

## **Section 6. Professional Degree Students**

### **GOALS**

In addition to preparing graduate academic students, the University of California is also responsible for preparing professional degree students to enter a wide variety of professions that are critical to California, such as law, medicine, business, architecture, public policy and the arts. Included among its professional school offerings is the largest health sciences instructional program in the nation. The doctors, nurses, dentists, pharmacists, optometrists and veterinarians the University trains help deliver essential health care services to the people of California.

### **NARRATIVE**

Historically, UC's professional schools offered a top-quality education at a reasonable price. Beginning in 1994 and in response to state budget cuts, the University implemented professional degree fees to build the resources necessary for professional schools to recruit and retain excellent faculty, provide an outstanding curriculum, and attract high-caliber students. These fees are levied in addition to the mandatory Education and Registration fees that are set by the Board of Regents and required from all students.

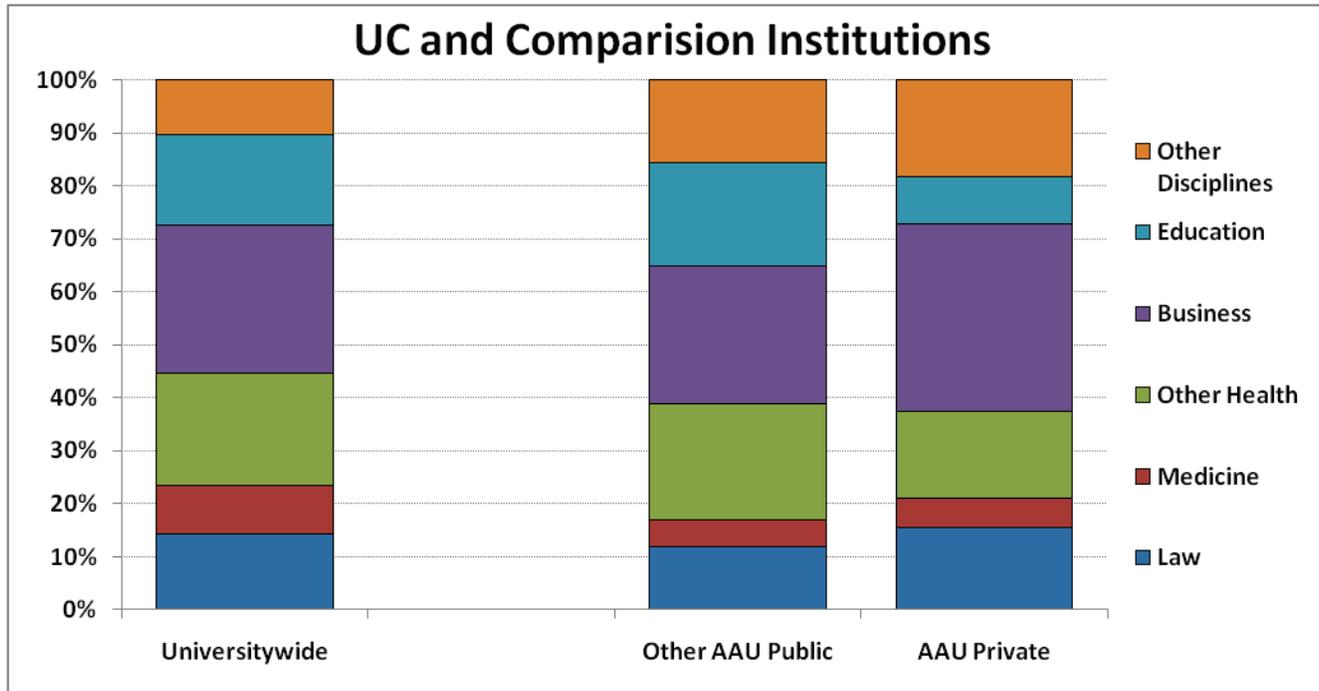
The indicators in this section document the number and range of professional degrees UC awards, professional degree fees by discipline, debt levels of professional degree students at graduation and medical and law students' success, not just at earning their degrees, but at passing major certification and licensing exams.

### **LOOKING FORWARD**

The professional degree fees that were first introduced in 1994 for students in medicine, dentistry, business and law have over the years increased in amount and been extended to many other professional degree programs. While the fees provide essential support to the professional degree programs, they potentially have adverse impacts on diversity, access and student debt. Further, they could restrict the career paths of students interested in pursuing public interest careers. Accordingly, the indicators in this section provide important baseline measures that will enable the University to carefully monitor the impact of professional degree fee increases on diversity, access, student debt and other indicators on an ongoing basis.

