



# UNIVERSITY OF CALIFORNIA

Michael V. Drake, MD  
President

March 20, 2024

Office of the President  
1111 Franklin St.  
Oakland, CA 94607

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

[universityofcalifornia.edu](http://universityofcalifornia.edu)

Dear Members of the Board of Regents:

In accordance with the 2007 recommendation by the then-Committee on Educational Policy and the Schedule of Reports approved by The Regents, attached for your information is the Annual Accountability Sub-Report on Diversity. This year's report focuses on the diversity of the University of California's graduate professional degree students. As has been the practice for previous Accountability Sub-Reports, this report draws primarily from information contained in the most recent UC Annual Accountability Report.

Sincerely,

Michael V. Drake, MD  
President

Attachment

cc: Provost and Executive Vice President Newman  
Vice President/Vice Provost Gullatt

CAMPUSES

- Berkeley
- Davis
- Irvine
- UCLA
- Merced
- Riverside
- San Diego
- San Francisco
- Santa Barbara
- Santa Cruz

MEDICAL CENTERS

- Davis
- Irvine
- UCLA
- San Diego
- San Francisco

NATIONAL LABORATORIES

- Lawrence Berkeley
- Lawrence Livermore
- Los Alamos

DIVISION OF AGRICULTURE AND NATURAL RESOURCES



UNIVERSITY  
OF  
CALIFORNIA

# Accountability Sub-Report on Diversity: Graduate Professional Degree Students

March 2024

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## EXECUTIVE SUMMARY

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The Annual Accountability Sub-Report on Diversity is provided in accordance with the Schedule of Reports to the Regents as part of an ongoing effort to ensure greater accountability across the University of California system.

The Annual Accountability Sub-Report on Diversity presented to the Regents in November 2022 provided an in-depth examination of pathways to the professoriate and strategies undertaken by UC to “grow its own.” This report continues the examination on graduate students by focusing on professional fields such as law, medicine, and business. The report draws primarily from information contained in detailed chapters on Graduate Academic and Graduate Professional Students (Chapter 4) and on University of California Health (Chapter 11) in the *2023 UC Annual Accountability Report*.

Key findings include the following:

- Enrollment of students from underrepresented groups (URGs)<sup>1</sup> has grown in UC’s graduate professional degree programs over the last five-years.
- Enrollment of female students has grown in UC’s graduate professional degree programs over the last five-years.
- UC awarded professional degrees to students from underrepresented groups in higher proportion than did its peers, in almost every discipline.
- The proportion of African American and Hispanic/Latino students has increased in almost every health sciences discipline over the last five-years.
- UCs, California State Universities (CSUs), Historically Black Colleges and Universities (HBCUs), and Tribal Colleges and Universities (TCUs) continue to be the primary sources for entering professional degree students from URGs.

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<sup>1</sup> Underrepresented racial/ethnic groups include African American, Hispanic/Latino, and Native American and Alaskan Native.

## BACKGROUND

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This report responds to the September 2007 recommendation by the then-Committee on Educational Policy that the UC President report annually on the status of population diversity at the University. Because a core mission of the University of California is to serve the interests of the State of California, UC must seek to achieve diversity and equitable outcomes among its various student bodies and employee groups.

The University's diversity goals are established in Regents Policy 4400: Policy on University of California Diversity Statement, which states, in part:

“Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups...

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.”

Although federal and state law, including Proposition 209, constrain the ways in which the University can achieve representational diversity in its student body and workforce, system- and campus-level strategies and innovations are being piloted or have been implemented.

## GRADUATE PROFESSIONAL DEGREES

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California's Master Plan for Higher Education gives the University of California the responsibility of enrolling and preparing graduate academic and professional students to help meet the workforce needs of California and the nation and to further the UC mission of teaching, research, and public service. As part of its 2030 Framework, UC is pursuing a goal of producing 200,000 additional degrees through 2030 beyond the projected baseline of one million degrees. About 40,000 of these additional degrees are projected to be at the graduate level, with growth primarily achieved through increased graduate enrollment across the system.

The 2022 Multi-Year Compact with the state of California sets additional goals for UC's graduate education enterprise through 2026–27. First, UC will seek to increase graduate enrollment by adding 2,500 additional graduate students across the system. Second, UC will aim to prioritize its graduate enrollment growth in high-need disciplines that support state workforce needs, including healthcare, STEM, climate action, and education. Lastly, UC will endeavor to increase the number of graduate STEM degrees and academic doctoral degrees to both support high-demand career pipelines and to produce future faculty for the state's public higher education segments.

Graduate studies can be divided into two broad categories: Professional Degrees (e.g., Business, Law and Medicine) and Academic Degrees (e.g., Science Technology, Engineering and Math: commonly referred to as STEM fields; and Humanities, Arts, Behavioral and Social Sciences: for simplicity, referred to as HABSS fields). Professional and Academic Degree programs differ in their requirements and in the time students devote to classroom learning, teaching and research. While academic degree students spend the majority of their time engaged in research, professional degree students spend much more of their time enrolled in coursework and participating in experiential or clinical training.

The University maintains multiple funding models for its graduate professional programs. Many state-supported programs (e.g., M.B.A., law, medicine) assess professional degree supplemental tuition (PDST), which allows the professional schools to ensure their excellence, accessibility, and inclusiveness, and assists with affordability (by requiring return-to-aid for tuition revenue). Programs assessing PDST commit substantial resources to student financial support, including grants and scholarships. Since PDST began in 1994, the number of professional degree programs has increased. State-supported graduate professional degree programs account for 13 percent of all graduate programs. In the fall of 2022, UC enrolled 36,711 academic degree graduate students and 27,087 professional degree graduate students. The report will focus primarily on students enrolled in the 107 state-supported graduate professional degree programs, including 27 health professional degree programs.

## FINDINGS

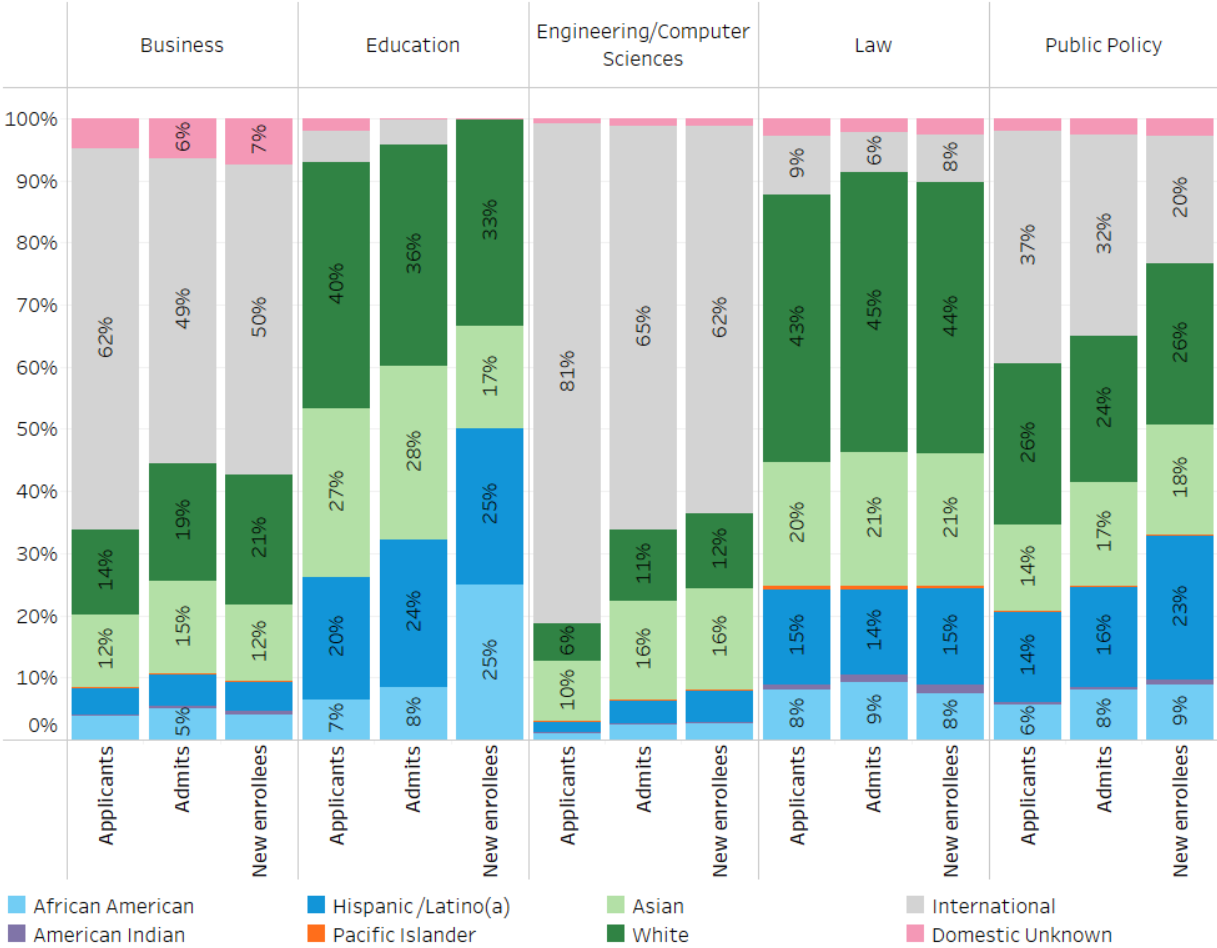
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### Demographic characteristics of graduate professional students

Demand for UC graduate professional degree programs is very high. In 2022, UC received 98,843 applications for graduate professional degree programs. Of these, 13,493 applicants—about 13.5 percent—were admitted, and 5,448 enrolled. The number of applications for graduate professional admission has grown by about 25 percent over the last ten years, with an 82 percent increase in Black/African American applicants and a 60 percent increase in Hispanic/Latino applicants.

