%	\$1,868	3%	\$1,924
U. Pennsylvania	\$57,977	\$59,716	\$61,508	\$63,353	\$65,254	\$67,211	3%	\$1,739	3%	\$1,791	3%	\$1,845	3%	\$1,901	3%	\$1,958
Colorado State U.	\$58,970	\$60,739	\$62,561	\$64,438	\$66,371	\$68,362	3%	\$1,769	3%	\$1,822	3%	\$1,877	3%	\$1,933	3%	\$1,991
Ohio State University	\$69,561	\$71,648	\$73,797	\$76,011	\$78,292	\$80,640	3%	\$2,087	3%	\$2,149	3%	\$2,214	3%	\$2,280	3%	\$2,349
Public Average	\$50,489	\$52,004	\$53,564	\$55,171	\$56,826	\$58,531	3%	\$1,515	3%	\$1,560	3%	\$1,607	3%	\$1,655	3%	\$1,705
Private Average	\$55,968	\$57,647	\$59,376	\$61,157	\$62,992	\$64,882	3%	\$1,679	3%	\$1,729	3%	\$1,781	3%	\$1,835	3%	\$1,890
Public and Private Average	\$51,585	\$53,132	\$54,726	\$56,368	\$58,059	\$59,801	3%	\$1,548	3%	\$1,594	3%	\$1,642	3%	\$1,691	3%	\$1,742
Your Program	\$43,918	\$44,735	\$45,582	\$46,447	\$47,337	\$48,250	2%	\$817	2%	\$847	2%	\$865	2%	\$890	2%	\$913

Source(s):Comparators websites.

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. (If a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included.)

We chose these comparators because they are highly regarded and ranked programs and considered our peers across the 30 Schools and Colleges of Veterinary Medicine in the US. Our program is ranked first in the country by rating organizations described earlier.

If you assumed increases above or below 3% for your comparison institutions, how were those projected tuition and fee increases determined?

We assumed all comparators would increase by 3% per year.

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

Our program costs are below the program average for public institutions and below the public and private average. University of Pennsylvania and Cornell University are considered our closest peers. We believe we provide a fair tuition and fees package for the highest quality DVM program.

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

Our DVM program has been ranked #1 in the country by US News and World Report and #1 in the world for veterinary science by QS World University rankings. We believe our program is unique in offering students an excellent educational experience. Our teaching hospital is home to 34 specialties and we have a world-renowned faculty.

V. ENROLLMENT AND DIVERSITY STRATEGY

In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available.

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 2018-19; new programs are those that seek to enroll students for the first time in 2018-19. For established programs, provide data for academic years 2014-15 to 2016-17. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	2014-15	2015-16	2016-17	Publics	Privates
Ethnicity					
Underrepresented					
African American	1.10%	0.70%	1.30%		
Chicanx/Latinx	6.90%	7.20%	8.90%		
American Indian	1.30%	1.30%	1.30%		
<i>Subtotal Underrepresented</i>	<i>9.3%</i>	<i>9.2%</i>	<i>11.5%</i>	<i>0%</i>	<i>0%</i>
Asian/East Indian	13.2%	13.9%	20.8%		
White	47.8%	50.8%	62.7%		
Other/ Unknown	28.8%	24.7%	3.6%		
International	0.9%	1.4%	1.4%		
Total	100%	100%	100%	0%	0%
Socioeconomic					
% Pell recipients	20.7%	27.9%	27.2%		
Gender					
% Male	19.7%	18.0%	16.1%	20%	20%
% Female	80.3%	82.0%	83.9%	80%	80%

Sources:
UC ethnicity, socioeconomic status: UC Corporate data
Comparison institutions: AAVMC Comparative Data Report 2016-17

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?

The UC Davis School of Veterinary Medicine has worked hard to increase racial and ethnic diversity in our DVM program. Our percentage of under-represented students has increased by a modest amount from 15-16 to 16-17 (from 9.2% to 11.5%). Our strategy is to continue to outreach to diverse groups and develop a pipeline of diverse applicants. We have a diversity officer who conducts outreach and recruitment to schools and colleges in search of qualified applicants from diverse backgrounds.

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). What is your strategy for promoting access for students from low socioeconomic backgrounds?

We do not have data on other Veterinary Schools and Colleges trends in enrolling students from lower socioeconomic backgrounds. For the last 2 years we have increased the percentage of students from lower socioeconomic backgrounds from 20% to 27%. We have scholarship funds we use to create financial packages to attract this group of students. Our diversity and admissions officers aim to recruit qualified students from lower socioeconomic backgrounds and racial and ethnically diverse backgrounds.

In addition to our fairly new SMASH program described above, we offer our Summer Enrichment Program (SEP) which began over 25 years ago and has welcomed college students around the world. It is designed to provide disadvantaged students with activities that will enhance their preparation to veterinary school. This is a five-week intensive summer program designed for college level students. The program accommodates 12 students each summer.