### Indicator 36

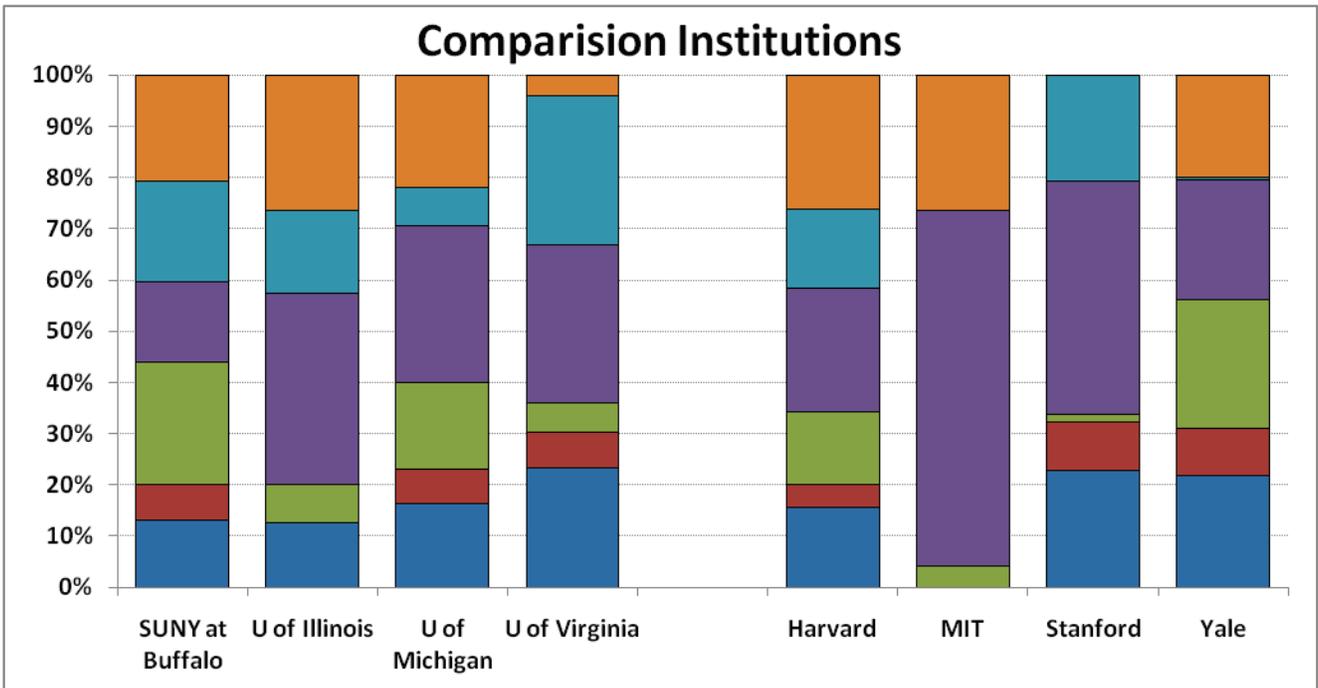
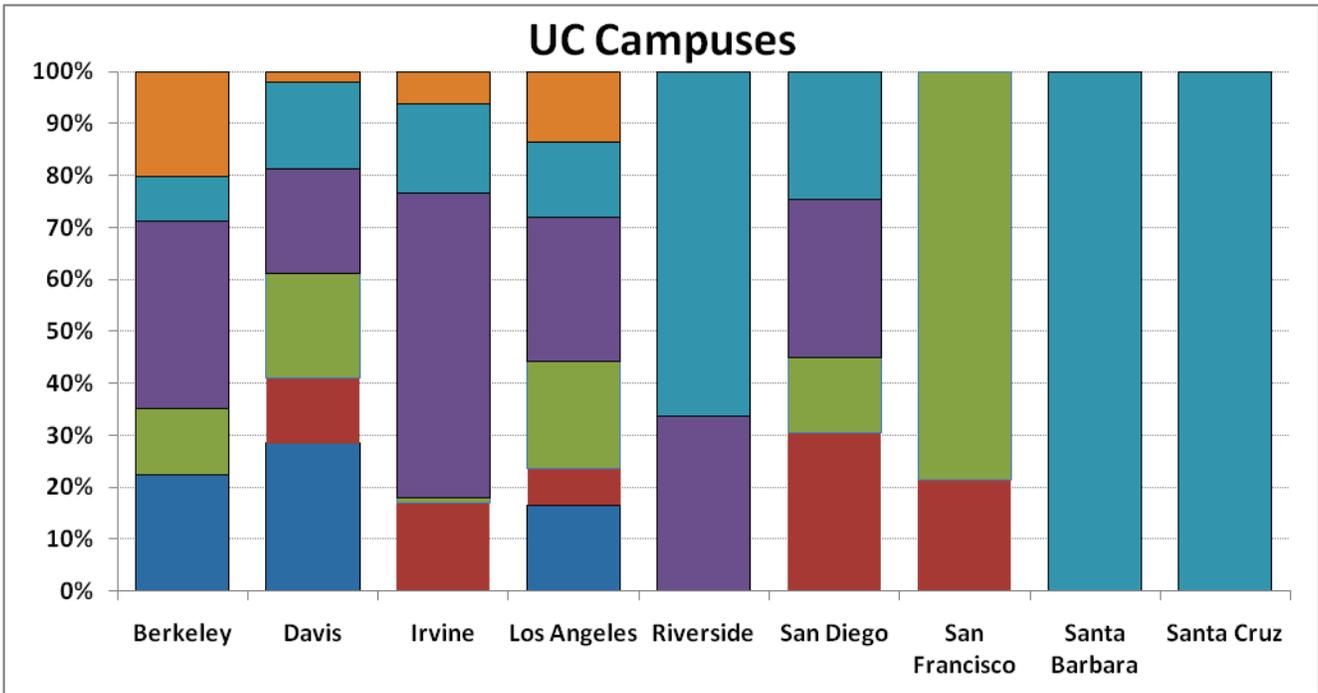
### Professional Degrees Awarded by Discipline, UC and Comparison Institutions, 2007-08