As shown in Figure 1, applications to professional degree programs in engineering/computer sciences and business fields are predominantly from international students, with international students making up 81 percent of applicants in engineering/computer science and 62 percent of applicants in business. However, domestic students make up the majority of admits and enrollees in all disciplines except engineering and computer science. Domestic students from underrepresented groups make up 27 percent of applicants but are 50 percent of new enrollees within education.

Figure 1. Racial/ethnic distribution of graduate professional student applicants, admits, and new enrollees by discipline, Universitywide, Fall 2022

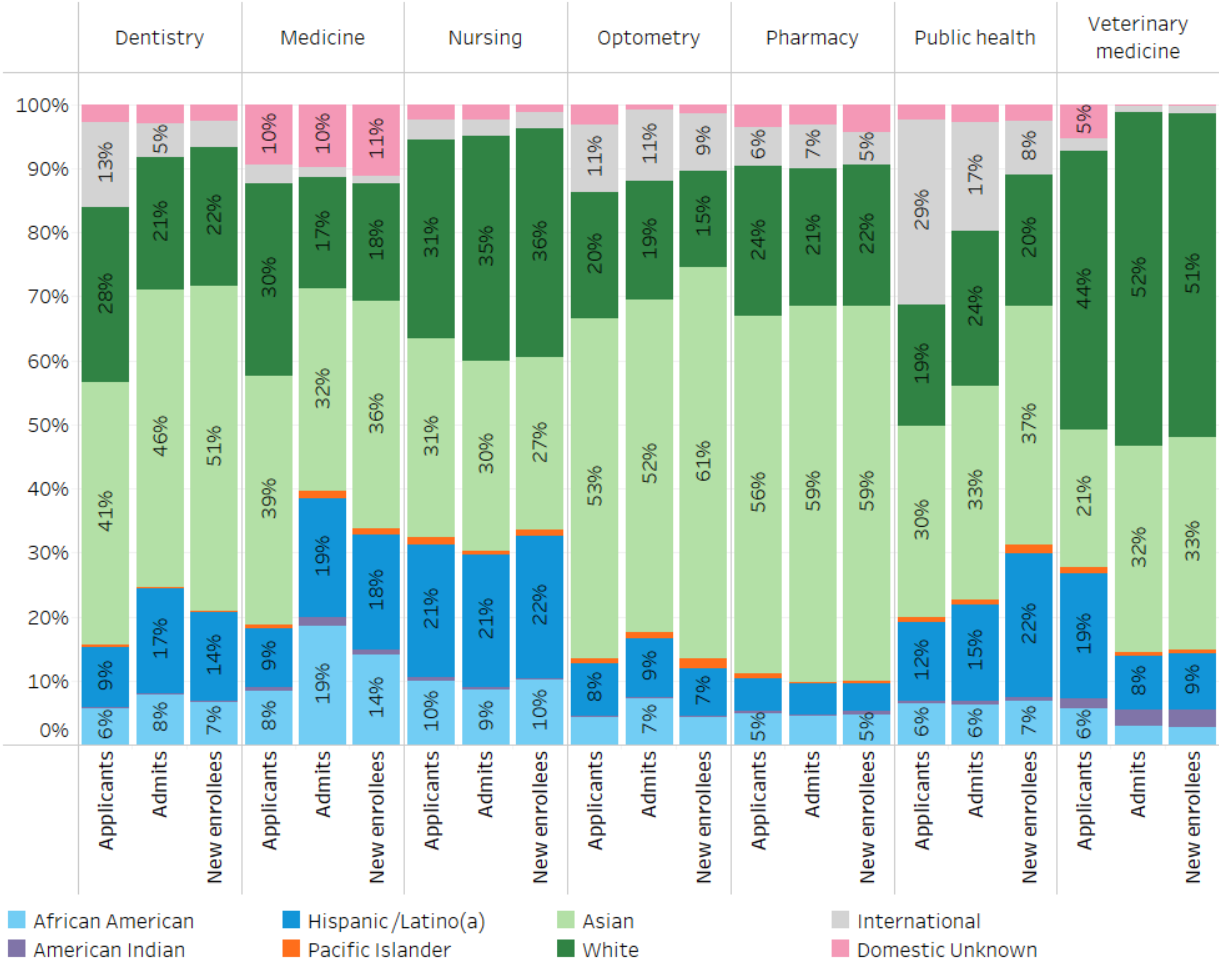


Source: UC Data Warehouse

Below, figure 2 shows applicants, admits, and new enrollees for graduate professional degrees within health science disciplines. Although Hispanic/Latino and African Americans account for 17 percent of applicants to graduate professional programs in medicine, these two groups make up 32 percent of new enrollees. American Indian students account for 0.6 percent of new enrollees within medicine programs and less than half a percent (0.4 percent) in veterinary medicine.



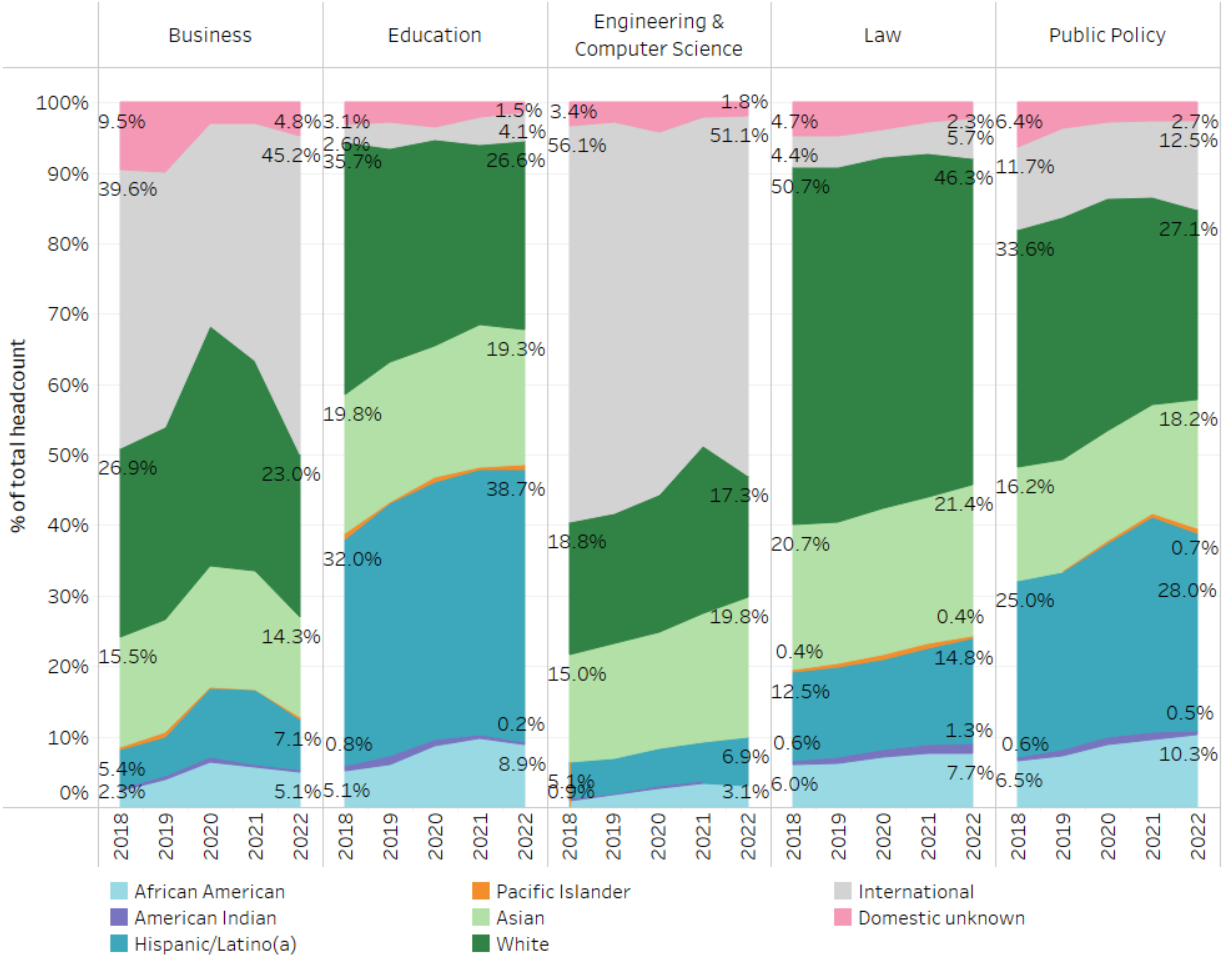
Figure 2. Racial/ethnic distribution of graduate professional student applicants, admits, and new enrollees by health sciences discipline, Universitywide, Fall 2022