Students will have the opportunity to obtain some veterinary experience through rotations at the UC Davis Veterinary Medicine Teaching Hospital. Some of the rotations previously featured in SEP rotations include Community Medicine, Small Animal Surgery, Equine Medicine, Equine Surgery, CAPE (Exotics), Behavior, Dermatology, Ophthalmology, and more. The SEP students shadow the faculty and veterinary students. Students will be required to make presentations, participate in mock MMI situations, and come to all lectures provided. All students are expected to complete the entire five weeks (Monday through Friday) and all components of the program. The day begins with clinical rotations and ends with lectures/labs/field trips.

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? What will be your strategy for promoting gender parity in your program?

Our program is approximately 80% female. We have the opposite situation that most graduate and professional programs in the sciences have. Our recruiters aim for a gender-inclusive, diverse class each year.

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.

We expect the upward trend in the number of students to continue to increase for underrepresented minorities and Pell Grant recipients. We expect to remain gender inclusive.

VI. 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?

We aim to reduce student debt and increase student starting salaries. Our student debt is below the mean among our veterinary school peers. In 2015-16 our average student debt was \$101,302 and the mean student debt load across all 30 accredited veterinary schools was \$132,901. Our median starting salary for 2015-16 was \$90,000 for those that had taken a full-time position. For those that had chosen to pursue further advanced education, the median starting salary was \$45,700. We have a Career, Leadership, and Wellness (CLAW) center that we started in 2014 to provide career development services to our students to assist them in their career search.

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

All students are eligible for return-to-aid and USAP funds. We provide \$7,100 per student in combined RTA from professional fees and USAP funds to each student each year. Also, all first year students receive a \$500 computer grant for the purchase of a computer. Finally we are able to allocate \$2.7M annually in student scholarship funds through our student scholarship endowment earnings funds from our \$67M endowment for student scholarships.

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.

The SVM offers a significant opportunity for scholarship funding to support a student’s tuition and fees. As mentioned above the school allocates \$2.7 million per year in scholarship funding from the earnings from our \$67 million endowment. Scholarships are not awarded equally and are targeted by the student interest and merit, some will receive more and some less due to the specific nature of certain scholarship (e.g., some are for those students who choose to focus on livestock veterinary studies). Our goal is to minimize student debt, thereby permitting graduates to choose careers based on their interest and not to solely achieve the highest paying position to pay down their debt.

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

We provide potential applicants with information via our website and at recruitment events that we participate in at the UC’s and CSU’s. We also provide materials to our Veterinary Student Outreach (VSO) club, comprised of current students. The VSO visits regional high schools and middle schools to share information about our school and what it is like learning to become a veterinarian. The school also invites pre-veterinary clubs from the CSUs and UCs to visit the school, attend classes, and observe clinics. At this time we explain the admissions process and the financial aid program.

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

Graduating Class	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent with Debt	89%	90%	93%	89%	83%	87%	69%
Cumulative Debt among Students with Debt	\$112,420	\$119,916	\$129,402	\$132,802	\$133,992	\$139,338	\$146,128

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?

One additional note about student indebtedness in the DVM program, the average debt for all students that graduate in 2015-16 was \$101,302 which is below the national average across our 30 accredited veterinary schools in the US of \$132,901. UC Davis’ School of Veterinary Medicine is making progress by offering scholarships to students (\$2.7M per year) from our \$67M scholarship endowment. Also, it should be noted that the percentage of students with debt has decreased markedly from as high as 93% in 2011-12 to 69% in 2015-16. Our debt to starting income ratio is 1.13:1 which is fairly low.

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 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. If you describe starting salary using a measurement other than the median, please note that in the table below and explain in the “additional comments” section below.

	Graduates with Debt	2015-16 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	69%	\$146,128	\$90,000	23%
Public comparisons	%	\$	\$	#VALUE!
Private comparisons	%	\$	\$	#VALUE!

Sources:

UC: Corporate data; AVMA – UC Davis Survey of Graduating Senior Veterinary Students 2017

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.

Our School remains concerned about student loan debt and continues to fundraise to offer more scholarships to students. We are pleased to see the median starting salary has increased to \$90,000. We think student loan debt is not yet as low as we would like it and therefore continue to prioritize cost containment and fundraising.

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?

The recent data reveal that there is not a significant difference between private sector practice median salaries and public sector median salaries. As mentioned above our school makes a concerted effort to enable students graduate without a lot of debt through aggressive fundraising for scholarships for students. Each year, in addition to the PDST return to aid and USAP funding, we allocate \$2.7M in scholarship funds from our \$67M scholarship endowment. In total we are allocating ~6.7M in aid to our students per year.