- The 10 UC campuses awarded 5,678 professional degrees in 2007-08.
- The largest share of professional degrees that UC awarded was in the health sciences—medicine, dentistry, nursing, optometry, pharmacy, public health and veterinary medicine (30 percent in medicine and other health fields combined). This was followed by business (28 percent), education (17 percent) and law (14 percent). These proportions were relatively similar across both public and private comparison institutions.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Completions Survey

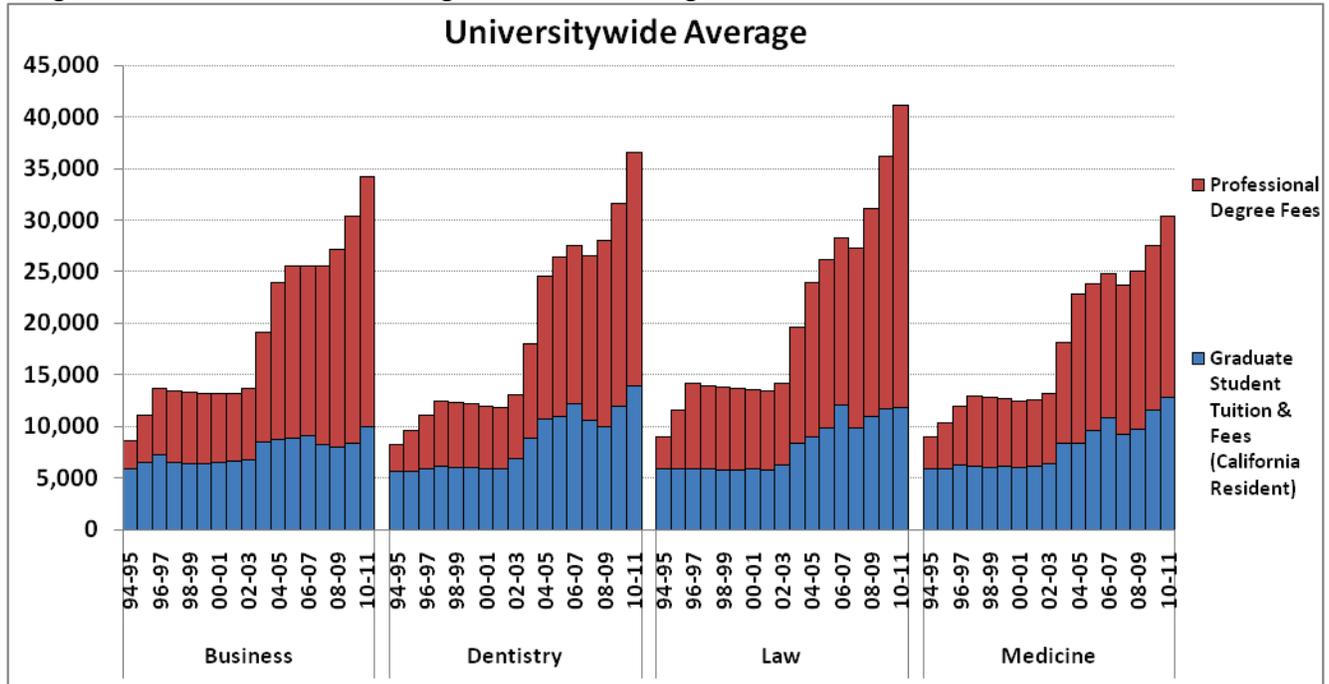
**Indicator 36 (continued) Professional Degrees Awarded by Discipline, UC and Comparison Institutions, 2007-08**