Source: UC Data Warehouse

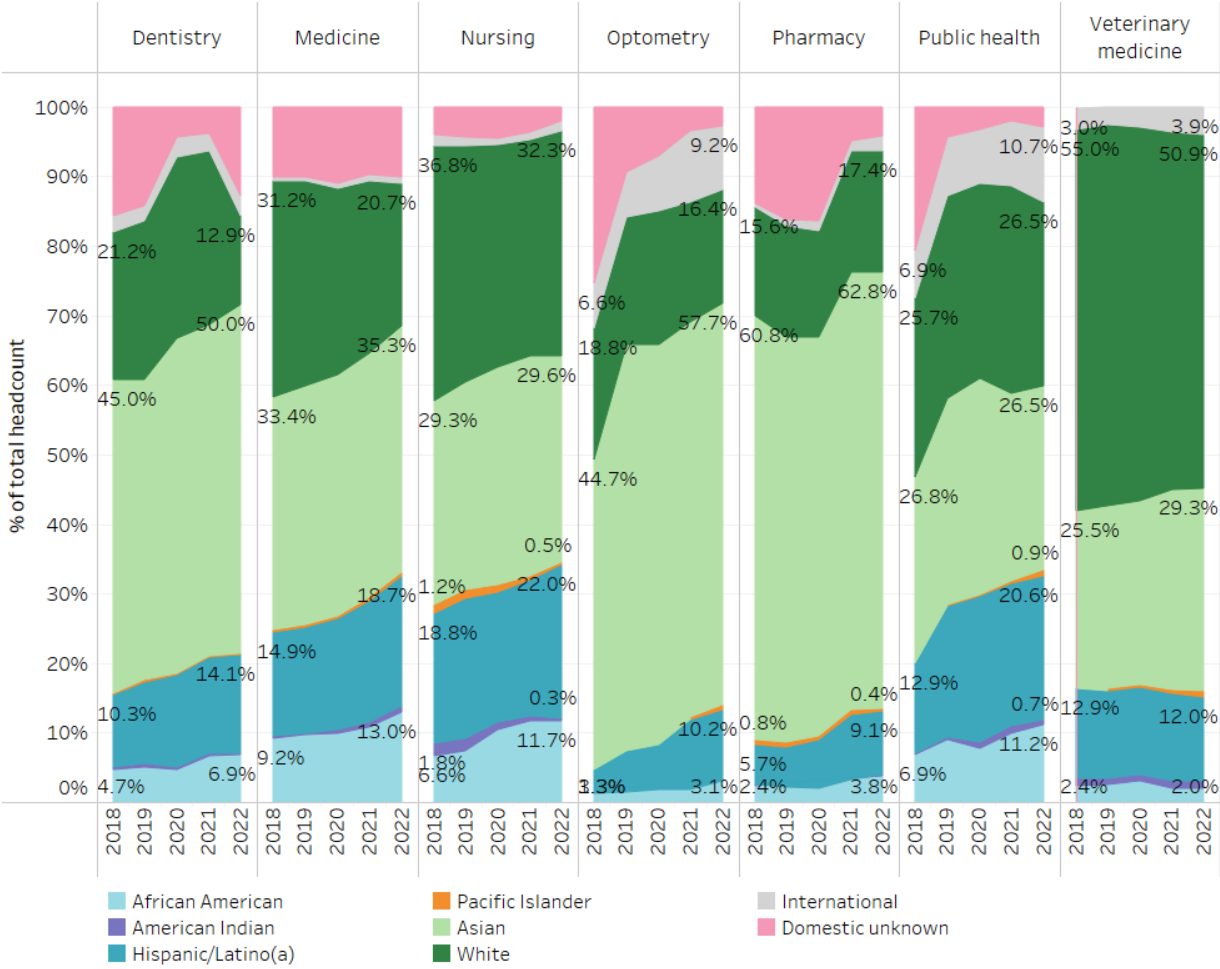
Ethnic diversity among UC professional graduate students has held steady over the past seven years. Systemwide, 6.2 percent of graduate professional students were African American, 13.9 percent Hispanic/Latino and less than one percent American Indian (figure 3). The percentage of enrolled African American and Hispanic/Latino students has been trending upwards in education, engineering and computer science, law, and public policy disciplines.

Figure 3. Racial/ethnic distribution of graduate professional student enrollment by discipline, Universitywide, Fall 2018–Fall 2022



Source: UC Data Warehouse

Figure 4. Racial/ethnic distribution of graduate professional student enrollment by health sciences discipline, Universitywide, Fall 2018–Fall 2022

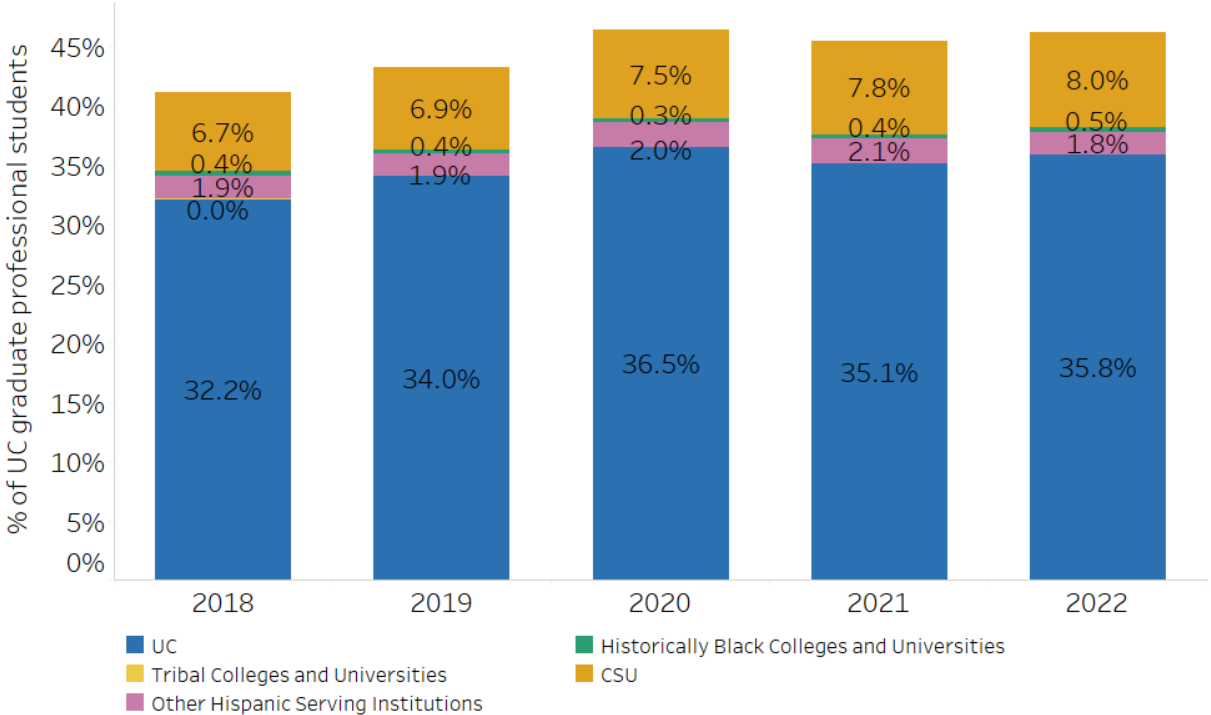


Source: UC Data Warehouse

As shown in Figure 4, the proportion of Hispanic/Latino and African American students has increased in all health disciplines except veterinary medicine. The largest increases in percentage of total headcount for African American students were in medicine (approximately 4 percentage points) and nursing (approximately 5 percentage points). Percentage of total headcount of Hispanic/Latino students increased by approximately 7 percentage points in optometry and public health.

From 2018 to 2022, the majority of graduate professional students completed their undergraduate education at a UC (figure 5). The proportion of students entering from UC has remained steady over the past five-years, averaging around 35 percent.

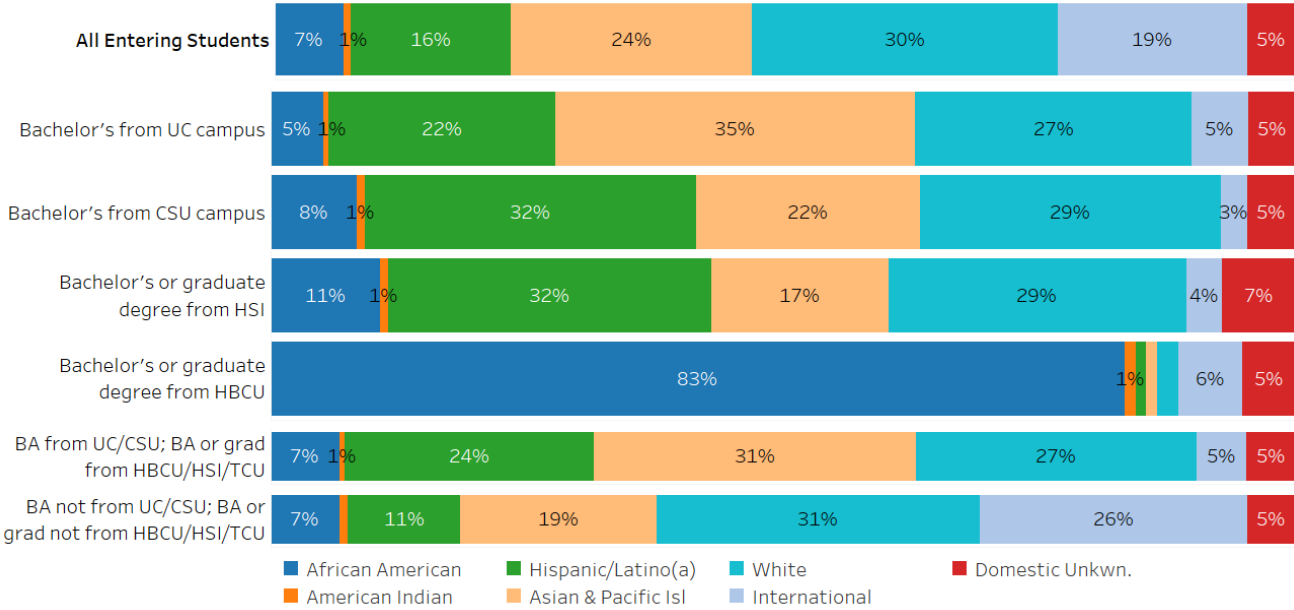
Figure 5. Current percent of all graduate professional students from UC, CSUs, HBCUs, other HSIs, and TCUs, Universitywide, Fall 2018–2022