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?

Our program participates in an annual survey performed by the American Association of Veterinary Medical Colleges (AAVMC) that collects data on US and International Schools and Colleges of Veterinary Medicine including student debt load. We share this information with our students in various venues including meetings with our student leadership group (SCAVMA) and in town hall presentations. We are pleased to see that our average debt load is below the average of the other veterinary schools and colleges, but it is something we constantly target for improvement. The results from our salary surveys are posted on our intranet.

VII. OTHER

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.).

The UC Davis School of Veterinary Medicine is proud of our program including our shift to a block curriculum that emphasizes both small group interactive instruction as a complement to didactic instruction. We aim to remain innovative and to pursue excellence in teaching to offer our students an affordable, top level Doctor of Veterinary Medicine degree.

VIII. SUPPLEMENTAL QUESTIONS FOR PROGRAMS PROPOSING TO CHARGE PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR THE FIRST TIME IN SUMMER OR FALL 2018

Please describe the program for which you propose to charge 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 by the Coordinating Committee on Graduate Affairs (CCGA), the systemwide Academic Senate committee responsible for reviewing and approving the academic plans of all campus proposals for new graduate degree programs? The President must approve implementation of the program. Program approval at both the campus and systemwide levels is necessary for program implementation. A proposed new program that a campus has submitted to CCGA and UCOP 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).

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”?

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 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)

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) 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

We held two town hall sessions at the noon hour on 9/22/17 and 10/2/2017 and presented a PowerPoint presentation (attached) that described our multi-year fee proposal. We invited the Director for State Government Affairs Adrian Lopez and our financial aid officer from the Office of Financial Aid Miriam Magana. The presentation was 20 minutes and we had an engaged discussion for 40 minutes afterward. We also posted our proposal on our school-wide intranet and invited review and feedback from faculty and students via email. Finally, we also presented our multi-year fee proposal at our Faculty Executive Committee meeting.

Attach the feedback written by students of the program during the opportunities for consultation checked above and describe below any proposal changes as a result of this feedback.

We received the attached student feedback, and also we received the following feedback from students at the two town-hall meetings held on 9/22 and 10/2:

- (1) Students were interested to know the amount of debt and starting salaries of the UC Davis School of Medicine students as a comparison to their own program. The average student debt for SOM students from 2013-14 was \$154,576 and their average starting salary was \$51,250. Most medical school graduates move to residencies or internships after graduation, therefore their starting salaries don't reflect a full professional salary.
- (2) Students had an idea to set the professional fees and tuition as an inverse function of student debt (e.g., if debt is higher than average, tuition is lower than average).
- (3) Students suggested packaging financial aid to attract students based on various characteristics including career interest (e.g., large animal specialties) or socioeconomic background.
- (4) Students wanted to know what percentage of core funds used by the school (state funds, tuition, indirect cost return, and professional fees) were funded by students. We computed that 18% of the school's core funds were funded through professional fees and tuition.
- (5) Students requested that if fees were increasing that other services be offered to them. DVM students requested that their third year surgical packs be paid by the school. The school is evaluating this request currently.
- (6) Students had questions about the computer grants of \$500 offered to DVM students. They asked if the amount could possibly be increased and why new computers were required for first year students. Why couldn't they bring their own that they were currently using? The school is considering offering a higher dollar amount for computer grants. New computers from a select set of models are required to ensure our IT group can easily maintain them throughout the four years that they are matriculating with us. We have learned that older computers or unique models take more time to maintain. Students are provided with Mac and Windows computer options.

In addition to consultation with program students and faculty, please confirm that this multi-year plan 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 GSA Chair Roy Taggug on 10/17/2017.
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 Student Chapter of the American Veterinary Medical Association on 10/9/2017.
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:

Consultation with faculty

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): 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.

There was no written feedback provided by faculty members, however several attended at least one of the town-hall meetings and provided verbal feedback there. Also, the Faculty Executive Committee provided feedback at the FEC meeting where the proposal was presented on September 18, 2017.

- (1) Faculty members also asked about the UC Davis School of Medicine's student debt upon graduation. See answer above.
- (2) Faculty members wanted clarity on fellowships for MPVM student fellowships. Our MPVM program's faculty chair stated that the aim is to award most if not all students with some fellowship funding in addition to the return-to-aid and USAP funds allocation of \$5,644 per student per year.
- (3) Faculty members requested that the student tuition and fees charts in the attached presentation be expanded to include 2008-09.
- (4) Two faculty members explicitly stated that fee increases based on the change in the consumer price index appeared fair and reasonable.

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

- Plan shared with Vice Provost and Dean of Graduate Education Prasant Mohapatra on 10/17/2017.
Graduate Dean
- Plan endorsed by Chancellor Gary May on 10/20/2017 .
Chancellor¹

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