## Indicator 37

### Tuition and Fees by Professional Degree Program, Universitywide, 1994-95 to 2010-11

Programs with Professional Degree Fees Starting in 1994-95



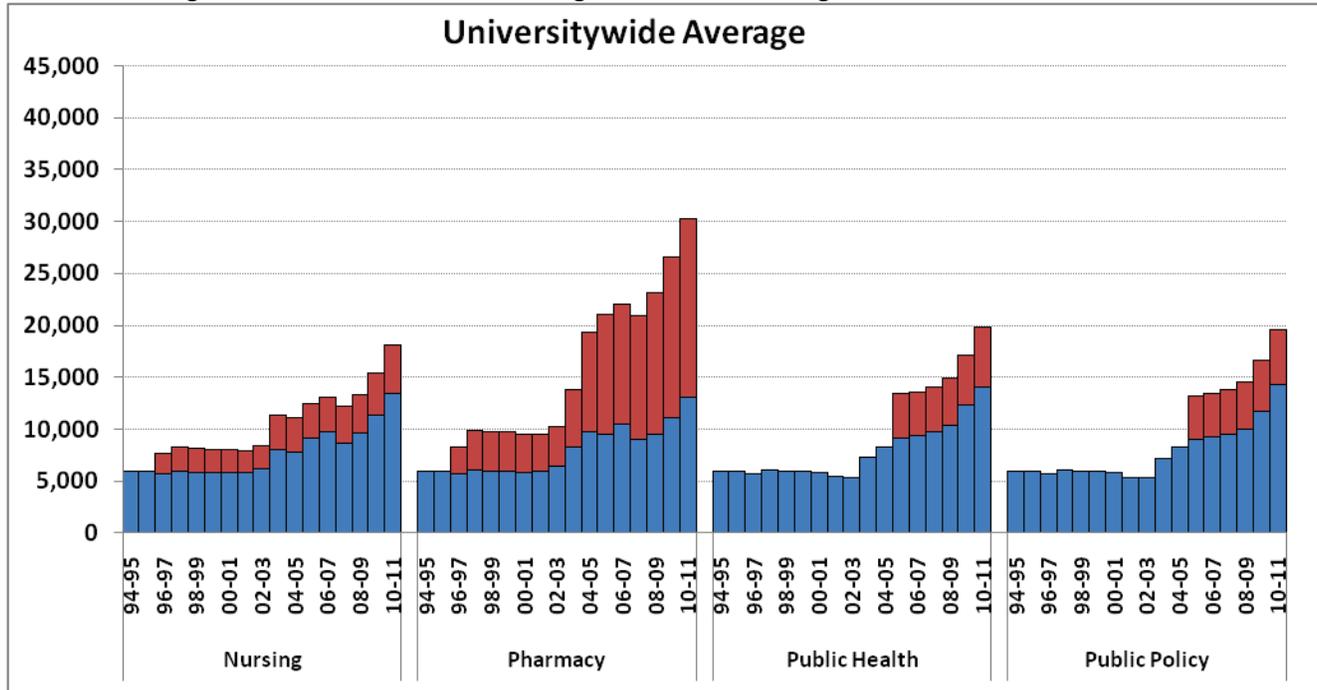
Note: Includes mandatory systemwide fees and campus-based fees; excludes non-resident tuition; figures adjusted for inflation.

- Many of UC's professional degree programs charge a professional degree fee in addition to mandatory systemwide fees, campus-based fees and, when appropriate, non-resident tuition.
- In 2009-10, professional degree fees were charged to students enrolled in business, dentistry, law, medicine, nursing, optometry, pharmacy, public health, public policy, theatre, film and television, international relations and pacific studies, veterinary medicine and preventive veterinary medicine.
- For 2010-11, the University also will charge professional degree fees for programs in architecture, environmental design, information management, physical therapy, social welfare and urban planning on selected campuses.
- In 2009-10, professional degree fees ranged from \$4,000 for preventive veterinary medicine at Davis to \$25,675 for business at Berkeley.

Source: UCOP Budget and Capital Resources. Some program fees vary by campus; in this case, the midpoint is shown in the graph above.