Source: UC Data Warehouse

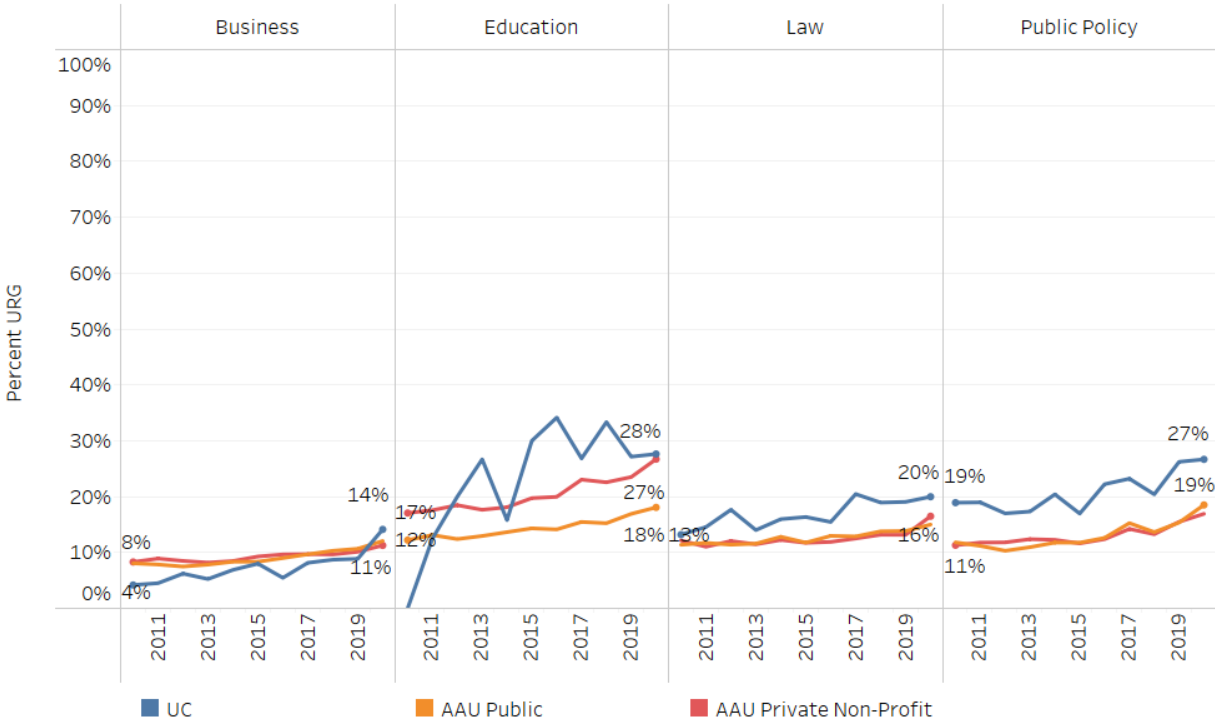
As Figure 6 shows, students from URGs account for 24 percent of all entering professional students. Thirty-two percent of URG students enter from UC, California State Universities (CSU), Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), or Tribal Colleges and Universities (TCUs). Historically Black Colleges and Universities continue to be the primary source for African American graduate professional degree students with 83 percent of all entering African American students coming from an HBCU. Students from these institutions are nearly twice as likely to be from underrepresented groups, thus helping UC achieve its goals of diversifying the overall graduate professional degree population.

Figure 6. Graduate professional entering student enrollment by undergraduate institution and race/ethnicity, Universitywide, Fall 2022



Source: UC Data Warehouse

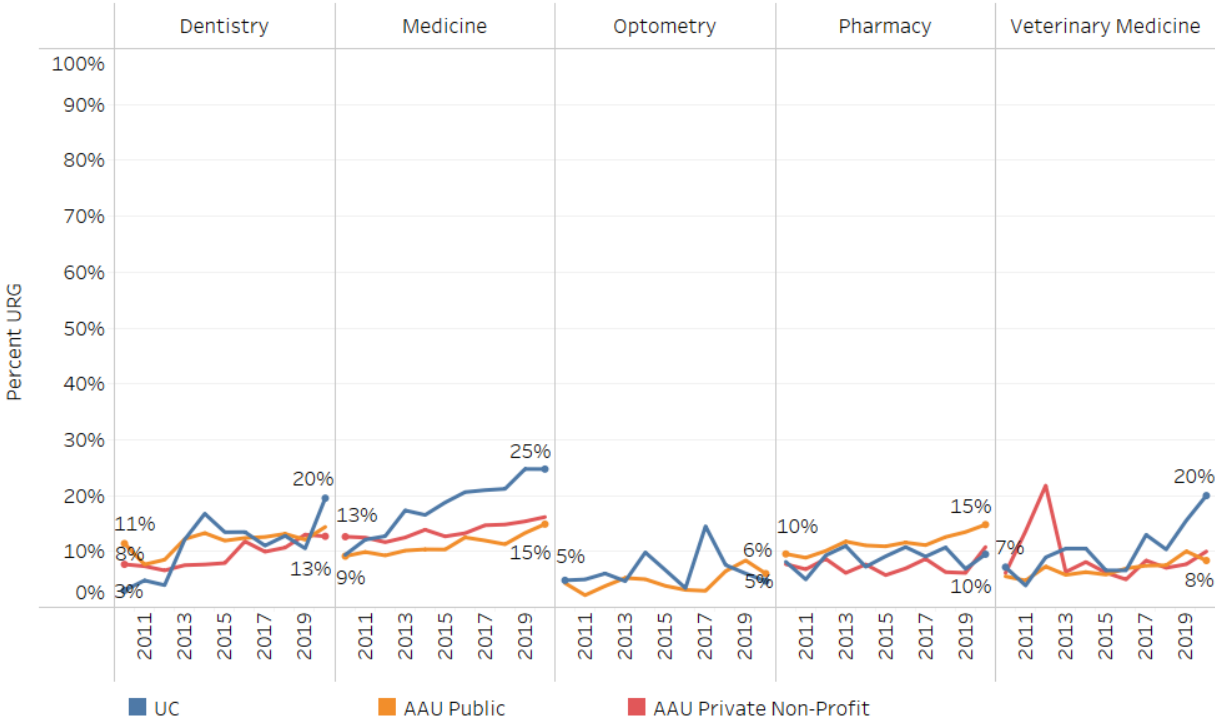
Figure 7. Percent of graduate professional degrees awarded to students from underrepresented groups by discipline at UC, AAU public, and AAU private non-profit institutions, 2010–2020



Source: IPEDS and UC Data Warehouse

UC awarded professional degrees to underrepresented racial/ethnic groups in higher proportion than did its peers, in every discipline (Figure 7).

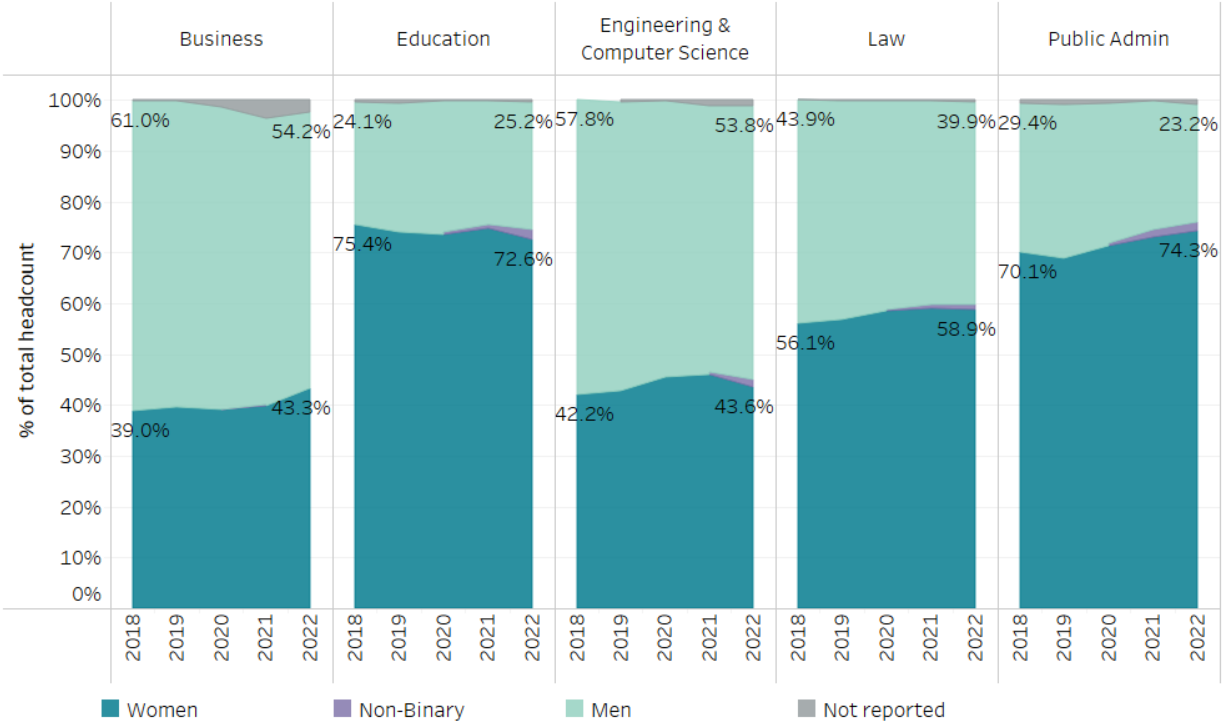
**Figure 8. Percent of graduate professional degrees awarded to students from underrepresented groups students by health sciences discipline at UC, AAU public, and AAU private non-profit institutions, 2010–2020**



Source: IPEDS and UC Data Warehouse

UC awarded more professional degrees in health sciences to underrepresented racial/ethnic groups in medicine, dentistry and veterinary medicine than its competitors (Figure 8). Although percentage of total headcount of students from underrepresented groups within veterinary medicine has not improved significantly over the past five years (Figure 4), UC outperforms its competitors by 10 percentage points in degrees awarded (Figure 8).