**Indicator 37 (continued) Tuition and Fees by Professional Degree Program, Universitywide, 1994-95 to 2010-11**

Selected Programs with Professional Degree Fees Starting after 1994-95

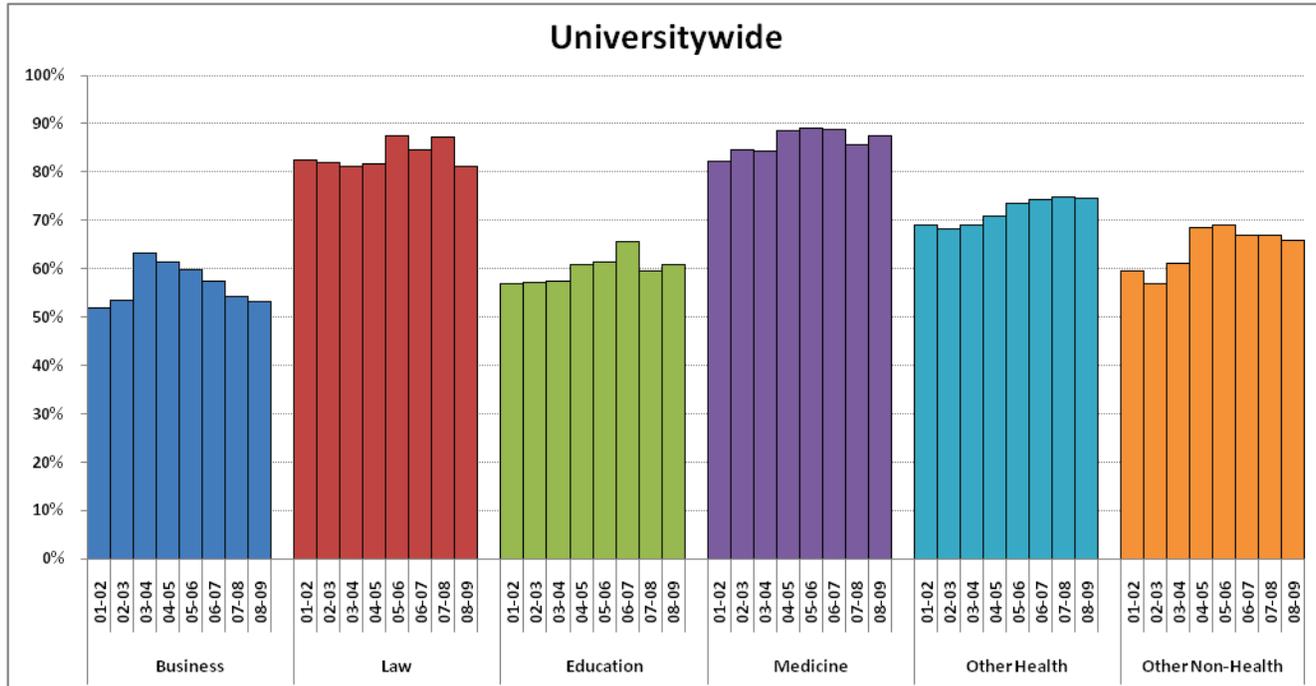


Note: Includes mandatory systemwide fees and campus-based fees; excludes non-resident tuition; figures adjusted for inflation.

- The graph above shows professional degree fees that were charged in professional programs housed at multiple campuses. Not shown are professional degree fees at individual campuses; these include Optometry (Berkeley); Theater, Film & Television (Los Angeles); International Relations and Pacific Studies (San Diego); and Veterinary Medicine (Davis).

## Indicator 38

### Percent of UC Professional Degree Students Graduating with Debt, by Discipline, 2001-02 to 2008-09

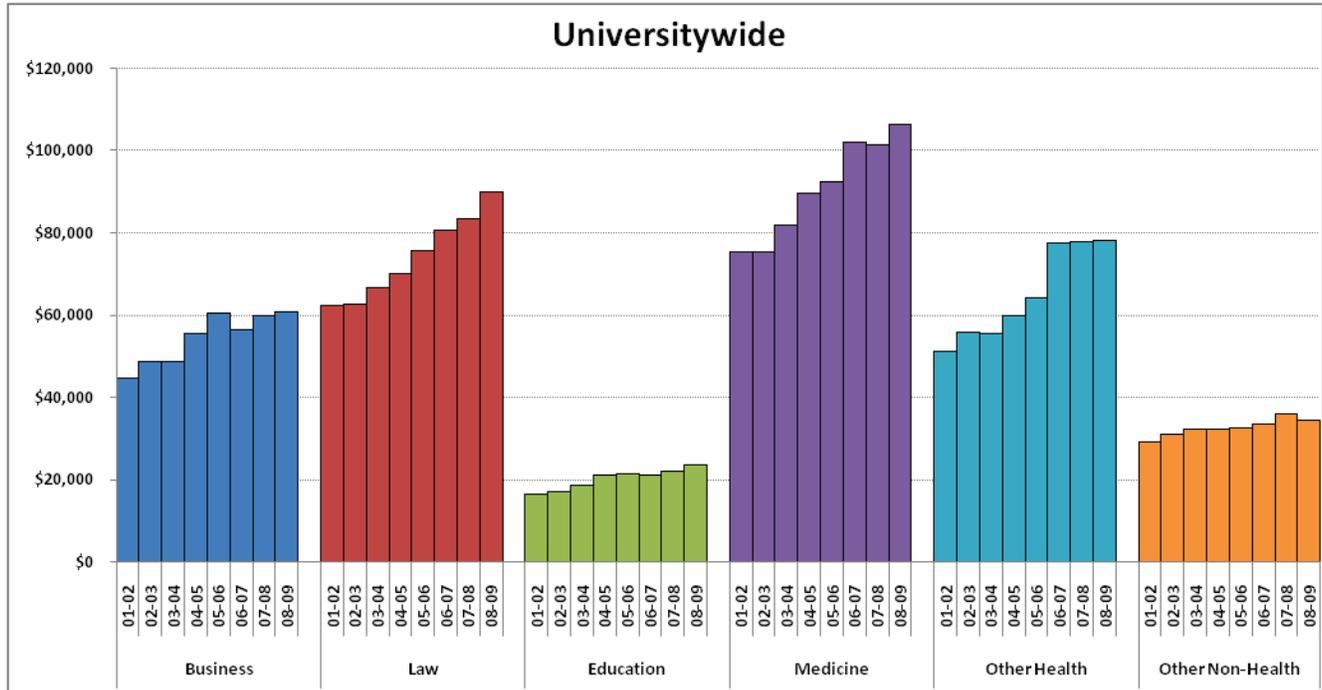


- The percent of professional degree students who graduate with debt varies by discipline, ranging from almost 90 percent in medicine to slightly more than 50 percent in business. Within specific disciplines, the proportion of students graduating with debt has been relatively stable over the past eight years; however, in certain disciplines average debt levels of students who borrowed have risen (see Indicator 39).
- About two-thirds of aid awarded to professional degree students is in the form of loans, primarily from federal loan programs, rather than fellowships or grants. A greater reliance on loans is considered appropriate for professional degree students because their programs are shorter and their incomes after graduation tend to be higher than those of other graduate students.
- Professional degree students who choose careers in the public interest often forego higher incomes, thus these students may be less able to meet their debt repayment obligations. Therefore, in certain disciplines, such as law and business, University funds also are used for loan repayment assistance programs (LRAPs). Other LRAPs are funded at the federal, state or regional level to encourage students to serve specific populations (e.g., to work as physicians in medically underserved areas).
- Other UC professional schools are continuing to evaluate the appropriate mix of loan assistance and increased fellowship support to ensure that public interest careers remain a viable choice for their graduates.

Source: UCOP Corporate Student System

## Indicator 39

### Average Debt of UC Professional Degree Student Borrowers at Graduation, by Discipline, 2001-02 to 2008-09



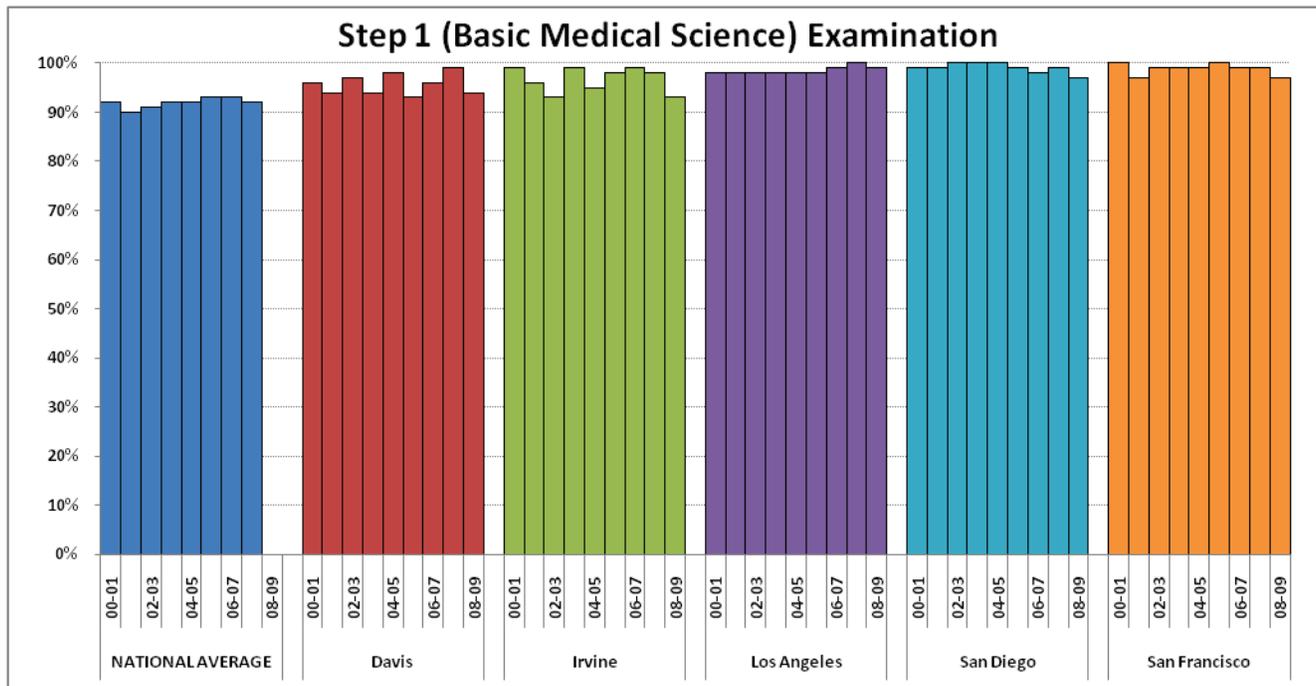
Note: Figures are in inflation-adjusted 2007 dollars.

- Recent increases in average debt among professional degree program graduates reflect a combination of several factors, including increases in professional degree fees that have occurred since 2002-03 and increased access to, and awareness of, federal student loan programs.
- In general, higher levels of student debt are found in disciplines with high levels of potential earnings (e.g., law, medicine, dentistry and optometry).
- The percentage of professional degree students graduating with debt and average student debt levels are two, among several other, affordability indicators that the University is monitoring on an ongoing basis.