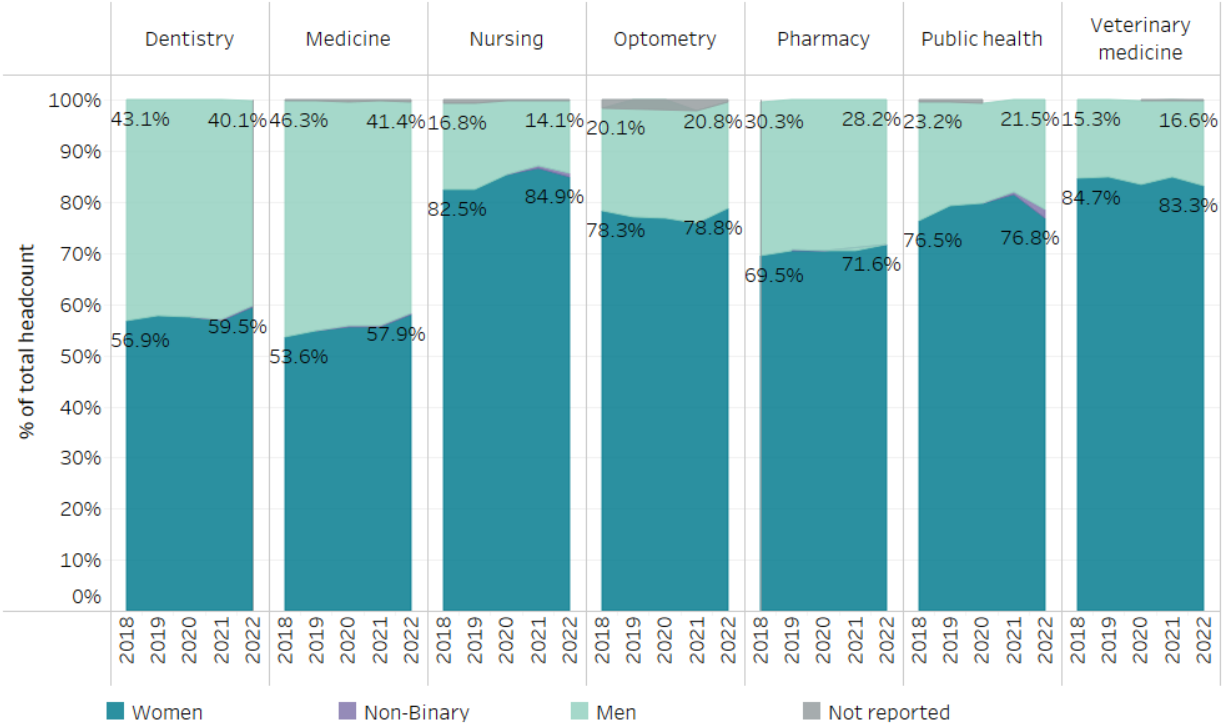
**Figure 9. Gender identity distribution of graduate professional student enrollment by discipline, Universitywide, Fall 2018–Fall 2022**



Source: UC Data Warehouse

The proportion of women graduate professional students varies by discipline, as shown in Figure 9. More than half of the graduate professional students in education, law and public administration are women compared with approximately 40 percent in business and engineering and computer science.

Figure 10. Gender identity distribution of graduate professional student enrollment by health sciences discipline, Universitywide, Fall 2018–Fall 2022

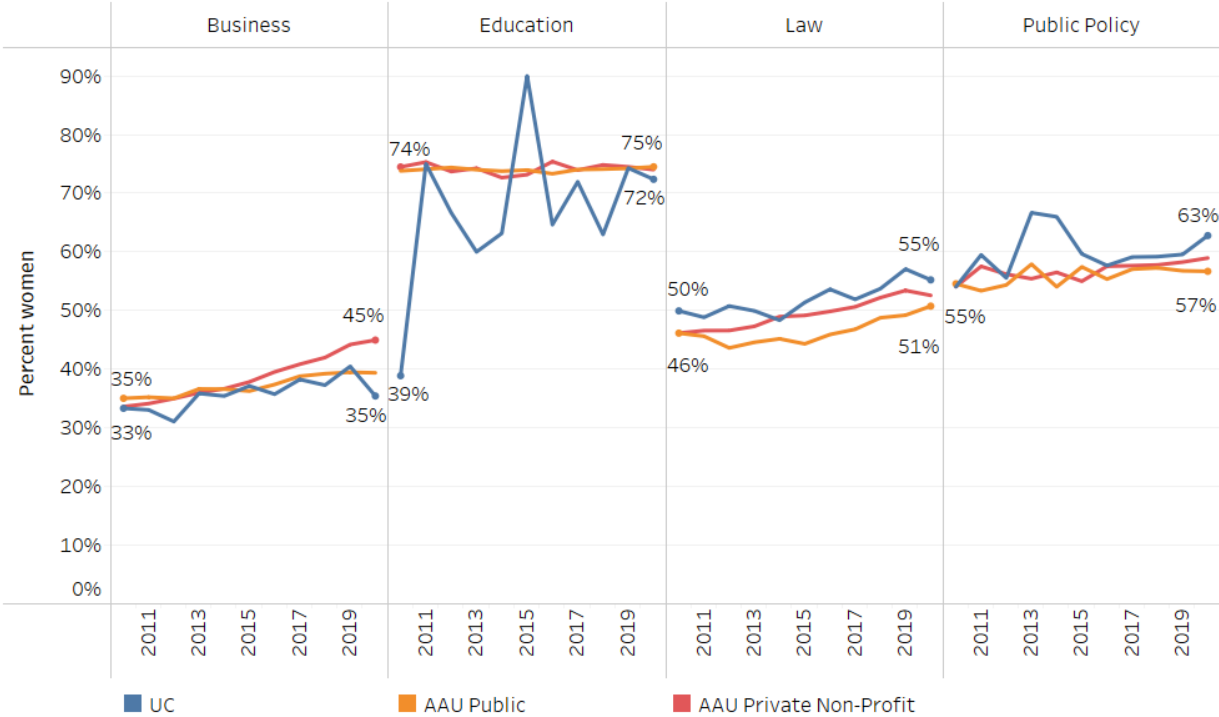


Source: UC Data Warehouse

Within the health science disciplines, women are more than half of the graduate professional students in all disciplines (Figure 10).



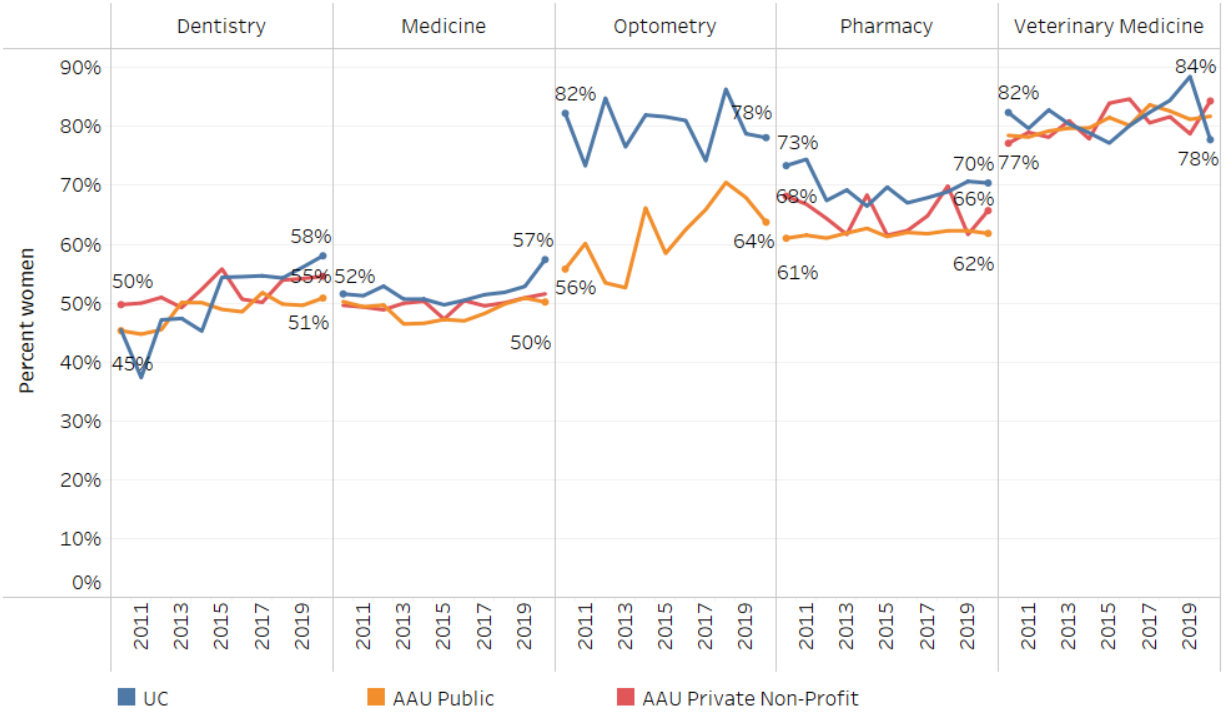
Figure 11. Percent of graduate professional degrees awarded to women by discipline at UC, AAU public, and AAU private non-profit institutions, 2010–2020



Source: IPEDS and UC Data Warehouse

As shown in the table above (Figure 11), UC graduated roughly the same proportion of women in professional degree programs as the comparison Association of American Universities (AAU) peers—somewhat higher in public policy and law and somewhat lower in education and business.

Figure 12. Percent of graduate professional degrees awarded to women by health sciences discipline at UC, AAU public, and AAU private non-profit institutions, 2010–2020



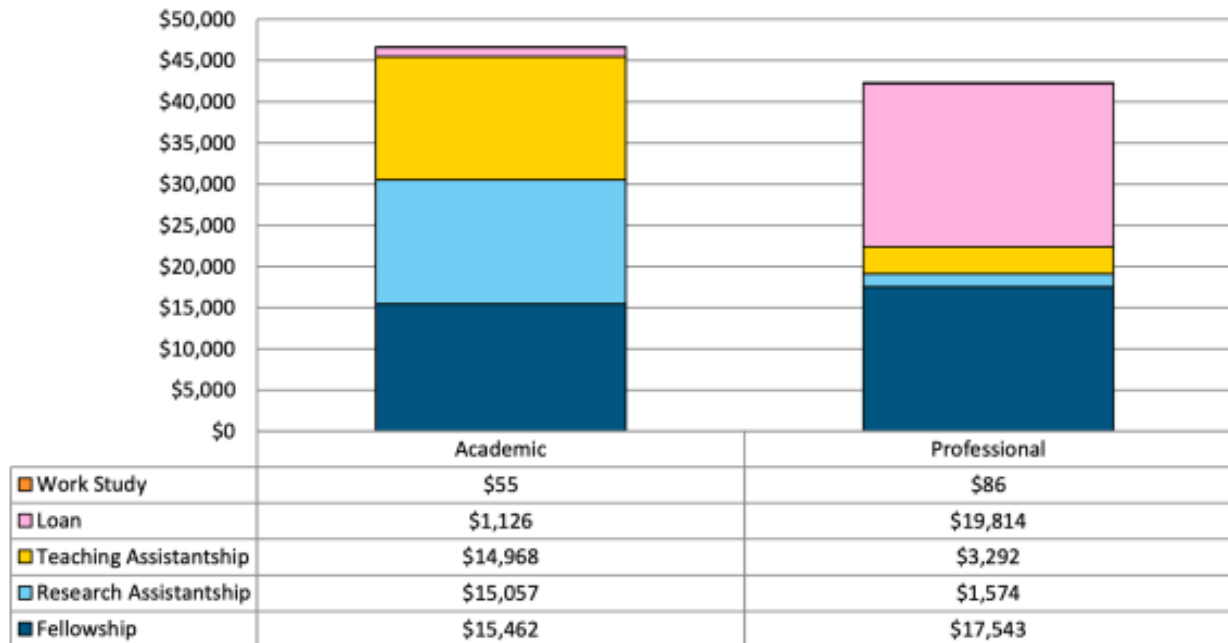
Source: IPEDS and UC Data Warehouse

UC continues to outperform its competitors in the percentage of professional optometry and medical degrees awarded to women. UC graduated roughly the same rate of women as its competitors in dentistry and pharmacy with a slightly lower percentage in veterinary medicine.