Source: UCOP Corporate Student System

## Indicator 40

### United States Medical Licensing Examination Pass Rates, 2000-01 to 2008-09

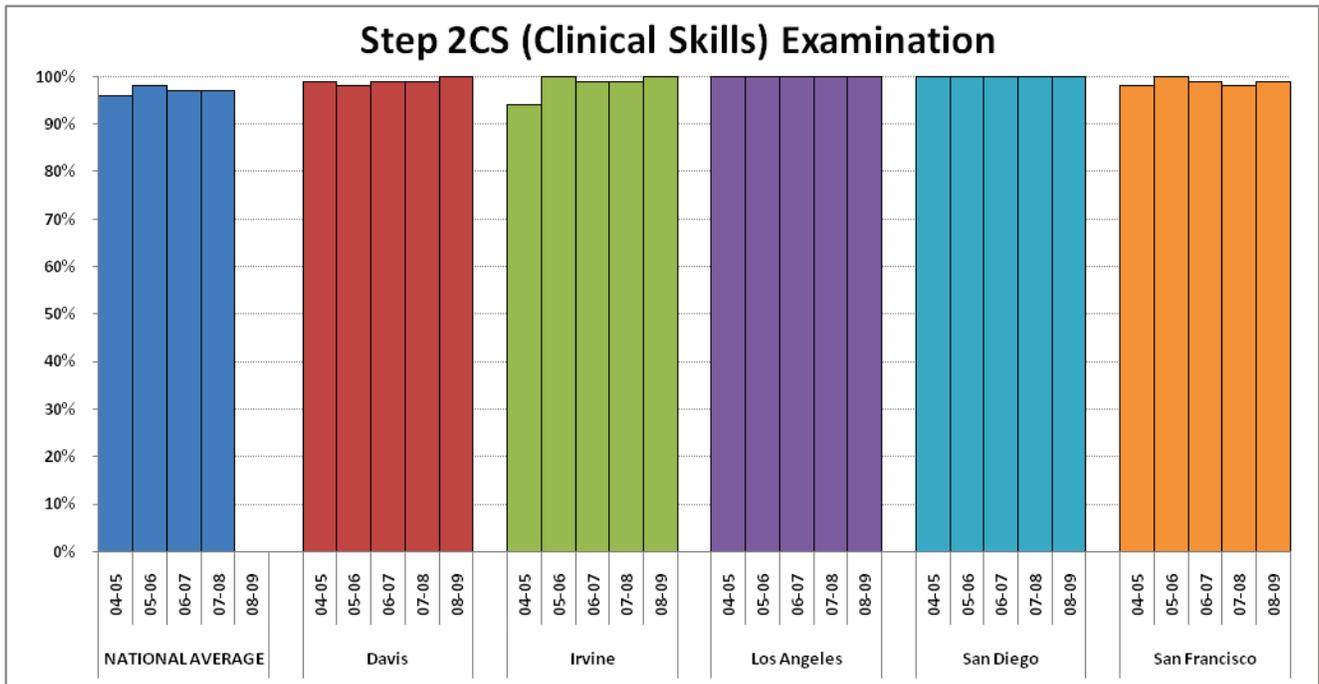
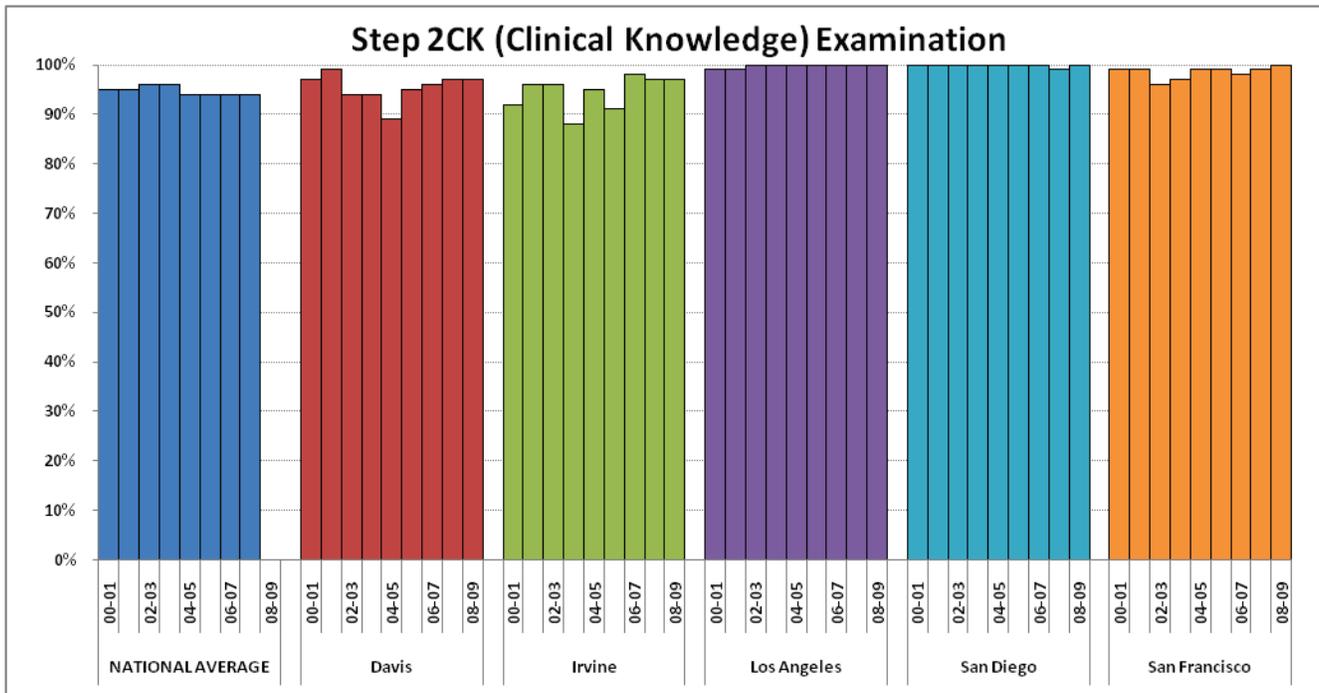


Note: Data presented here represent overall pass rates; students can take the MLE exams multiple times if they do not pass.