**Financial support of graduate professional degree students**

Competitive financial support packages are needed in order to attract a diverse, highly qualified pool of graduate students. Graduate professional students rely more on borrowing than graduate academic students, with roughly 50 percent of their financial support coming in the form of loans (figure 13). Graduate funding models typically have a greater reliance on loans for professional degree students, as their programs are of shorter duration, and many fields offer potentially higher incomes after graduation.

Figure 13. Per capita student financial support by type for graduate academic and graduate professional degree students, academic year 2021–2022

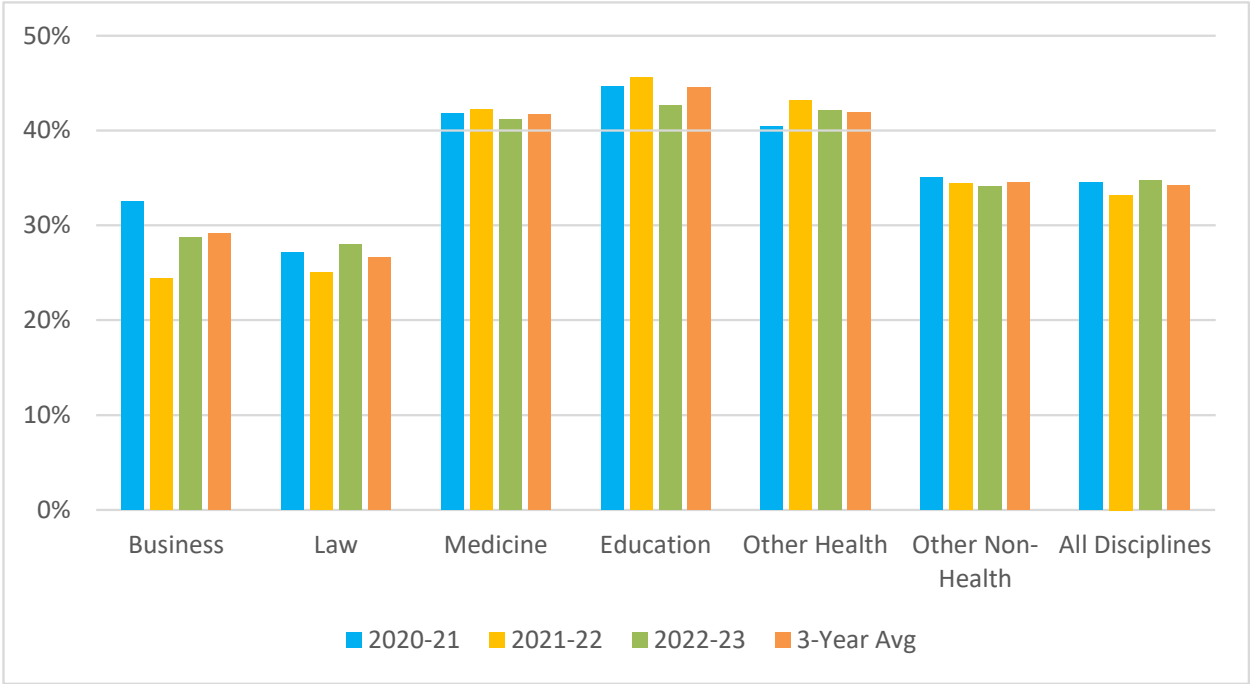


Source: UC Data Warehouse

However, since the Board established Regents Policy 3103: Policy on Professional Degree Supplemental Tuition (PDST), each program proposing to charge PDST must submit multi-year plans that express the program’s commitment to providing students with grant and scholarship support in order to attract and enroll a highly talented and socio-economically diverse student body, consistent with the financial aid policy goals articulated by the Regents. Financial aid for students enrolled in graduate professional degree programs is essential to ensure access and minimize financial barriers. Programs that charge PDST fees must supplement financial aid by an amount equivalent to at least 33 percent of new PDST revenue.

One measure of the socio-economic diversity of UC’s graduate professional degree programs that is reviewed with each PDST proposal is the proportion of its students who received a Federal Pell Grant as an undergraduate. Graduate students are not eligible for Pell Grants, but their eligibility as undergraduates is a good indicator that their family of origin was low-to middle-income. Figure 14 below shows that in recent years the proportion of domestic graduate students in professional degree programs who had Pell Grants as undergraduates has hovered just over one-third, with variation by discipline. Notably, Business and Law programs have room to expand their enrollment of low-income students.

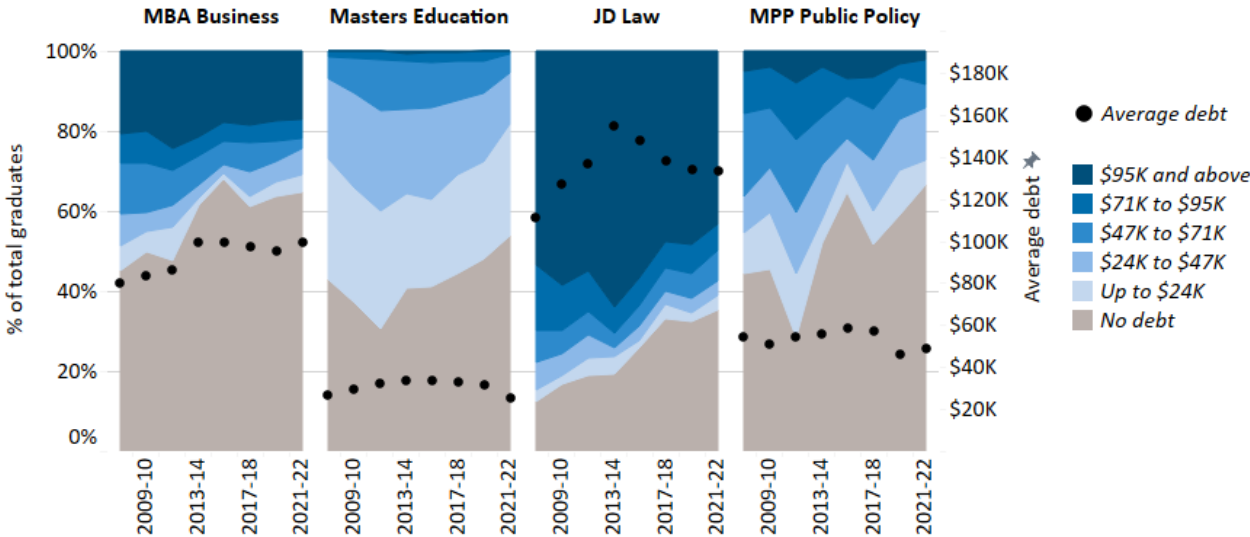
Figure 14. Proportion of UC graduate professional students with Pell Grants as undergraduates, Academic Year 2020–21 to 2022–2023



Source: UC Student Financial Support

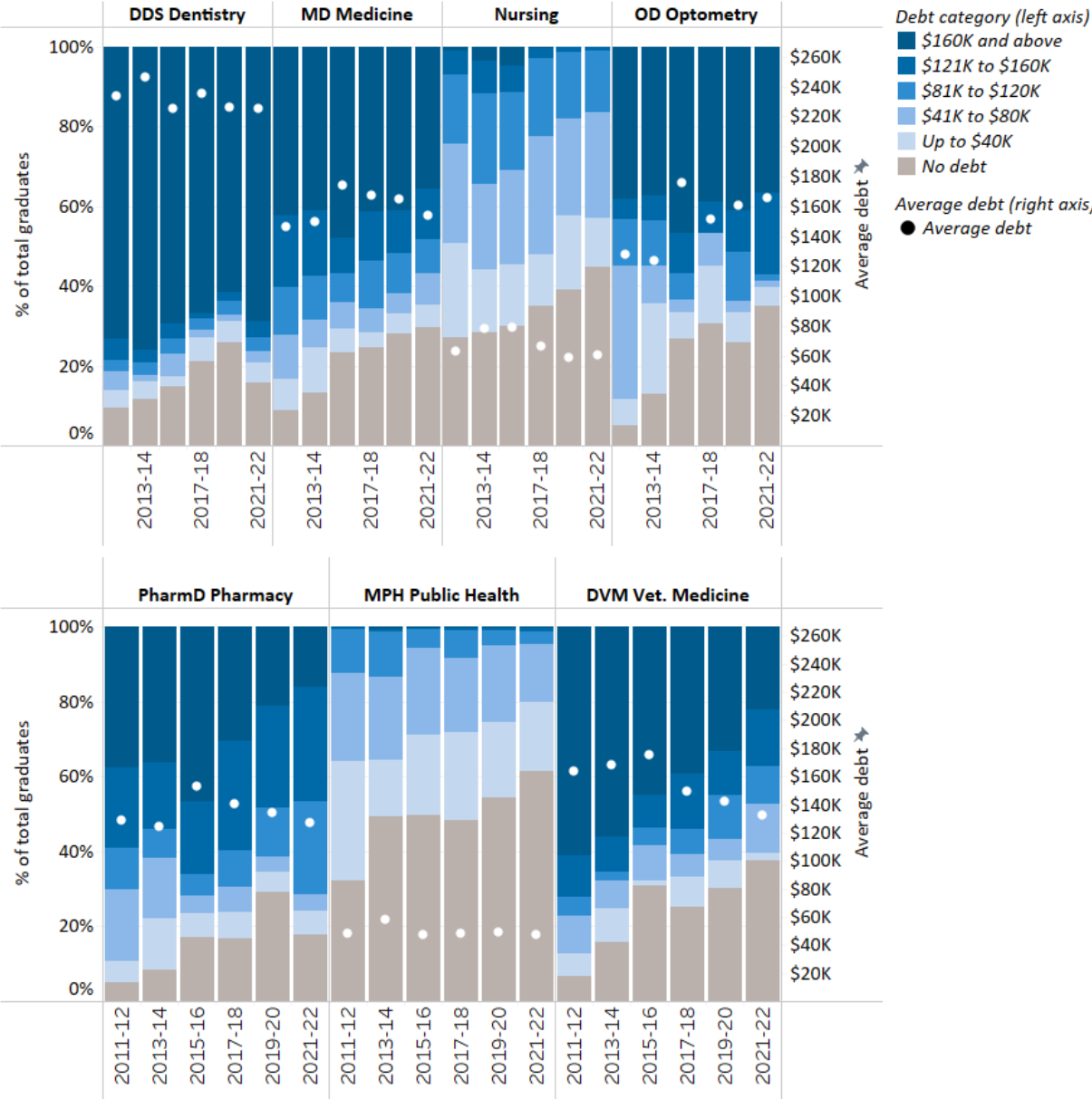
In addition to the enrollment of low-income students, the other primary metric for assessing financial aid for graduate professional students is tracking their borrowing and average debt. Figures 15 and 16 below show the proportion of borrowing and the average debt upon graduation by discipline. While the trends are uneven, most disciplines show a decline in the proportion of students with the highest levels of debt. Dentistry is an exception, which saw the highest levels of debt increase in the most recent year.

Figure 15. Graduate professional degree students’ inflation-adjusted debt at graduation by discipline, Universitywide, Graduating classes 2007–08 to 2021–22



Source: UC Data Warehouse

Figure 16. Graduate professional degree students’ inflation-adjusted debt at graduation by health sciences discipline, Universitywide, Graduating classes 2011–12 to 2021–22



Source: UC Data Warehouse

## **Examples of graduate professional student diversity efforts**

The following section describes selected promising UC programs and efforts to meet statewide needs and to enhance diversity among graduate professional students.

### **UC Davis School of Law's King Hall Outreach Program (KHOP)**

Established in 2001, the King Hall Outreach Program (KHOP) is a unique initiative that helps college students who are first-generation or from economically under-served communities and backgrounds prepare for the law school admissions process. In addition to providing mentoring and pre-law advising during the school year, the program hosts eligible college juniors and seniors for a series of weekend sessions in which students gain valuable knowledge about the law school admission process; learn writing, analytical, and logical reasoning skills; develop study techniques for taking the Law School Admission Test (LSAT) and explore career paths available to law school graduates.

Ninety-nine percent of KHOP alumni have graduated from a four-year institution, and forty-one percent are enrolled or have graduated from a law program. More than 600 alumni have completed the KHOP program and moved on to pursue law school at 34 different institutions. Furthermore, KHOP alumni have also pursued other graduate programs at 22 different institutions. The KHOP has received numerous awards and recognitions for its work in diversifying the legal profession.

### **UCLA School of Law's Academic Outreach Resource Center**

The Academic Outreach Resource Center is committed to ensuring equity, access, and excellence in legal education. The center engages in a wide variety of outreach initiatives designed to encourage students from diverse backgrounds to apply to and attend law school at UCLA. Since 1997, the Resource Center has administered the UCLA Law Fellows Program which is designed to encourage and prepare high-potential undergraduate students and college graduates for a career in law, increase the pipeline of diverse students interested in law, and demystify the law school experience. To be eligible to apply, applicants must have at least a 3.0 cumulative undergraduate GPA; a strong preference is granted to applicants whose experiences reflect limited familial exposure to post-collegiate education, career opportunities,

mentoring, and social support systems. Additional consideration is given to applicants who have overcome economic and/or educational hardships and challenges, or have come from, or demonstrated leadership experience in, economically or educationally underserved communities. The program format is made up of several components and includes a series of Saturday Academies held at the law school. These academies offer professional-level instruction by UCLA Law faculty in which Law Fellows are exposed to cases and a variety of other materials taught in law school. In addition to the academic enrichment component, all Fellows are assigned law student mentors with whom they will interact throughout the year. Informative seminars and panel discussions, designed to demystify the law school experience,

are led by staff, alumni, and other members of the legal community. Finally, participants complete a J.D. Action Plan and meet with the directors of the program regularly, often over the course of several years, until they matriculate to law school and beyond, receiving continuous academic support, mentoring, counseling, and career guidance.

The program is recognized for being an innovative and impactful pipeline-building enterprise. Since 1997, more than 2,000 people have participated in the program, and more than 1,000 law fellows are in law school or practicing law nationwide. In 2020, the program received the Diversity Leadership Award from the American Bar Association’s litigation section. The award honors “those who have made outstanding commitments to promoting full and equal participation in the legal profession through the encouragement and inclusion of women, people of color, persons with disabilities, and/or persons of differing sexual orientations and gender identities.”

### **Summer Institute for Emerging Managers and Leaders (SIEML)**

Launched in 2012, the Summer Institute for Emerging Managers and Leaders (SIEML) offers an all-expenses-paid immersive business and career leadership experience for up to 50 undergraduate students currently enrolled in their sophomore or junior year at an HBCU or HSI, including transfer-ready students from California Community Colleges that are designated HSIs.

SIEML alumni are eligible to receive application fee waivers for UC graduate business and Ph.D. programs. Students who successfully complete SIEML will receive a full tuition and fee fellowship if they are admitted into a UC graduate master’s business program (including MBA, business analytics, finance, accounting, entrepreneurship, and financial engineering). Any SIEML alumni admitted to a Ph.D. program at a UC business school will receive a competitive funding/support package to facilitate degree completion. Nearly \$1.2 million has been provided in fellowships to SIEML alumni.

The SIEML experience includes eleven days of workshops and lectures from esteemed faculty and administrators from the six University of California business schools (Berkeley, Davis, Irvine, Los Angeles, Riverside and San Diego), networking with industry leaders, and company site visits. The program concludes with a case competition and closing celebratory dinner.

Key program outcomes include:

- Since SIEML’s inception, 418 students have participated
- 76 colleges and universities have been represented, including 48 HBCUs and 28 HSIs
- 25 SIEML alumni have enrolled in UC graduate business programs since fall 2019
- 13 SIEML alumni are currently enrolled in UC graduate business programs: one at UC Berkeley, two at UC Davis, five at UC Irvine, one at UC Riverside, and four at UC San Diego



SIEML's primary objective is to increase the number of program alumni who apply, are admitted, and graduate from UC graduate business programs. SIEML supports the UC business schools' broader goal to increase the graduation of historically underrepresented groups from their graduate programs. SIEML is administered by Graduate Studies in Graduate, Undergraduate and Equity Affairs (GUEA) at UCOP and is part of "Growing Our Own," a systemwide priority to advance inclusion at UC.

### **Highlighted efforts in health professional diversity**

The UC health sciences system has mission-driven programs designed to recruit and train health providers to meet the needs of California's increasingly diverse and aging population. All UC health science schools have programs with the goal of training diverse clinicians and achieving health equity through expanding access to high-quality, comprehensive care for underrepresented and underserved communities. The programs and initiatives noted are representative of the type of engagement across the health science schools that fosters a solid foundation for success, advancing equity and inclusion on our campuses and academic health centers, and cultivating partnerships to develop a health care workforce trained to meet the health care needs of all Californians.

#### ***UNDERGRADUATE PROGRAMS***

##### **UC Berkeley's OptoCamp**

Open to all undergraduate students or recent graduates, Opto-Camp is a five-day "in-residence" program offered by the UC Berkeley School of Optometry. Developed in 2005, this summer-enrichment program provides participants with opportunities to learn about the profession of optometry and the process of becoming an optometrist. Traditionally, around 15 percent of the incoming Berkeley matriculants are Opto-Camp alumni, and 90 percent apply to national optometry programs. A goal of Opto-Camp is to provide in-depth information about optometry as a career track. Students who are underrepresented in the profession and/or first-generation college students are encouraged to apply.

##### **UC Davis School of Veterinary Medicine's Summer Enrichment Program**

The Summer Enrichment Program (SEP) began over 25 years ago and has welcomed students from around the world. It is designed to provide students from disadvantaged backgrounds (including, but not limited to, educational, economic, social, or disability barriers) with activities that will enhance their veterinary school applications. The five-week intensive summer program accommodates 12 to 20 students and typically begins in late June and ends in July. Students obtain veterinary experience through rotations at the UC Davis Veterinary Medicine Teaching Hospital, which may include community medicine, small animal surgery, equine medicine, equine surgery, CAPE (exotics), behavior, dermatology, ophthalmology and more. Additionally, professionals in veterinary medicine and other associated fields present on their specialties and

career paths. SEP also provides opportunities to learn more about how to strengthen veterinary school applications through resume and personal statement workshops, mock interviews, and GRE study sessions led by a current veterinary student.

### **California Medicine Scholars Program**

The California Medicine Scholars Program (CMSP) aims to address growing shortages of physicians, with a focus on empowering communities and regions of the State that have been historically underserved and currently face significant health disparities. To build pathways for community college students into the medical field in rural and underserved communities, four Regional Hubs of Healthcare Opportunity (RHHO), all led by UC Schools of Medicine, were awarded funds and launched in June 2022 to bridge gaps between community colleges, four-year universities, medical schools, and community-based health clinics and organizations.