- Sponsored by the Federation of State Medical Boards and the National Board of Medical Examiners, the United States Medical Licensing Examination is the examination for medical licensure in the United States.
- Step 1 assesses whether a student understands and can apply important concepts of the sciences basic to the practice of medicine, with special emphasis on principles and mechanisms underlying health, disease and modes of therapy.
- Step 2 assesses whether a student can apply medical knowledge, skills and understanding of clinical science, including emphasis on health promotion and disease prevention. Step 2 ensures that attention is devoted to principles of clinical sciences and basic patient-centered skills that provide the foundation for the safe and competent practice of medicine.
- Step 2 has two components: Clinical Knowledge (CK) and Clinical Skills (CS). Step 2 CK uses the multiple-choice examination format to test clinical knowledge. Step 2 CS uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations and communicate their findings to patients and colleagues.

Source: UCOP data collection

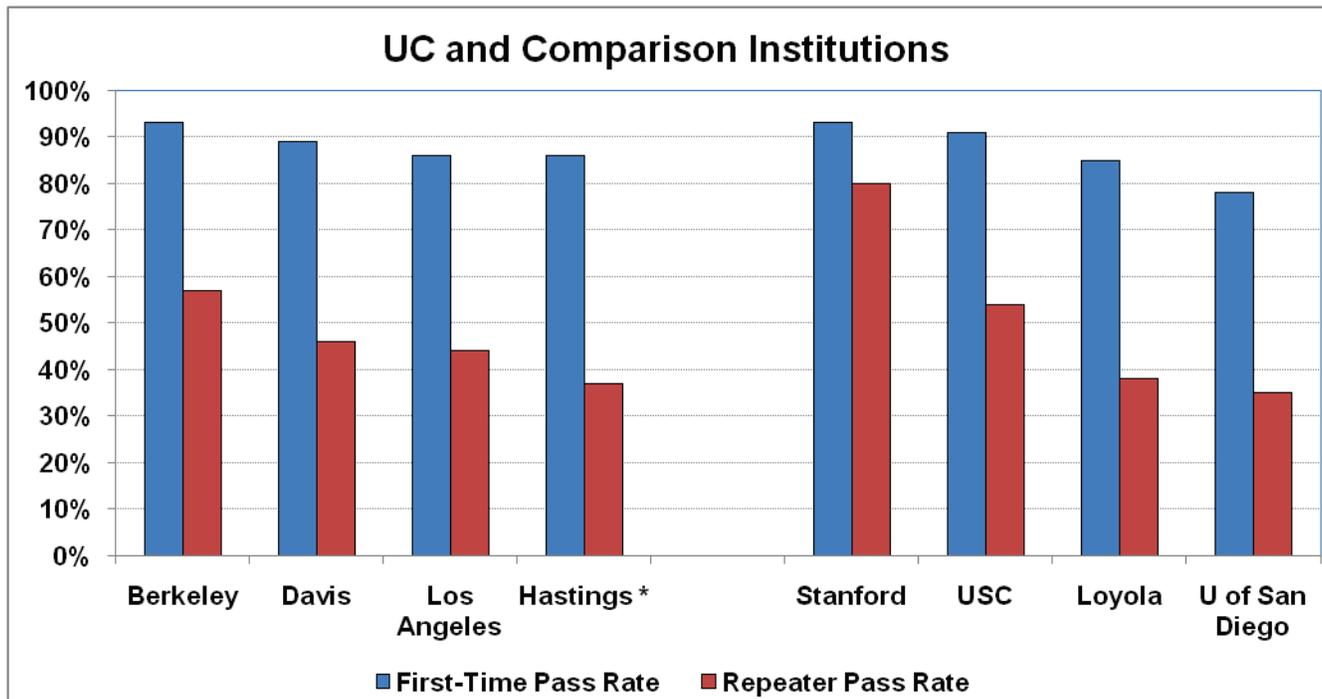
**Indicator 40 (continued) United States Medical Licensing Examination Pass Rates, 2000-01 to 2008-09**



Note: The Step 2CS examination began in 2004-05; national data are not currently available for 2008-09.

**Indicator 41**

**California Bar Examination Pass Rates, UC and Comparison Institutions, July 2009**



\* Hastings Law School in San Francisco is affiliated with the University of California.

- Students graduating from UC's four law schools overwhelmingly pass the California Bar the first time. Their first-time bar passage rates are comparable to those from four other large, well-known and well-respected law schools in California.

Source: State Bar of California