Each RHHO provides students with a robust support system which includes priority registration, enhanced curriculum, tailored advising, and cross-sector opportunities. As lead agencies, the RHHOs facilitate ongoing collaborative efforts across the region. The RHHOs are based at the following schools:

- UC Davis School of Medicine: Greater Northern California Regional Healthcare Hub or Avenue M is focused on increasing the number of doctors in rural areas.
- UC Riverside School of Medicine: Inland Empire Regional Hub for Healthcare Opportunity was established to create a pre-med pathway for community college students from across one of the fastest growing regions in California also with the greatest shortage of physicians statewide.
- UC San Diego School of Medicine: Region X Hub of Healthcare Opportunity is built on the success of the UCSD's UniversityLink Medical Science Program, a summer residential and year-long academic enrichment program that provides advising and support to community college students to facilitate the successful transfer to university.
- UCSF School of Medicine – Fresno: San Joaquin Valley Regional Hub of Healthcare Opportunity is a much-needed pre-med pathway in the San Joaquin Valley as the development of new Schools of Medicine in the region is actively underway.

### ***POST-UNDERGRADUATE PROGRAMS***

#### **UC Davis Accelerated Competency-based Education in Primary Care**

Since 2013, the UC Davis School of Medicine has trained 70 primary care-bound students to complete their M.D. degrees in three years through their Accelerated Competency-based Education in Primary Care (ACE-PC) program. Rather than taking the traditional seven-year pathway to primary care practice (four years of medical school followed by three years of residency training), students complete medical school in three years equipped with the

knowledge and skills to match into a primary care residency and enter practice one year earlier than traditional medical students. ACE-PC students carry significantly less educational debt upon graduation. Scholarships ranging from \$20,000 to \$45,000 are awarded to all ACE-PC students, funded by the Permanente Medical Group and the UC Davis School of Medicine. Applicants to the program must be planning a career in Family Medicine or primary care Internal Medicine and the following criteria are strongly considered: clinical experience in a primary care setting, demonstrated community health or leadership experience, first in family to complete a bachelor's degree, fluency in a second language in addition to English, connection to Northern California. Nearly 80 percent of ACE-PC students are from disadvantaged backgrounds, 60 percent are from a community underrepresented in medicine, and 75 percent speak a second language that is not English.

### **Programs in Medical Education (PRIME)**

Launched in 2004, UC Programs in Medical Education (PRIME) are part of an innovative systemwide initiative focused on addressing physician workforce shortages and meeting the needs of California's underserved populations by increasing medical student enrollment and the capacity of UC medical schools to train highly motivated, socially conscious graduates who will become physician leaders committed to serving medically underserved groups and communities across the state.

Each program includes a specified area of focus and combines structured activities ranging from student outreach and recruitment to specialized coursework, population-focused clinical training and research experiences, health care leadership and management training, community engagement experiences, master's degree educational opportunities, faculty mentoring, and sponsored events that are open to the broader campus community. UC PRIME programs include:

- PRIME-LC (Latino Community) at Irvine, est. 2004
- Rural PRIME (Rural California) at Davis, est. 2007
- PRIME-HEq (Health Equity) at San Diego, est. 2007
- PRIME-US (Urban Underserved) at San Francisco and Berkeley, est. 2007
- PRIME-LA (Leadership and Advocacy) at Los Angeles, est. 2008
- San Joaquin Valley PRIME at San Francisco and UCSF- Fresno, est. 2011
- PRIME-LEAD-ABC (Leadership Education to Advance Diversity - African, Black, and Caribbean) at Irvine, est. 2019 and Riverside, est. 2022)
- Tribal Health PRIME (Indigenous Community) at Davis, est. 2022
- PRIME- TIDE (Transforming Indigenous Doctor Education) at San Diego, est. 2022

There are more than 400 PRIME students enrolled across ten programs. Full enrollment at planned levels (489) is expected to occur by 2026-27. Over 75 percent of PRIME students are from groups underrepresented in medicine. Nearly 800 PRIME students have graduated since 2004 with the majority matching into California residency programs in primary care or shortage specialties and practicing in the state. The program has been recognized for establishing a successful model that can be replicated in other disciplines, aligning with the state's initiatives and needs of California communities.

## KEY TO ACRONYMS

AAU	American Association of Universities
ACE-PC	Accelerated Competency-based Education in Primary Care
CMSP	California Medicine Scholars Program
CSU	California State University
HBCU	Historically Black Colleges and Universities
HSI	Hispanic Serving Institution
KHOP	King Hall Outreach Program
PDST	Professional Degree Supplemental Tuition
PRIME	Programs in Medical Education
SIEML	Summer Institute for Emerging Managers and Leaders
STEM	Science, Technology, Engineering, Mathematics
SEP	Summer Enrichment Program
RHHO	Regional Hubs of Healthcare Opportunity
URG	Underrepresented groups (American Indian/Native American, Black/African American, Chicano/Latino/Hispanic). U.S. domestic only.
TCU	Tribal Colleges and Universities

## APPENDIX A. UNIVERSITY OF CALIFORNIA STATE-SUPPORTED GRADUATE PROFESSIONAL DEGREE PROGRAMS, FALL 2022 ENROLLMENTS

Discipline	Program	Degree	Enrollment (Fall 2022)
Agricultural/Animal/Plant/ Veterinary Science & Related Fields	PREVENTIVE VET MED	M.P.V.M.	21
	VET MED	D.V.M.	594
Architecture and Related Services	M.A.A.D.	M.A.A.D.	11
	M.ARCH.	M.ARCH.	307
	URBAN & REGIONAL PLANNING	M.U.R.P.	230
Biological and Biomedical Sciences	MPH - BIOSTATISTICS	M.P.H.	20
	MPH - EPIDEMIOLOGY	M.P.H.	55
	VISION SCIENCE	PH.D.	31
Business, Management, Marketing, and Related Support Services	BUSINESS ADMIN	M.B.A.	162
	MANAGEMENT	M.B.A.	136
	MASTER OF BUSINESS ADMIN	M.B.A.	531
	MGMT INNVTN STNBLTY TECH	M.MGMT.	10
	TECHNOLOGY MANAGEMENT	M.TECH.M.	48
Communication, Journalism, and Related Programs	JOURNALISM	M.J.	120
	GAMES AND PLAYABLE MEDIA	M.S.	45
	INFO MANAGEMENT & SYSTEMS	M.I.M.S.	139
	NATURAL LANGUAGE PROCESS	M.S.	27
	SERIOUS GAMES	M.S.	12
Education	EDUCATION	M.ED.	439
	EDUCATION	M.A.	77
	EDUCATION	MSCRED	32
	EDUCATION	SSCRED	32
	EDUCATION CRED & MA	M.A.	98
	ELEM & SEC EDUCATION	M.A.T.	142
	LEADERSHIP EDUC - MA	M.A.	14
	TEACHER EDUCATION - MA	M.A.	51
Engineering	BIOENGINEERING	PH.D.	125
	CHEMICAL ENGINEERING	M.S.	28
	CIVIL & ENV ENGIN PROF MS	M.S.	219
	DEVELOPMENT PRACTICE	M.D.P.	23
	TRANSLATIONAL MEDICINE	M.T.M.	34

Discipline	Program	Degree	Enrollment (Fall 2022)
Health Professions and Related Programs	COMMUNITY & POPULATION HEALTH	M.S.	39
	DENTISTRY	D.D.S.	642
	DENTISTRY	CRED	24
	GENETICS COUNSELING	M.S.	15
	HEALTH & MEDICAL SCI	M.S.	49
	HEALTH CARE LEADERSHIP	PH.D.	27
	HEALTH INFORMATICS	M.S.	22
	MEDICINE	M.D.	2911
	MEDICINE	PH.D.	47
	MEDICINE	M.B.A.	11
	MEDICINE - DREW	M.D.	96
	MEDICINE - PRIME	M.D.	81
	MPH - COMM HEALTH SCI	M.P.H.	101
	MPH - ENVIRON HEALTH SCI	M.P.H.	24
	MPH - HEALTH MANAGEMENT	M.P.H.	15
	MPH - HEALTH POLICY	M.P.H.	14
	NURSING	M.S.N.	310
	NURSING	M.S.	285
	OPTOMETRY - GRAD CERT.	FPCERT	9
	OPTOMETRY	O.D.	253
PHARMACY	PHARM.D.	705	
PUBLIC HEALTH SCIENCES	PH.D.	22	
PUBLIC HEALTH	M.P.H.	405	
PUBLIC HEALTH	DR.PH.	42	
Legal Professions and Studies	JURIS SCIENTAE DOCTOR	J.S.D.	18
	LAW	J.D.	3118
Library Science	LIBRARY & INFO SCI	M.L.I.S.	162
Mathematics and Statistics	STATISTICS	M.A.	61
Multi/Interdisciplinary Studies	ENVIRONMENTAL DATA SCI	M.E.D.S.	31
	HUMAN COMP INTERACTION	M.S.	33
	M.CITY.PLAN.	M.C.P.	103
	URBAN DESIGN	M.U.D.	11

Discipline	Program	Degree	Enrollment (Fall 2022)
Natural Resources and Conservation	DEVEL PRACTICE	M.D.P.	37
	ENVIRONMENTAL SCI & ENGR	D.ENV.	11
	M.LAND.ARCH.	M.L.A.	80
Public Administration and Social Service Professions	HEALTH POLICY	PH.D.	21
	PUBLIC POLICY	M.P.P.	362
	SOCIAL WELFARE	M.S.W.	363
Social Sciences	APPLIED ECONOMICS & FINANCE	M.S.	19
Visual and Performing Arts	CHOREOGRAPHIC INQUIRY	M.F.A.	7
	FILM & TELEVISION	M.F.A.	120
	FILM & TELEVISION	M.A.	13
	THEATER	M.F.A.	36

Source: UC Data Warehouse